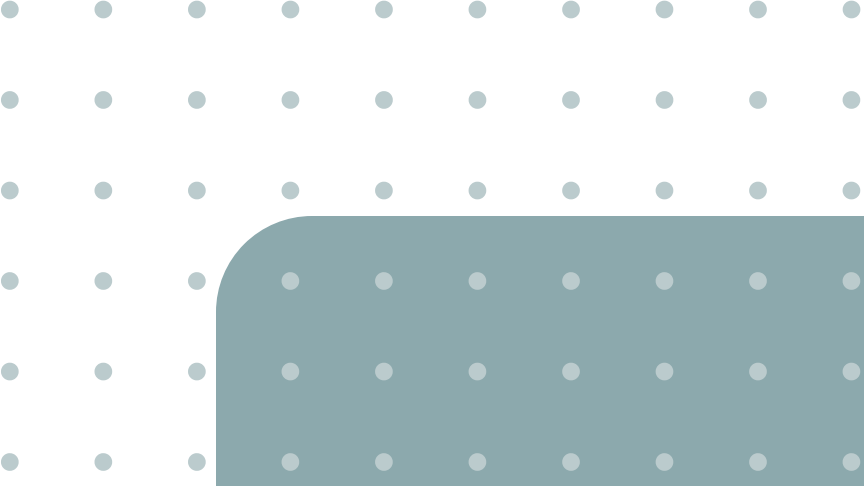




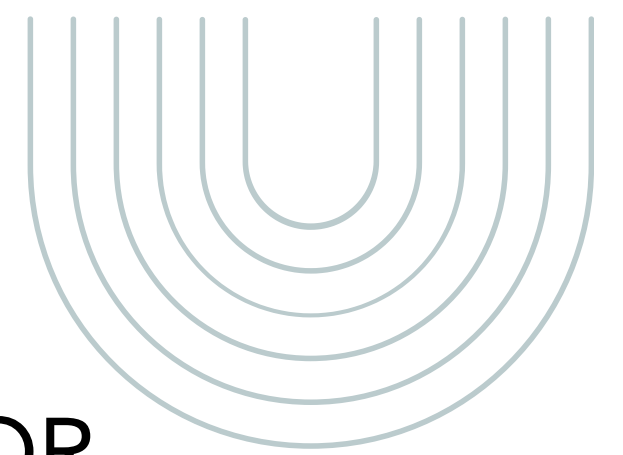
ECAD5012 - C

WHAT, HOW AND WHY AM I TEACHING?

Charlotte Howell
Student number - 2308966



INTRODUCTION



WHAT AM I CRITICALLY EVALUATING?

WHY IS AFL IMPORTANT AND
HOW CAN IT SUPPORT
PROGRESSION.

WHAT IS ASSESSMENT FOR LEARNING?

- FORMATIVE ASSESSMENT
APPROACH
- ONGOING FEEDBACK TO
IMPROVE LEARNING AND
PROGRESSION.
- REAL-TIME ADJUSTMENTS

(BULLOCK, 2021)

THEORISTS

IMPROVES LEARNING OUTCOMES - (BLACK & WILLIAM, 2009)

ENHANCES ACADEMIC ATTAINMENT - (HATTIE, 2012)

NEGATIVE IMPACT IF OVERUSED - (GORARD, 2017)

INTRODUCTION

CHOSEN AOLE AND CLASS CONTEXT

CLASS CONTEXT

- YEAR GROUP - 6 ARTHUR
- NUMBER OF PUPILS - 32
- MIXED ABILITY CLASS WITH LOWER ABILITY PUPILS HAVING INTERVENTIONS DURING THE LESSON I CONDUCTED.
- 7 ALN PUPILS (3 NON VERBAL WERE PRESENT DURING THE LESSON)
- CLASS TOPIC - ONE EXTREME TO ANOTHER (OLIVER TWIST)

PREVIOUS LEARNING

- READING OF OLIVER TWIST
- CLASS TOPIC - HUMANITIES FOCUS
- WOULD COMPARE AND CONTRAST FROM THEN TO NOW.

EXAMPLE - VICTORIAN CLOTHING VS CLOTHING TODAY

PROGRESSION STEP - 5

DEVELOPING ASPECTS OF
- SOWM - HUMANITIES -
ENQUIRY, EXPLORATION
AND INVESTIGATION
INSPIRE CURIOSITY ABOUT
THE WORLD, ITS PAST,
PRESENT AND FUTURE



LITREATURE REVIEW

ASSESSMENT FOR LEARNING

AFL IS A TEACHING STRATEGY DESIGNED TO BE ABLE TO ASSESS STUDENT UNDERSTANDING CONTINUOUSLY AND ADAPT TEACHING TO SUPPORT PUPIL PROGRESSION (CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION, 2011).

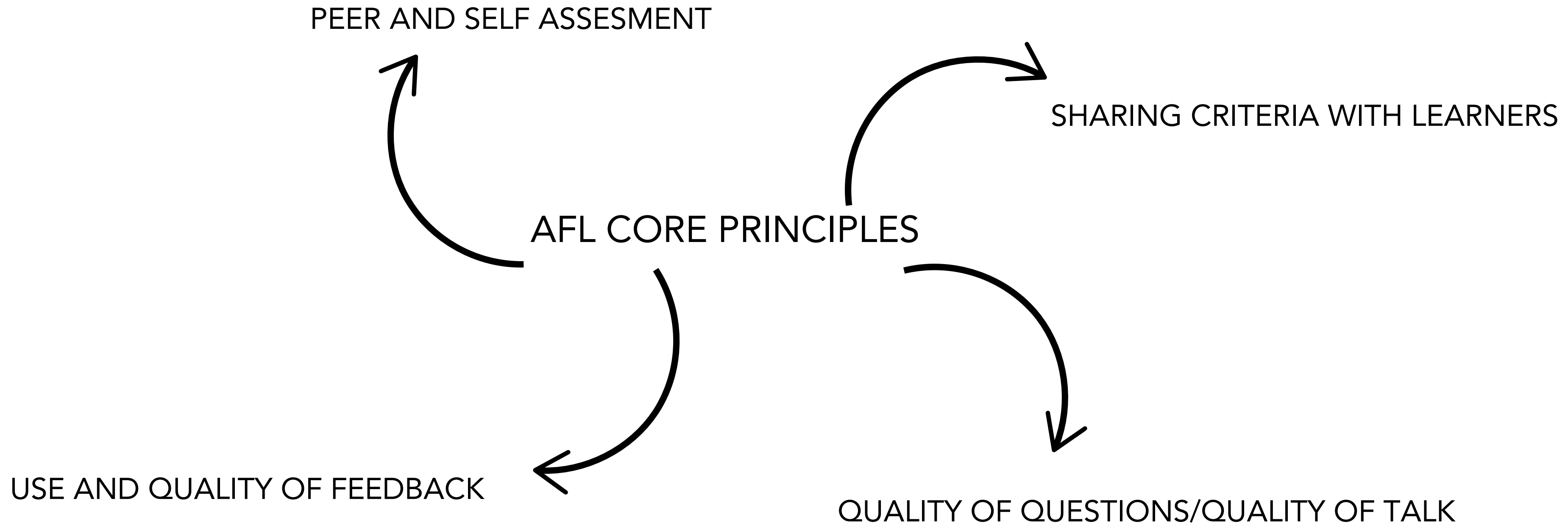
AS PREVIOUSLY MENTIONED THAT UNLIKE A SUMMATIVE ASSESSMENT, ASSESSMENT FOR LEARNING IS A ONGOING FORMATIVE PROCESS (WILIAM, 2011).

ASSESSMENT → FEEDBACK → ADJUSTMENT → PROGRESSION.
HATTIE (2009)

FEEDBACK IS KEY TO MAKING REAL TIME ADJUSTMENTS (HERITAGE AND HARRISON, 2020)

LITERATURE REVIEW

LET'S BEGIN BY LOOKING AT THE CORE PRINCIPLES OF AFL, WHICH ARE FOUNDATIONAL TO ITS EFFECTIVENESS.

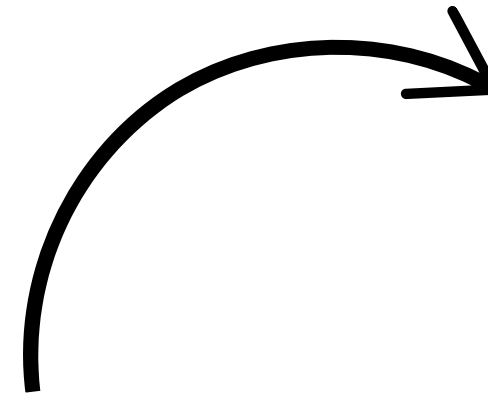


(WELSH GOVERNMENT, 2010)

LITERATURE REVIEW

ONE OF THE CORE PRINCIPLES OF ASSESSMENT FOR LEARNING (AFL) IS ENSURING THAT STUDENTS HAVE A CLEAR UNDERSTANDING OF THE LEARNING OBJECTIVES AND SUCCESS CRITERIA (BENNETT, 2017).

SHARING CRITERIA WITH LEARNERS



AFL CORE PRINCIPLES

HATTIE (2009) HIGHLIGHTS THAT WHEN STUDENTS KNOW EXACTLY WHAT THEY'RE WORKING TOWARDS AND WHAT SUCCESS LOOKS LIKE, THEY ARE BETTER EQUIPPED TO TAKE OWNERSHIP OF THEIR LEARNING.

WHY IS IT IMPORTANT? - KEY POINTS.

- ENSURING PUPILS HAVE A CLEAR UNDERSTANDING OF THE LEARNING OBJECTIVES AND SUCCESS CRITERIA.
- SETS FOUNDATION FOR MEANINGFUL ENGAGEMENT
- INCREASES MOTIVATION AND ENGAGEMENT
- EMPOWERS PUPILS TO PARTICIPATE IN THEIR PROGRESS.

(NUTHALL, 2007)

LITERATURE REVIEW

A FUNDAMENTAL ASPECT OF ASSESSMENT FOR LEARNING (AFL) IS THE USE OF HIGH-QUALITY, OPEN-ENDED QUESTIONS TO ENGAGE STUDENTS AND PROMOTE CRITICAL THINKING (HATTIE, 2012).

AFL CORE PRINCIPLES

BLACK & WILIAM (1998) EMPHASIZE THAT EFFECTIVE QUESTIONING IS MORE THAN JUST ASKING STUDENTS FOR ANSWERS—IT IS ABOUT SPARKING DIALOGUE, ENCOURAGING CURIOSITY, AND GUIDING LEARNERS TO REFLECT ON THEIR UNDERSTANDING.

WHY IS IT IMPORTANT? - KEY POINTS.

- GOES BEYOND SIMPLE RECALL - EXPLAIN, JUSTIFY AND EXPLORE REASONS.
- DEEPENS UNDERSTANDING - ENCOURAGES TO THINK DEEPLY, ANALYSE CONCEPTS AND MAKE CONNECTIONS BETWEEN IDEAS.
- ACTIVE ENGAGEMENT - THOUGHT PROVOKING QUESTIONS.

(NUTHALL, 2007)

QUALITY OF QUESTIONS/QUALITY OF TALK

LITERATURE REVIEW

FEEDBACK IS WIDELY RECOGNISED AS ONE OF THE MOST SIGNIFICANT COMPONENTS OF ASSESSMENT FOR LEARNING (BENNETT, 2017).

WHY IS IT IMPORTANT? - KEY POINTS.

- HELPS CLARIFY MISCONCEPTIONS
- PROVIDES ACTIONABLE STEPS TOWARDS GOALS.
- ALLOWS PUPILS TO MAKE ADJUSTMENTS WHILST STILL FRESH (NUTHALL, 2007).

AFL CORE PRINCIPLES

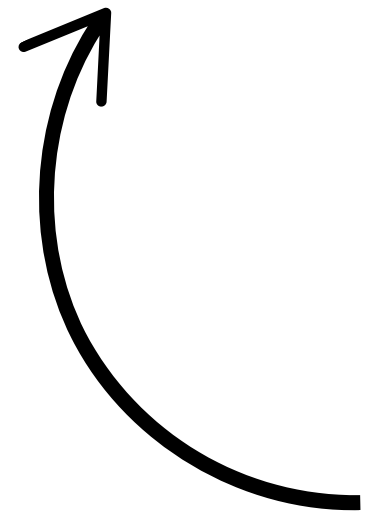
USE AND QUALITY OF FEEDBACK

BENNETT (2017) UNDERSCORES THE POWERFUL IMPACT OF TIMELY, SPECIFIC FEEDBACK, EMPHASISING ITS ABILITY TO HELP STUDENTS IDENTIFY AND ADDRESS GAPS IN THEIR KNOWLEDGE OR SKILLS.

LITERATURE REVIEW

PEER AND SELF-ASSESSMENT ARE ESSENTIAL COMPONENTS OF ASSESSMENT FOR LEARNING (AFL), EMPHASIZING THE ACTIVE INVOLVEMENT OF STUDENTS IN THE LEARNING PROCESS (NUTHALL, 2007).

PEER AND SELF ASSESMENT



AFL CORE PRINCIPLES

WHY IS IT IMPORTANT? - KEY POINTS.

- ENCOURAGES PUPILS TO THINK CRITICALLY.
 - ALLOWS PUPILS TO IDENTIFY GAPS IN THEIR UNDERSTANDING.
 - PROMOTES PUPILS INDEPENDENCE - STUDENT-LED LEARNING
 - ENCOURAGES COLLABORATION
- (BENNETT, 2017).

HATTIE & TIMPERLEY (2007) ARGUE THAT THESE STRATEGIES DO MORE THAN JUST PROVIDE INSIGHT INTO STUDENTS' UNDERSTANDING; THEY ALSO PLAY A SIGNIFICANT ROLE IN DEVELOPING METACOGNITIVE SKILLS.

LITREATURE REVIEW

NOW LET'S TURN TO THE BENEFITS OF AFL.



IMPROVED LEARNING OUTCOMES -

BLACK & WILLIAM:

THEIR WORK SHOWS THAT WHEN TEACHERS IDENTIFY LEARNING GAPS IN REAL TIME, THEY CAN TAILOR INSTRUCTION TO MEET INDIVIDUAL NEEDS, HELPING ALL STUDENTS PROGRESS. THEY STRESS THAT PROVIDING FEEDBACK IS NOT ENOUGH TO GET THESE BETTER RESULTS; IT MUST BE SPECIFIC AND ACTIONABLE SO THAT STUDENTS CAN CLOSE THE GAP BETWEEN THEIR PRESENT PERFORMANCE AND THE LEARNING GOALS THEY HAVE SET (BLACK AND WILIAM, 1998).

DYLAN WILIAM:

WILIAM HAS EXPANDED ON THIS IDEA BY HIGHLIGHTING THE FACT THAT FORMATIVE ASSESMENT IS A PRACTICE THAT NEEDS TO BE INCORPORATED INTO TEACHING IN ORDER TO PROMOTE ONGOING DEVELOPMENT RATHER THAN A ONE-SIZE-FITS-ALL APPROACH. HE EMPHASISES HOW GRADUAL IMPROVEMENTS IN STUDENT ACHIEVEMENT CAN RESULT FROM LITTLE EDUCATIONAL MODIFICATIONS THAT ARE INFORMED BY ASSESSMENT. ACCORDING TO WILIAM, BOOSTING STUDENT LEARNING AND TEACHER EFFECTIVENESS ARE EQUALLY IMPORTANT ASPECTS OF AFL (WILIAM, 2011).

MARZANO:

ACCORDING TO MARZANO'S RESEARCH ON SUCCESSFUL TEACHING TECHNIQUES, FORMATIVE ASSESSMENT PLAYS A CRUCIAL ROLE IN IMPROVING STUDENT PERFORMANCE. ACCORDING TO HIS RESEARCH, STUDENTS WHO GET CONSTRUCTIVE CRITICISM AND DIRECTION THROUGH FORMATIVE PRACTICES DO BETTER ON SUMMATIVE TESTS BECAUSE THEY ARE MORE PREPARED AND SELF-ASSURED (MARZANO, 2003).

LITREATURE REVIEW

NOW LET'S TURN TO THE BENEFITS OF AFL.



INCREASE ENGAGEMENT -
LEV VYGOTSKY:

MANY AFL METHODS ARE BASED ON VYGOTSKY'S IDEA OF THE ZONE OF PROXIMAL DEVELOPMENT (ZPD). HE CONTENDS THAT HELPING STUDENTS COMPLETE THINGS THAT ARE JUST A LITTLE BIT ABOVE THEIR CURRENT SKILL LEVEL IS THE BEST WAY TO HELP THEM LEARN. BY HELPING STUDENTS NAVIGATE THEIR ZONE OF PROXIMAL DEVELOPMENT, AFL STRATEGIES LIKE SCAFFOLDING, FEEDBACK, AND QUALITY QUESTIONING ARE CONSISTENT WITH THIS IDEA. STUDENTS ARE MORE ENGAGED AND MOTIVATED WHEN THEY VIEW A TASK AS BOTH FEASIBLE AND ENJOYABLE WHEN THEY FEEL CHALLENGED BUT SUPPORTED (VYGOTSKY, 1978).

BROOKHART:

ACCORDING TO BROOKHART (2008), INVOLVING STUDENTS IN FORMATIVE ASSESSMENT PROCEDURES PROMOTES SELF-MOTIVATION. STUDENTS ARE ENCOURAGED TO PARTICIPATE ACTIVELY IN THEIR EDUCATION VIA AFL THROUGH ACTIVITIES SUCH AS GOAL-SETTING, QUALITY QUESTIONING, AND PEER ASSESSMENT. A SENSE OF ACCOUNTABILITY AND INDEPENDENCE ARE CREATED BY THIS ACTIVE PARTICIPATION, AND THESE QUALITIES ARE ESSENTIAL FOR MAINTAINING ENGAGEMENT OVER TIME (BROOKHART, 2008).

BAKER (2016):

EVA L. BAKER ALSO SUPPORTS THE IDEA THAT ENGAGEMENT INCREASES WITH THE USE OF AFL. IN HER RESEARCH, BAKER EMPHASIZES THE IMPORTANCE OF ONGOING FEEDBACK AND FORMATIVE ASSESSMENT IN PROMOTING DEEPER STUDENT ENGAGEMENT. SHE ARGUES THAT WHEN STUDENTS ARE PROVIDED WITH CLEAR, ACTIONABLE FEEDBACK AND OPPORTUNITIES FOR SELF-REFLECTION, THEY BECOME MORE INVESTED IN THEIR LEARNING PROCESS. THIS INCREASED INVOLVEMENT LEADS TO GREATER MOTIVATION AND IMPROVED ACADEMIC PERFORMANCE (BAKER, 2016).

LITREATURE REVIEW

IN THIS SECTION, I'LL CRITICALLY EVALUATE SOME OF THE CHALLENGES ASSOCIATED WITH IMPLEMENTING AFL EFFECTIVELY.



TORRANCE AND PRYOR (2001) WARN THAT IF AFL IS NOT WELL CONTROLLED, IT MAY STRENGTHEN RELIANCE ON TEACHERS. THEY CONTEND THAT PUPILS' ABILITY TO LEARN INDEPENDENTLY MAY BE HINDERED WHEN THEY BECOME OVERLY DEPENDENT ON FEEDBACK. INSTEAD THAN DEPENDING ON TEACHERS' CONTINUOUS INPUT, AFL TECHNIQUES SHOULD EMPOWER STUDENTS TO TAKE CHARGE OF THEIR EDUCATION (TORRANCE & PRYOR, 2001).

SHUTE (2008):

ACCORDING TO SHUTE'S RESEARCH, FEEDBACK MUST BE CLEAR, CONCISE, AND SUITABLE FOR THE STUDENT'S PRESENT COMPREHENSION LEVEL. SHE CONTENDS THAT COGNITIVE OVERLOAD CAN RESULT FROM RECEIVING TOO MUCH FEEDBACK, ESPECIALLY ALL AT ONCE. FEEDBACK MUST NOT CAUSE CONFUSION BUT RATHER ASSIST THE LEARNER IN REFLECTING ON THEIR WORK IN ORDER TO BE EFFECTIVE (SHUTE, 2008).

CARLESS (2015):

CARLESS EMPHASISES THAT SOME STUDENTS MAY REJECT OR REJECT CRITICISM, ESPECIALLY IF THEY BELIEVE IT CONTRADICTS THEIR OWN KNOWLEDGE OR SENSE OF THEMSELVES. AFL DEPENDS ON STUDENTS' READINESS TO TAKE CRITICISM AND ACT UPON IT, BUT THEY MIGHT NOT PARTICIPATE IN THE PROCESS IF THEY BELIEVE IT TO BE UNDULY CRITICAL OR POINTLESS. INSTEAD THAN VIEWING FEEDBACK AS A JUDGEMENT OF FAILURE, EDUCATORS NEED TO CREATE A CULTURE THAT VIEWS IT AS HELPFUL AND NECESSARY FOR DEVELOPMENT (CARLESS, 2015).

LITREATURE REVIEW



CONCLUSION

IN SUMMARY, RESEARCH BY THEORISTS LIKE BLACK & WILIAM (1998), WILIAM (2011), AND MARZANO (2003) DEMONSTRATES THAT REAL-TIME FEEDBACK AND CUSTOMISED INSTRUCTION CAN ENHANCE LEARNING OUTCOMES AND STUDENT ENGAGEMENT, MAKING AFL AN EFFECTIVE TOOL FOR IMPROVING STUDENT DEVELOPMENT. BY FILLING IN KNOWLEDGE GAPS, IT MOTIVATES STUDENTS TO TAKE AN ACTIVE ROLE IN THEIR EDUCATION.

BUT AFL HAS DIFFICULTIES. ACCORDING TO TORRANCE AND PRYOR (2001), GIVING TOO MUCH FEEDBACK MIGHT LEAD TO AN OVER-RELIANCE ON TEACHERS AND IMPEDE SELF-DIRECTED LEARNING. CARLESS (2015) NOTES THAT STUDENTS MAY REJECT FEEDBACK IF THEY BELIEVE IT TO BE TOO CRITICAL, WHEREAS SHUTE (2008) EMPHASISES THE DANGER OF COGNITIVE OVERLOAD FROM EXCESSIVE INPUT.

ALTHOUGH AFL HAS THE POTENTIAL TO GREATLY ENHANCE STUDENT ACHIEVEMENTS, ITS EFFECTIVENESS DEPENDS ON CAREFUL EXECUTION, KNOWLEDGEABLE TEACHERS, AND THE DEVELOPMENT OF A POSITIVE FEEDBACK CULTURE.

DISCUSSION OF MY LESSON PLANNING - RATIONALE AND AOLE CHOICE

I CONCENTRATED ON THE HUMANITIES FOR THIS CLASS, PARTICULARLY THE VICTORIAN ERA, WHICH CONNECTS TO MY PLACEMENT'S SUBJECT OF "ONE EXTREME TO ANOTHER." I DECIDED TO FOCUS ON VICTORIAN WORKHOUSES, NAMELY THE HAZARDOUS TASKS THAT YOUNG CHIMNEY SWEEPERS HAD TO PERFORM. THIS SUBJECT WAS CHOSEN TO GIVE STUDENTS THE CHANCE TO INVESTIGATE AN IMPORTANT HISTORICAL PROBLEM WITH MORAL IMPLICATIONS, DEVELOPING EMPATHY AND CRITICAL THINKING. IN ADDITION TO CONNECTING TO THE HEALTH AND WELLBEING AOLE, THE MORALITY OF CHILD LABOUR DURING THE VICTORIAN ERA ENCOURAGES STUDENTS TO CONSIDER HISTORICAL INJUSTICES AND DRAW PARALLELS WITH MODERN ISSUES.

LESSON PLAN

Student-teacher:	Miss. Howell	Class / Group:	Year 6
AoLE or Subject:	Humanities	Date (please note that this may be a continuous session):	27/11/2024
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)	SOWM - <u>Humanities</u> - Enquiry, exploration and investigation inspire curiosity about the world, its past, <u>present</u> and future – PS5 - I can make coherent and reasoned responses and judgements that take into consideration different viewpoints. SOWM - Humanities - Informed, self-aware citizens engage with the challenges and opportunities that face <u>humanity</u> , and <u>are able to take considered and ethical action</u> – PS5 - I can evaluate how people’s different beliefs, <u>perspectives</u> and experiences impact upon moral and ethical action in response to past, <u>present</u> and <u>anticipated</u> challenges and opportunities.		
Meaningful links across the <u>curriculum</u> <u>Links</u> to other AoLEs or the <u>Cross-curricular skills frameworks</u>	SOWM – Health and wellbeing - <u>Our</u> decision-making impacts on the quality of our lives and the lives of others – PS5 - I can critically evaluate factors and implications, including risks, when making decisions individually and collectively.		
Personal Targets (targets and consequent impact on learning - refer to any targets that have been <u>identified</u> in learning journal or weekly reflection meeting and describe the desired impact on learning) Target: Ensure all pupils are engaged throughout the lesson Challenge: Some pupils may lose focus during the presentation or discussion. Strategy to Overcome: To use a variety of teaching methods, such as visuals (videos and images), interactive questioning, and group discussions.			
Learning Intention 'This should focus on the pupils’ learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.’ (Crichton, H., and <u>Mcdaid</u> , A. 2016 p. 196)			
Aim – To understand the dangers faced by Victorian child chimney sweeps and reflect on the impact of child labour during the Industrial Revolution.			

Success Criteria

What the pupils need to demonstrate to successfully meet the Learning Intention.

I can list at least 4 dangers that Victorian chimney sweeps faced.

I can explain why the danger was harmful and how it affected the children.

I can rate the dangers from 1 to 10 based on how harmful they were, providing a reason for my rating.

I can reflect on how I would feel if I were a child working as a chimney sweep and write about it.

Planning for misconceptions:

Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.

Misconception: Chimney sweeping was an easy job because children were small and "fit" for the role.

Planned Response: Emphasise the physical strain and dangers (e.g., suffocation, burns, long hours) children faced. Use visuals and videos to highlight the harsh realities of the work.

Questioning Strategy:

Why do you think small children were chosen for this job?

Do you think being small made it easier or more dangerous? Why?

Strategies to support learners' Welsh language development

Praise words to be used in the welsh language

Example – 'Gwych', 'Da iawn' and 'bendigedig'

SEQUENCE OF TEACHING & LEARNING (Add or remove rows below as <u>appropriate</u>)				
Timing: Break down timings into groups if <u>appropriate</u> . ensure pupils are 'doing' quickly and that transitions are <u>taken into account</u> .	Role of the teacher & support staff: e.g., key questions, retrieval of prior learning, modelling and explanations, checking understanding, planned use of <u>additional adults</u> . Choice of pedagogical model or of the 12 pedagogical principles	Pupils' learning and activities: What will the pupils be learning to do and what activities / resources will <u>facilitate</u> this? Please refer to Foundation Learning planning document for details of continuous provision.	Inclusive Strategies (including differentiation): Reasons for and details of scaffolding. Types of representation in tasks.	Check what pupils know, understand, and can do: Key questions, types of retrieval practices, self and peer assessment opportunities, purposeful AfL strategies, live marking opportunities, planned feedback.
Introduction including videos (40 mins)	Teacher's Role: Retrieval of Prior Learning - Beginning with the " <u>Tasg tanio</u> – Off We Go!" task to activate prior knowledge about Victorian child labor and working conditions. Explanations: Delivering a class presentation that includes videos and visuals depicting the lives of chimney sweeps. Use questioning to engage and encourage critical thinking, e.g.:	Listening and Retrieval Practice: Pupils will complete the " <u>Tasg tanio</u> – Off We Go!" task and watch a presentation with videos on chimney sweeps. Discussion and Reflection: Participate in a whole-class discussion to <u>identify</u> dangers and consider the impact on children.	Encouraging peer support and cooperative learning by pairing students strategically. The use of differentiated resources, including visual, verbal, and written materials, to ensure accessibility for all learners.	Traffic Light Cups: Monitoring pupils' confidence in real-time using the traffic light cup system. Key Questions: Regularly posing questions to check understanding and encourage critical thinking. Live Marking: Providing immediate feedback and adjust teaching based on pupil responses.

	- What dangers did you notice in the video? - Why do you think children <u>were chosen</u> for this work? - How do you think it would feel to work in these conditions? Checking Understanding: Implement a traffic light cup system as an AfL strategy: - Green – I understand and feel confident. - Yellow – I'm unsure and need guidance. - Red – I am confused and need help. Support Staff's Role: - Work closely with lower-ability pupils, ensuring they understand the task and stay engaged.			<u>Tasg tanio</u>: Beginning with a retrieval task to activate prior knowledge.
Individual task (30 mins)	Teachers' role: Circulating and Supporting: During the task, the teacher will move around the classroom, providing individual support, addressing queries, and offering clarification where needed. This approach allows for live marking and	Pupils will rate the dangers of chimney sweeping on a scale of 1 to 10 by plotting them on a line graph. They will have explored 7 dangers in detail during the class discussion and will use this knowledge to rank them, with 10 being the most dangerous and 1 the least dangerous.	Scaffolding: Lower-ability pupils will be provided with pre-written answers to stick onto their line graphs, ensuring they can complete the activity with minimal stress. Higher- and middle-ability	Traffic Light Cups: Each pupil will use their traffic light cups throughout the activity to <u>indicate</u> their confidence level. The teacher and support staff will <u>monitor</u> the cups during the activity to <u>identify</u> pupils

	immediate identification of misconceptions. Planned Use of Additional Adults: Support staff will work closely with lower-ability pupils to guide them through the activity, offering additional scaffolding and addressing misconceptions as they arise.	Pupils will then write or stick their reasoning on the sheet, explaining their rankings and justifying their choices.	pupils will write their answers independently. Support Staff: Positioned with lower-ability pupils, additional adults will offer targeted guidance and encourage participation.	who need immediate support and adjust teaching or assistance accordingly. Key Questions: - Why did you rate that danger the highest? - Can you justify your ranking? - Why do you think this danger is more severe than the others? Live Marking: The teacher will circulate the room, checking pupils' work while observing their traffic light cups. Immediate verbal feedback will be provided, and misconceptions will be addressed on the spot.
Plenary/ class reflection (15 mins)	Teacher's Role: To lead a class discussion to reflect on the lesson and gather student feedback. Help pose key questions to prompt pupils to evaluate their learning and engagement.	Pupils will participate in a class discussion to reflect on the lesson. They will answer key questions about their experience, challenges, and learning progression: - Did you enjoy the lesson? - What did you find difficult? - Are you happy with your learning progression?	Traffic Light Cups: Pupils will use their traffic light cups during the discussion to indicate their overall confidence and understanding of the lesson:	Student Feedback: Gather pupil reflections on the lesson to assess its effectiveness and identify areas for improvement. Key Questions: Encourage pupils to articulate their experiences and learning:

	To model reflective thinking by sharing examples of what went well and areas for improvement in the lesson. Support Staff's Role: To encourage quieter or less confident pupils to share their thoughts.	Can you tell me one thing you learned today? Pupils will also provide feedback on how the lesson could <u>be improved</u> if done again.	- Green: "I feel confident and enjoyed the lesson." - Yellow: "I'm unsure and found some parts challenging." - Red: "I struggled and need more support." This will aid pupils with communication difficulties as they can provide feedback using a visual aid (traffic light cups).	- What did you find most interesting or enjoyable? - What was challenging, and why? - What would you change if we did this lesson again? Planned Feedback: Summarise key themes from the discussion, praising pupils for their efforts and highlighting areas where the class performed well. Address any shared misconceptions or challenges that arose during the activity.
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strategy to overcome. To use a variety of teaching methods, such as videos (photos and images), interactive questioning, and group discussions.
Learning Intention 'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.' (Crichton, H., and Mcdaid, A. 2016 p. 196)
Aim – To understand the dangers faced by Victorian child chimney sweeps and reflect on the impact of child labour during the Industrial Revolution.

WITH AN EMPHASIS ON COMPREHENDING THE RISKS ENCOUNTERED BY VICTORIAN CHILD CHIMNEY SWEEPERS AND CONSIDERING THE EFFECTS OF CHILD LABOUR THROUGHOUT THE INDUSTRIAL REVOLUTION, THE LEARNING OBJECTIVE WAS CLEAR AND ATTAINABLE. THIS OBJECTIVE PROMOTED CRITICAL THINKING, EXPANDED ON EXISTING KNOWLEDGE, AND OFFERED A REAL-WORLD LEARNING ENVIRONMENT. STUDENTS GAINED EMPATHY AND A CLOSER BOND WITH THE WORLD AROUND THEM BY INVESTIGATING THESE TOPICS AND GAINING A GREATER COMPREHENSION OF THE ETHICAL AND HISTORICAL SIGNIFICANCE.

Success Criteria What the pupils need to demonstrate to successfully meet the Learning Intention.
I can list at least 4 dangers that Victorian chimney sweeps faced. I can explain why the danger was harmful and how it affected the children. I can rate the dangers from 1 to 10 based on how harmful they were, providing a reason for my rating. I can reflect on how I would feel if I were a child working as a chimney sweep and write about it.

THE SUCCESS CRITERIA WERE CLEAR AND STRUCTURED TO GUIDE STUDENT PROGRESSION. STUDENTS WERE TASKED WITH LISTING DANGERS FACED BY VICTORIAN CHIMNEY SWEEPS, EXPLAINING THEIR HARMFUL EFFECTS, AND RANKING THE DANGERS WITH REASONING. REFLECTING ON THEIR OWN FEELINGS IF PLACED IN SIMILAR CONDITIONS ENCOURAGED EMPATHY AND PERSONAL CONNECTION. THESE CRITERIA SUPPORTED CRITICAL THINKING, PRIORITIZATION SKILLS, AND EMOTIONAL UNDERSTANDING WHILE ALIGNING WITH THE LESSON'S OBJECTIVES.

DISCUSSION OF MY LESSON PLANNING - PROGRESSION STEP

"I CAN MAKE COHERENT AND REASONED RESPONSES AND JUDGEMENTS THAT TAKE INTO CONSIDERATION DIFFERENT VIEWPOINTS" - PROGRESSION STEP 5

WAS THE PROGRESSION STEP I CONCENTRATED ON. THIS DEVELOPMENT STEP WAS SELECTED TO PUSH STUDENTS TO THINK CRITICALLY BY TAKING INTO ACCOUNT VARIOUS VIEWPOINTS ON THE RISKS ENCOUNTERED BY CHIMNEY SWEEPERS, IN ADDITION TO HELPING THEM REMEMBER FACTS REGARDING CHILD LABOUR IN THE VICTORIAN ERA.

DISCUSSION OF MY LESSON PLANNING - AFL APPROACH AND JUSTIFICATION

I DECIDED TO USE TRAFFIC LIGHT CUPS AS MY MAIN AFL TACTIC FOR THIS SESSION. I WAS ABLE TO EVALUATE STUDENTS' COMPREHENSION IN REAL TIME THANKS TO THE INSTANTANEOUS, VISIBLE FEEDBACK THIS METHOD OFFERED. WITHOUT REQUIRING SPOKEN FEEDBACK, PUPILS WERE ABLE TO EVALUATE THEIR OWN COMPREHENSION AND EXPRESS IT THROUGH THE USE OF RED, YELLOW, AND GREEN CUPS. THIS ALLOWED ALL STUDENTS TO ACTIVELY PARTICIPATE IN THE AFL PROCESS, WHICH WAS ESPECIALLY BENEFICIAL FOR THE CLASS'S NON-VERBAL LEARNERS.

THE REASONS BEHIND TRAFFIC LIGHT CUPS

INSTANT FEEDBACK: BLACK AND WILIAM (1998) STRESS THE VALUE OF FORMATIVE EVALUATION IN RAISING STUDENT PERFORMANCE. WITH THE HELP OF THE TRAFFIC LIGHT CUPS, STUDENTS COULD QUICKLY AND VISUALLY INDICATE THEIR UNDERSTANDING, WHICH ALLOWED ME TO MODIFY MY LESSON PLANS AS NEEDED.

INCLUSIVITY: BY OFFERING A UNIVERSAL FORM OF COMMUNICATION THAT HONOURED EACH STUDENT'S UNIQUE COMMUNICATION NEEDS, THIS APPROACH MADE SURE THAT ALL NON-VERBAL PUPILS IN THE CLASS COULD PARTICIPATE IN THE EVALUATION (TOMLINSON, 2014).

ENGAGEMENT: IN LINE WITH VYGOTSKY'S (1999) ZONE OF PROXIMAL DEVELOPMENT, THE CUPS ENCOURAGED STUDENTS TO TAKE OWNERSHIP OF THEIR LEARNING AND REFLECT ON WHAT THEY HAD LEARNT.

DISCUSSION OF MY LESSON PLANNING - PEDAGOGICAL CONSIDERATIONS AND LITERATURE SUPPORT

TO ENCOURAGE CRITICAL THINKING AND PARTICIPATION, THE CLASS COMBINED CONTEMPLATION WITH QUESTIONS. I USED BOTH TARGETED AND OPEN-ENDED QUESTIONS TO HELP THE STUDENTS MAKE WELL-REASONED ASSESSMENTS OF THE RISKS THAT VICTORIAN CHILDREN FACED. EFFECTIVE QUESTIONING, ACCORDING TO BLACK & WILIAM (1998), CAN HELP STUDENTS GRASP CONCEPTS MORE DEEPLY. I MADE SURE THE QUESTIONS MADE THEM CONSIDER THE MORAL IMPLICATIONS OF CHILD LABOUR AS WELL AS THE BACKGROUND.

STUDENTS WERE ENCOURAGED TO CONNECT WITH THE CONTENT EMPATHETICALLY AND TO PRACTISE THINKING CRITICALLY THROUGH THE SELF-REFLECTION ASSIGNMENT, WHICH ASKED THEM TO IMAGINE HOW THEY WOULD FEEL IF THEY WERE A CHILD CHIMNEY SWEEPER. THIS REFLECTION SUPPORTS THE FINDINGS OF HATTIE & TIMPERLEY (2007), WHO FOUND THAT STUDENTS TAKE GREATER OWNERSHIP OF THEIR LEARNING WHEN THEY ENGAGE IN SELF-EVALUATION AND REFLECTION.

A KEY CHALLENGE I ANTICIPATED WAS THE TIME REQUIRED TO PROVIDE INDIVIDUAL FEEDBACK, ESPECIALLY WITH SUCH A DIVERSE CLASS. HOWEVER, THE TRAFFIC LIGHT CUPS ALLOWED ME TO QUICKLY IDENTIFY STUDENTS WHO NEEDED ADDITIONAL SUPPORT, ALLOWING FOR MORE EFFICIENT TIME MANAGEMENT.

TO CONCLUDE...

TO CONCLUDE, THIS ASSIGNMENT HAS GIVEN ME THE CHANCE TO CONSIDER AND DEEPEN MY KNOWLEDGE OF EFFECTIVE LESSON PLANNING, ESPECIALLY AS IT RELATES TO FORMATIVE ASSESSMENT (AFL). I WAS ABLE TO DEVELOP A SESSION THAT WAS BOTH INSTRUCTIVE AND MORALLY STIMULATING BY CONCENTRATING ON THE ROLE OF HUMANITIES AND INVESTIGATING THE RISKS ENCOUNTERED BY VICTORIAN CHILD CHIMNEY SWEEPERS. THIS ENCOURAGED STUDENTS TO CONSIDER HISTORICAL ISSUES AND THEIR PRACTICAL RAMIFICATIONS.

ALL STUDENTS, INCLUDING NON-VERBAL LEARNERS, WERE ABLE TO FULLY PARTICIPATE IN THE SESSION DUE TO THE VALUABLE OPPORTUNITY FOR INSTANT FEEDBACK AND INCLUSIVITY THAT THE USE OF AFL STRATEGIES—PARTICULARLY TRAFFIC LIGHT CUPS—PROVIDED. I WAS SUCCESSFUL IN ENCOURAGING CRITICAL THINKING, INVOLVEMENT, AND SELF-REFLECTION THROUGH METICULOUS PLANNING AND THE INTEGRATION OF MANY PEDAGOGICAL STRATEGIES—ALL OF WHICH ARE CRUCIAL FOR PROMOTING STUDENT PROGRESSION.

HOWEVER, THE PROCESS ALSO BROUGHT TO LIGHT THE DIFFICULTIES IN STRIKING A BALANCE BETWEEN TIME, FEEDBACK, AND DIFFERENTIATION. IT BECAME EVIDENT THAT IN ORDER TO ASSIST LEARNING WITHOUT OVERWHELMING TEACHERS OR STUDENTS, AFL TACTICS NEEDED TO BE CAREFULLY HANDLED. ALL THINGS CONSIDERED, THIS EXPERIENCE HAS IMPROVED MY KNOWLEDGE OF HOW TO DESIGN INCLUSIVE, INTERESTING, AND SIGNIFICANT LEARNING OPPORTUNITIES THAT CATER TO THE DIFFERENT NEEDS OF STUDENTS THAT I WILL CONTINUE TO USE IN MY TEACHING.

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