



ECAD5012: Cycle 2
Professional and Pedagogical
Studies: Leading the
Learning: what, how and why
am I teaching?

Reflective discussion of planned
Assessment for Learning strategies
used to support teaching and
learning across an AoLE.

By Lucy Tingle
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BA2

Photo consent form signed by
placement classroom mentor

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Y Drindod Dewi Sant
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Consent form for taking photographs and filming

Statement
Student-teachers must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to Lucy Tingle as a representative of the APLA, to:

(Tick accordingly)

Take photographs ☒

Film ☒

Record ☒

Name of Head teacher/ Senior Mentor: V. Jenkins

Signature: [Signature]

Name of School: ST FRANCIS CATHOLIC PRIMARY

To be completed by student-teacher:
If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Professional Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student-teacher: LUCY TINGLE

Signature: [Signature]

Student no.: 2306949

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary): BA Primary Ed with QTS

Date: 11/11/24

Thank you for your co-operation.

September 2023

Assessment for Learning (AfL)



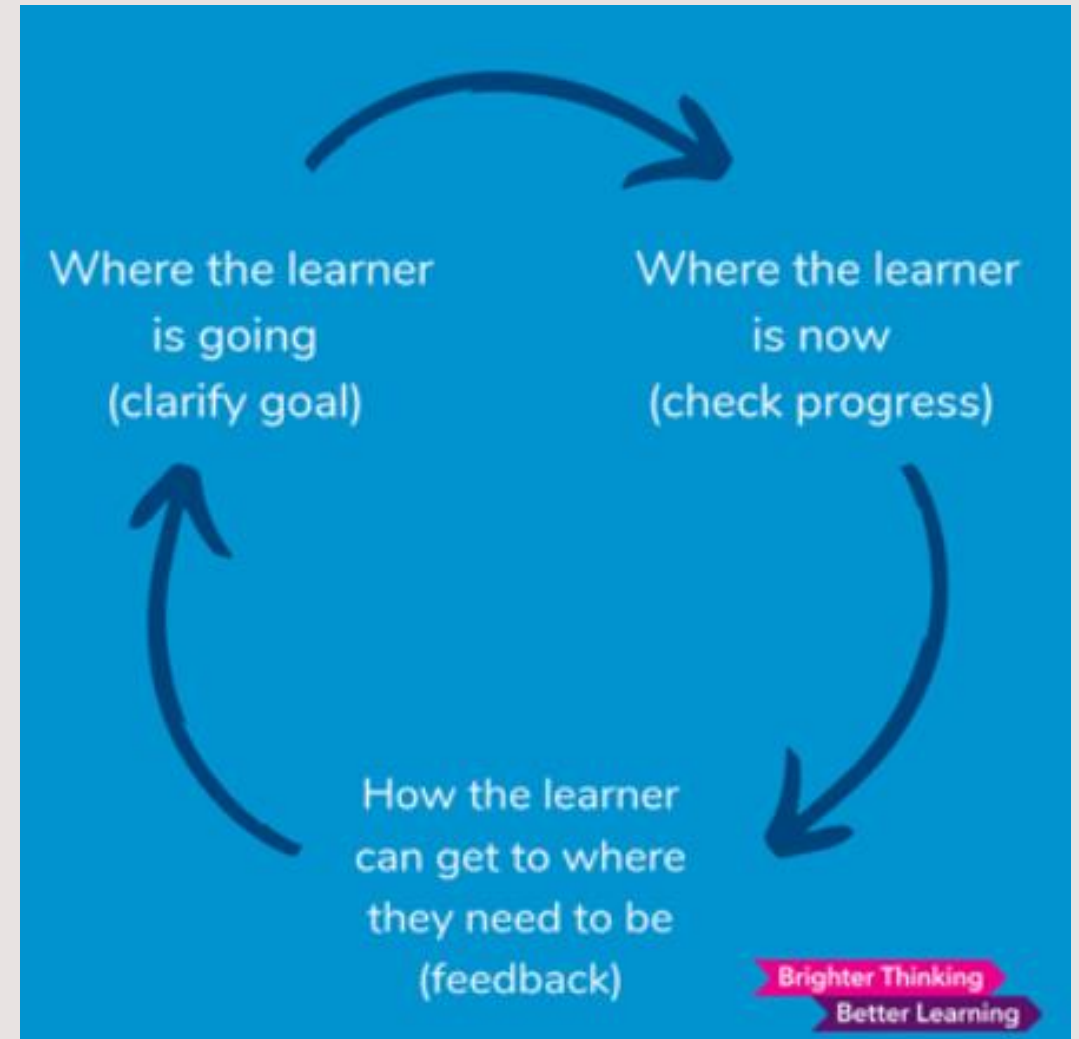
Assessment for learning is supporting pupils and supplying effective and qualitative feedback to improve confidence whilst learning and support their educational development.

From a teacher's perspective, this can be shown by class discussion, questioning strategies, and peer and self assessment tasks..



AfL can be effective and informs immediate change as teachers can alter their lesson planning when necessary to suit the needs of the pupils.

AfL consists of 4 elements : Sharing criteria with learners, quality of questions/quality of talk, use and quality of feedback, and peer and self assessment



Cambridge, (2019)

My lesson background

My lesson was planned based on the observation of pupil's emotional wellbeing with the school environment. My class is a mixed year2/3 class with mixed ability pupils. Children of this age start to recognise and gain understanding of their emotions and what the consequence of this emotion is, e.g. friends falling out, trouble at home, not going the pupil's way with a task or job. I had a discussion with my classroom mentor, and asked should I plan for a Health & Wellbeing session on emotions. She agreed and I went ahead with it. I started off the lesson with a short video about 'scribble spot'. It got children to think about their emotions and relating to a colour. I then proceeded to read a book, 'the colour monster' which relates emotions to different colours, we discussed why the monster felt each emotion as a class. Each emotion came with a colour monster teddy, which I brought and engaged with the pupils. I then set the task for the pupils to colour in a cartoon image of themselves, picking a colour relating to the emotion they felt at that moment in time. Then I got the pupils to label the emotion. I moved between each group, pupils had free choice on who they wanted to work with, I discussed with the pupils about their emotion and why they choose that specific colour. We discussed about how they could overcome those emotions. To push my pupils onto the next step, I got them to write about why they feel that emotion, my MAT pupils where able to use resources from the class to write the sentence in Welsh. At the end of the session, I got the pupils to write a sentence about an emotion and why they were feeling that certain emotion. At this point, and from walking around within the task time, I could assess how pupils understood and recognised their emotions from what we had discussed and learnt from the resources I have brought in.

Benefits of AfL

AfL methodology is proven to boost pupils' confidence in learning and be able to also take control of progress and increase motivation within schools. It give pupils the opportunity to see how and what they are learning and understanding the aims of the lesson.

Teachers, can see into the pupils learning and level of understanding and provide stability to support pupils learning further and effectively. (Cambridge, (2019)



AfL also deepens learners understanding and is proven to lead to higher attainment for students. (Teaching English with Oxford,(2021)

Continued Benefits of AfL

Formative assessment can develop our learners by obtaining higher-order thinking skills, which can be transferable between other skills used in areas of learning. Fisher, R stated that information today is expanding rapidly at a rate individuals require that transferable skill to enable them to address the different problems within context at variable times throughout learner's lives.

(Clarke, S, (2008), p.g.7)

Formative assessment can include many key strategies to benefit assessment not only for the teacher but for our learners also, for example;

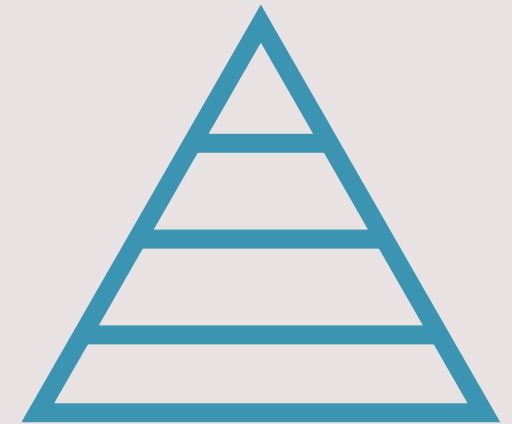
- Involving pupil in planning for lessons, as pupils feel valued and respected by potentially including common interests linked to learning.
- Clarifying learning objectives at the beginning of the session to allow pupils clear understanding of what is expected of them throughout.
- Involving pupil discussions and feedback on learning outcomes from the session to better improve their learning for future content.

(Clarke, S, (2008), p.g. 11)

Black & Wiliam (1998)

Black, P and Wiliam D, (1998) restored the balance of 'formative assessment', by using feedback assessment to modify pupils learning activity. Teachers giving pupils feedback comments on how they can improve their learning instead of awarding grades without explanation. This was based to improve pupils live learning and correcting any mistakes in the moment, when the brain is focused and active on the topic. Both Black & Wiliam believe this form of feedback assessment will improve future exam results and pupils' confidence.

(Teaching expertise, (ND))



Literature Review

Ko, J, (2013) researched about a study which showed that classroom management, climate and teaching were the main three factors that have a positive impact on pupil’s academic outcomes, across the world. The research also shows how observation studies the generics of teaching characteristic and effectiveness in lessons, from various cultural areas. However, the research suggested that was it the effective teaching or good practice based on professionals that produced the academic outcomes for pupils.

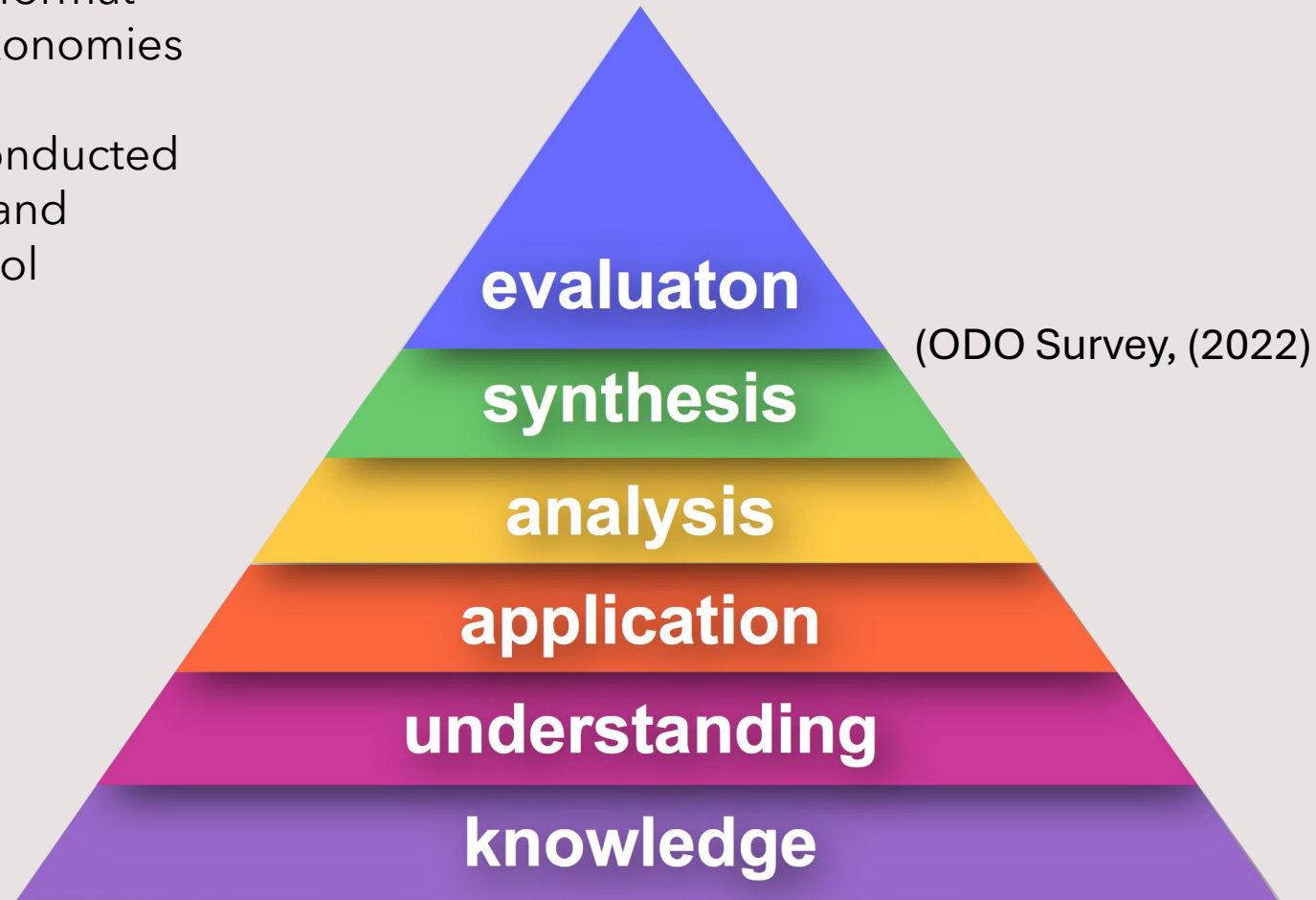
Teaching behaviours were tested to ensure effective teaching was being observed. The teaching was factored into elements, which shared similar features such as, climate, management, objectives and feedback.

Table 10: Underlying dimensions found in the ratings using the two instruments (ISTOF and QoT)

Evaluative instrument	Behavioural instrument
Supportive lesson climate	Clear and coherent lesson in a supportive learning climate
Proactive lesson management	Engaging students with assignments and activities
Well organised lesson with clear objectives	Positive classroom management
Environmental and teacher support	Purposive learning
	Quality questioning and feedback for students

Bloom's Taxonomy

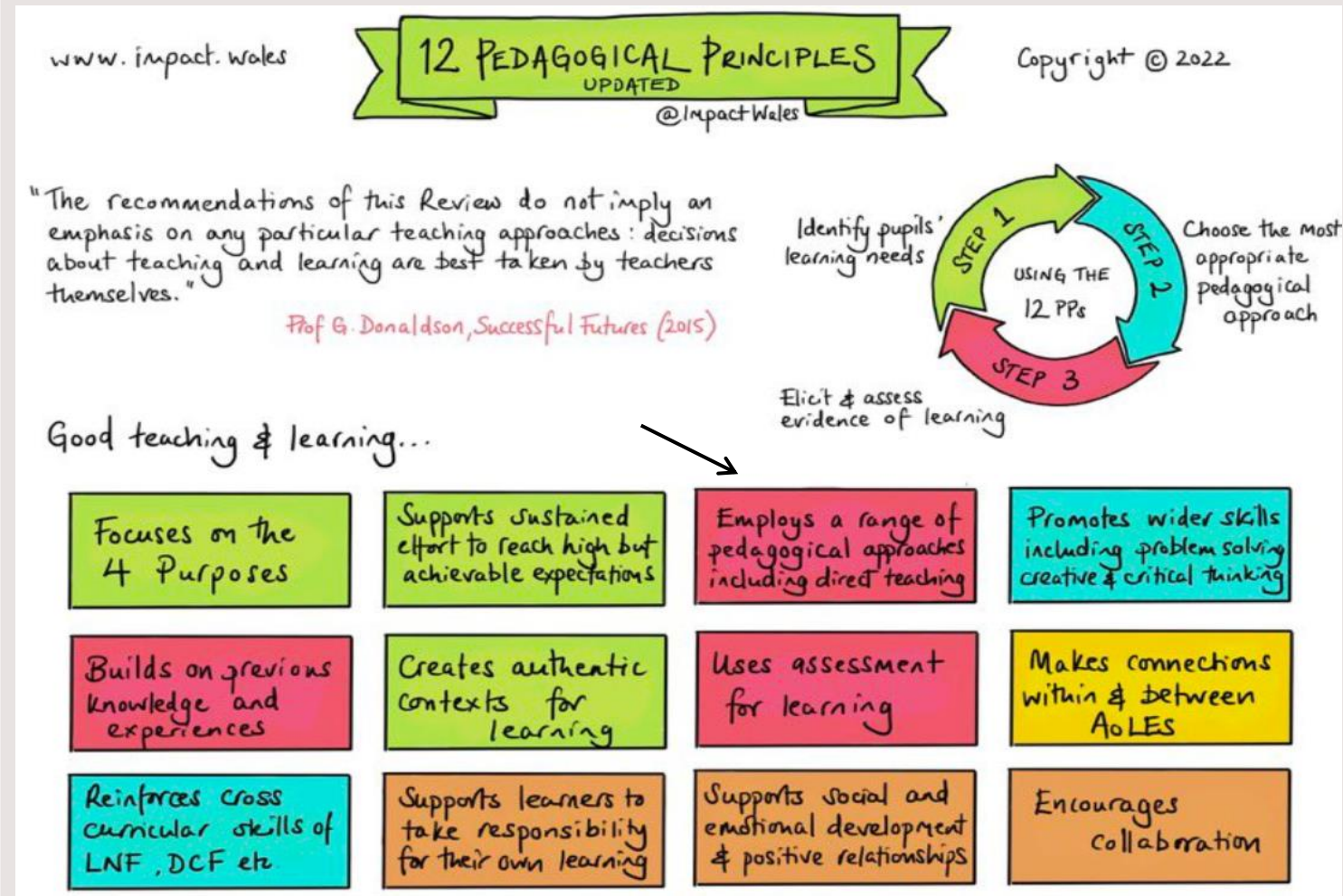
Bloom's Taxonomy (1956) is a hierarchical model that categorises learning objectives into levels of complexity. Varying from basic knowledge to being able to fully evaluate the learning in an advanced format. The format created a setting for additional psychological taxonomies to explain affective and psychomotor learning. The theory behind the hierarchical model was conducted by psychologists, to study pupils' achievements and allocate factors both inside and outside the school environment to affect how the pupils learn. (Simply Psychology.org, (2024))



12 pedagogical principles

I feel the 3rd pedagogical principle, 'means employing a blend of approaches including direct teaching' was shown throughout my lesson linking to AfL. I used a various range of resources to engage and encourage the pupils within the lesson.

(Hwb, (2023))



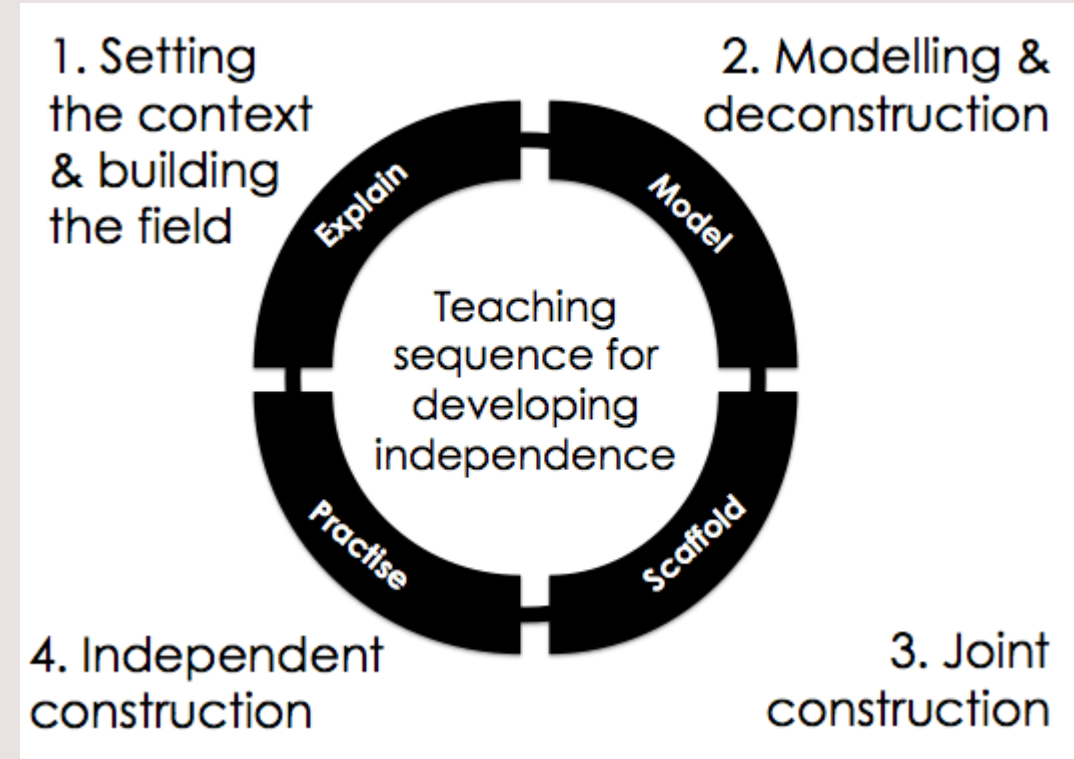
(Impact Wales, (2022))

Who might disagree with AfL?

Didau, D, (2014), refers to Wiliam, D's research when creating the 5 key elements of AfL. However, from Didau's point of view, we cannot assess what a pupil has learnt during an individual lesson, but across a series of lessons. He believes that 'you can not see learning; you can only see performance'. Didau mentions 2 ways linking to why he believes learning is seen through performance;

1, performance is dependant on the cues and stimuli given by the class teacher.

2, performance is a poor measure of how well pupils might be able to transfer skills and retain knowledge.



(Didau, D, (2014))

Types of AfL strategies

Think, pair, share

Wait time

Exit cards

Secret squirrel

Whiteboards

Peer assessment

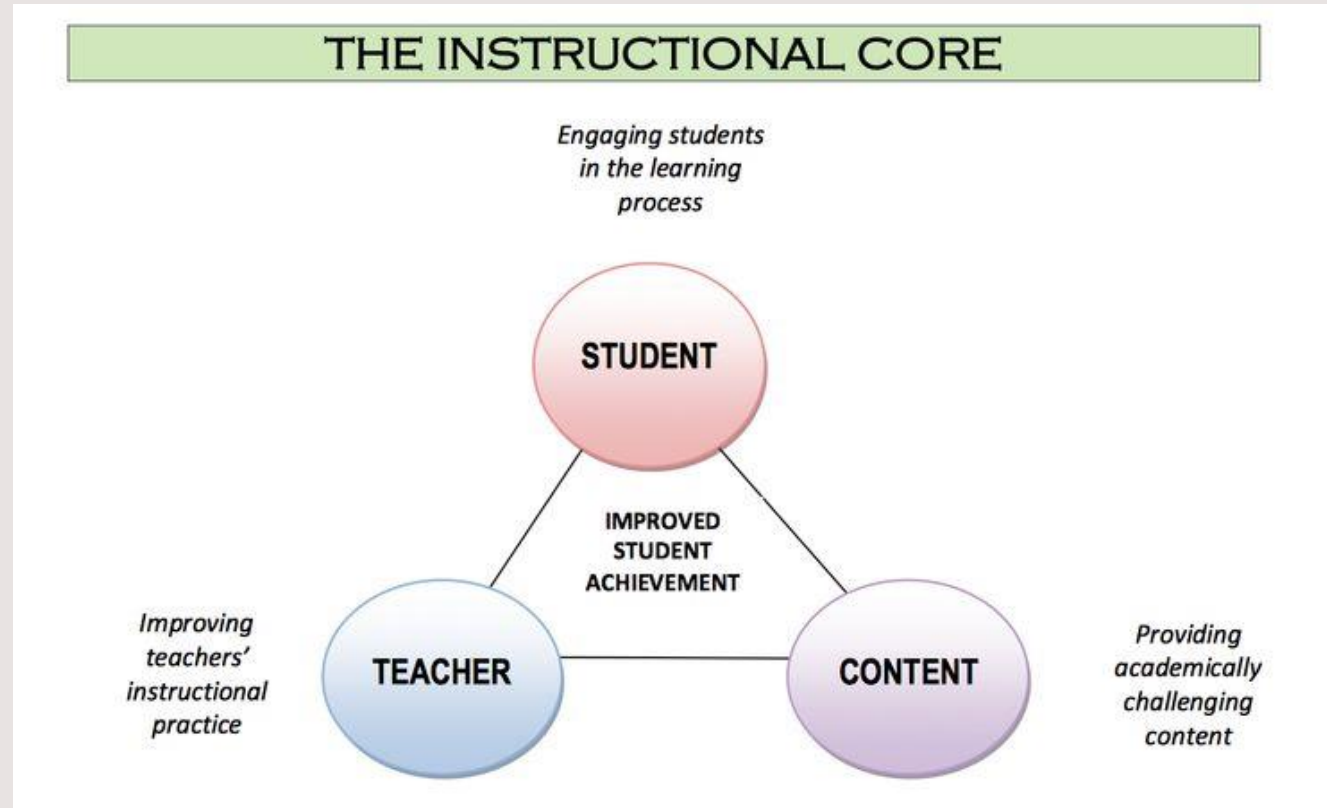
Questioning

Group discussions

Bounce

'Might'

Hopkins, D (2024) believed that the educational curriculum should accommodate both pupils' development of autonomy and learning skills which supports pupils intellectual and developing skills to not only support them academically but with life responsibilities. Hopkins mentioned that educated pupils are sufficiently articulate to sustain employability, apply knowledge to different context and skills, and draw a wider experience to support further and future learning .
(Teaching Times, (2024)



(Physhedagogy, (2015)

AfL - Exit cards

(SCITT AFL Presentations, (2016)

Exit cards are a great way for pupils to feel involved when creating new content or a follow-on session from previous topic learning to broaden their perspective and knowledge and understanding of topic areas. An article from a maths teacher mentions their positive response and negative response from using exit cards as an AfL strategy;

Pros:

It encourages creativity and understanding, especially when using it for a plenary activity as you can see who has gained the understanding of the topic and who needs extra support next session. Encourages pupil participation, pupils can discuss what each other has learnt and develop their communication and vocabulary from the topic further.

Cons:

Cards need to be specific to the topic and what you want pupils to ask or show you what they have learnt, could be by asking further research questions of the topic, or a fact they did not know before the session. Hard to differentiate between which pupil had which card to gain a full understanding of who needs extra support in future sessions on the topic.

The exit card strategy itself, I found was a good idea at the time, however, looking back I should have used it in another form of context. Yes, it showed me that the pupils understood what emotions are, and why we feel them. On the other hand, now I do not have evidence from each pupil to who understood the learning objective as pupils were not instructed to stick the cards into books. Instead, I collected in the cards which had no names on.

AfL - Feedback

Sadler, D, (1989) mentions the link between formative assessment and feedback. He considers feedback to be a key element, which consists of two specific audiences, the pupil and the teacher. Feedback to the pupils is led by the teacher, as he believes no learning can take place without an active involvement with the pupil. He implies that the criteria of the learning is a qualitative judgement that teachers make to guide pupils into the right direction of learning.

(James, M, (1998), p.g. 172)

Heen, S , & Stone , D , (2015) wrote about three types of feedback;

- Appreciation – motivates and encourages
- Coaching – helps increase knowledge, skill, and capacity
- Evaluation – tells you where you are, expectations and informs decision making.

(The Main Idea, (2015)

LIVE MARKING!

From a survey, 47% of primary teachers identified a lack of pupil motivation as a reason to why pupils may not use feedback.

Teachers recognise that pupils need to seek and welcome feedback for it to be effective. Whilst other pupils may be motivated by different types of feedback. Whereas one pupil may be motivated by feedback targeted at improving their learning and skills, another may be more interested in feedback that directly addresses how they can perform better in tests.

(Teacher Feedback to improve pupil learning, (2021), pg. 27)



AfL - Peer/group discussion

Peer discussion can be an effective transferable skill as it allows the pupil to listen to others and feel empathetic abilities as they are allowing the pupils to express their views, this enables the pupils to see other pupil's strengths and weaknesses. By being in a group, allows pupils to restructure their thinking strategies through talking. Talk is a key element to develop pupils thinking and give a better understanding of others thinking patterns compared to their own.

Others can be opposed to group discussions as the teacher cannot assess the individuals learning. This can lead to the less confident pupils being isolated from the discussion as they are letting the more able pupils take the lead.

(Muijs, D & Reynolds, D (2011), p.g.65,69)

Carol Dweck

In a Ted Talk at Stanford University (2015), Dweck, C., stated the different mindsets pupils have. The Fixed Mindsets pupils became scared and backed off from learning, whereas promoting a Growth Mindset, pupils will feel confident and want to engage within their learning experiences.

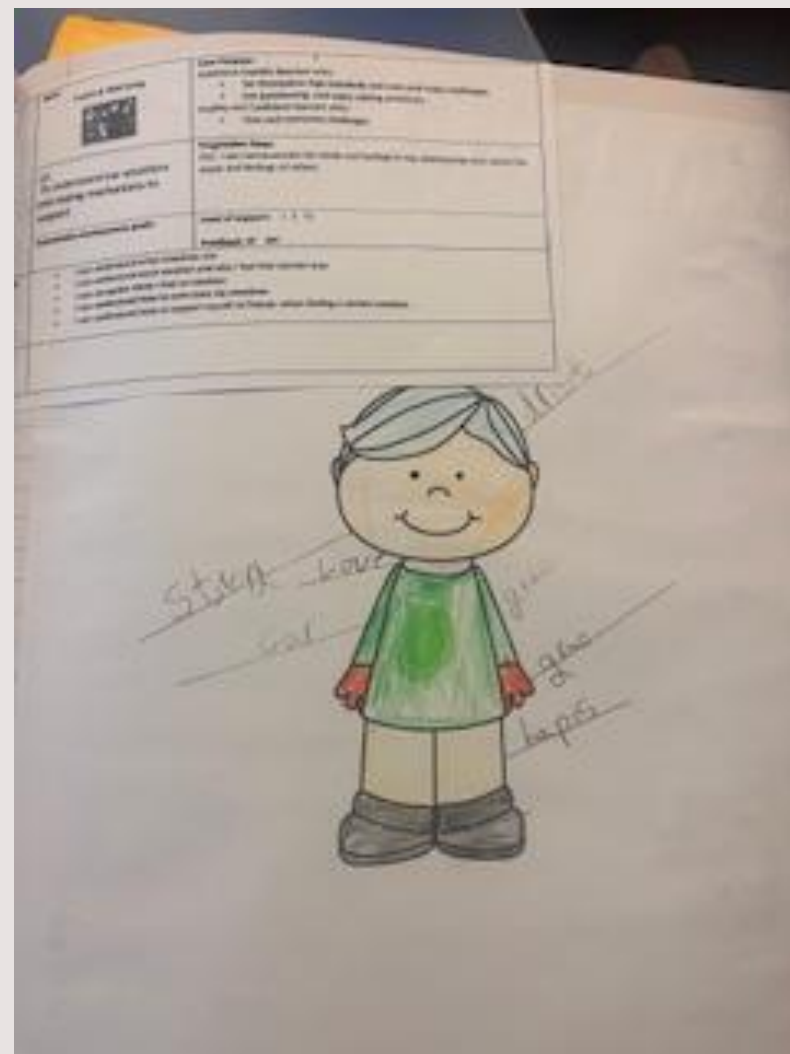
(Teaching a Growth Mindset, (2015))

Thinking Big About Learning

MINDSETS

FIXED MINDSET: INTELLIGENCE IS FIXED

GROWTH MINDSET: INTELLIGENCE CAN BE DEVELOPED



Links to the Curriculum for Wales

AoLE or Subject:	Health & Wellbeing Topic – emotions	Date <i>(please note that this may be a continuous session):</i>	28.11.24
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)	WMS5: healthy relationships are fundamental to our well-being PS2: I can communicate my needs and feelings in my relationships and notice the needs and feelings of others.		
Meaningful links across the curriculum <i>Links to other AoLEs or the Cross-curricular skills frameworks.</i>	Literacy I can develop and adapt my vocabulary through listening and reading and use these new words in a variety of situations. I can explain information and share ideas, opinions and feelings using relevant vocabulary		

(HwB, (2020)

Lesson Plan

Personal Targets (targets and consequent impact on learning - refer to any targets that have been identified in learning journal or weekly reflection meeting and describe the desired impact on learning)

To implement Welsh phrases into lesson planning, looking at key structured sentences suitable for the lesson. To discuss about behaviour management skills, and how to implement when teaching. To get involve with parent/teacher relationship and build connections with parents to support pupils learning.

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)

To understand our emotions and coping mechanisms to support

Success Criteria

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

I can understand what emotions are.

I can understand each emotion and why I feel that certain way

I can recognise when I feel an emotion

I can understand how to overcome my emotions

I can understand how to support myself ad friends when feeling a certain emotion.

Planning for misconceptions:

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

Pupils do not understand what emotions relate to how they feel

Pupils not confident how to overcome their emotions

Timing: <i>Break down timings into groups if appropriate. ensure pupils are 'doing' quickly and that transitions are taken into account</i>	Role of the teacher & support staff: <i>e.g., key questions, retrieval of prior learning, modelling and explanations, checking understanding, planned use of additional adults.</i> <i>Choice of pedagogical model or of the 12 pedagogical principles</i>	Pupils' learning and activities: <i>What will the pupils be learning to do and what activities / resources will facilitate this?</i> <i>Please refer to Foundation Learning planning document for details of continuous provision.</i>	Inclusive Strategies (including differentiation): <i>Reasons for and details of scaffolding.</i> <i>Types of representation in tasks.</i>	Check what pupils know, understand, and can do: <i>Key questions, types of retrieval practices, self and peer assessment opportunities, purposeful AfL strategies, live marking opportunities, planned feedback.</i>
15 minutes	First watch a YouTube video, 'Squiggly Spot'. Teacher to go through the PowerPoint, discussing emotions and how we are respectful to others. The teacher will first read a book called 'the colour monster' explaining to the pupils the different emotions they could be feeling relating to the coloured monster teddies. Pupils are to talk about their feelings at different situations, e.g., arguments, friendship groups, not learning as quickly as others, and more.	Watch YouTube video relating emotions to colours and think about what emotions they could link to a colour. Pupils are to listen to teacher read a book 'the colour monster' and discuss each emotion relating to the coloured monster teddy. Pupils will go through the PowerPoint talking about emotions and why we feel these, and how to respect others when we feel these emotions. Pupils can express situations where they've felt similar or different emotions.	Visual monsters in bright colours to represent the emotions. Pupils have the PowerPoint as visual aid.	AfL – ask the audience – asking pupils when they've felt emotions and how they overcame it. Q. when have you felt this emotion? Q. how did you overcome this emotion? Q. what did you find help you?

35 minutes	Teacher to explain activity to students, pupils are to have a sheet with image of cartoon boy or girl on their sheet, and to colour in the cartoon to the feelings they may feel, anger- red, calm- green, etc. Pupils are to then write using word/sentence starter mat to write a sentence about why they feel certain feelings, what do they use as coping mechanisms.	Teacher to put a list of different emotions on the white board and their meaning as a guide for pupils. Pupils are to colour in cartoon character in what colour they relate to each emotion. Once they've completed that pupils will be using the word/sentence starter mat to support when writing why they feel these emotions and how they could overcome it. Resources: Worksheet with character on Colour pencils Word/sentence mats ~~Eflac~~ a ~~Eflac~~ Welsh Resource cards	Pupils to have word and sentence start mat to support with writing skills.	AfL – questioning – asking pupils why they feel these emotions and how they can overcome them.
10 minutes	Pupils to stick work into books and tidy up areas of learning. Teacher to get pupils on the carpet with a pencil and complete exit cards, what is one point their learnt how to regulate their feelings and how would they like to further their learning/knowledge of emotions and feeling.	Pupil to stick work into books and tidy learning areas. Pupils will need a pencil and be given a piece of paper (exit card) to write one piece of information they have learnt and one thing they would like to learn next time to improve their learning and understanding of emotions.	Feedback from pupils about what they've learnt in the session. Lower ability students to sit with LSA or teacher for support and guidance when writing.	AfL – exit cards – pupils to tell me what they have learnt and what they would like to do to expand their learning further.

	AoLE: Health & Well-being 	Core Purpose: Ambitious Capable learners who; - Set themselves high standards and seek and enjoy challenges. - Are questioning and enjoy solving problems. Healthy and Confident learners who; - Face and overcome challenges.
	L.O. To understand our emotions and coping mechanisms to support	Progression Steps: PS3: I can communicate my needs and feelings in my relationships and notice the needs and feelings of others.
	Sustainable development goals:	Level of support: I S TS Feedback: VF WF
Success Criteria	- I can understand what emotions are. - I can understand each emotion and why I feel that certain way - I can recognise when I feel an emotion - I can understand how to overcome my emotions - I can understand how to support myself and friends when feeling a certain emotion.	
Next Step		

Learning Objective (LO) slips used in all books and pupils to assess once activity has been completed.

I decided to use ambitious, capable learners, ready to learn throughout their lives and healthy, confident individuals, ready to lead fulfilling lives as valued members of society

For my LO slips, as each pupil was able to communicate their voice and opinions throughout class discussion and develop confidence when completing activity.

(Hwb, (2022))

Muijs, D & Reynolds, D (2011), page 71, mentions a traditional way to evaluate pupils' assessment is from the group work and collaboration with others. Linking to Blooms Taxonomy which links to the 5 elements of pupils learning and knowledge of understanding of the topic. However, evaluating a groups level of work can be difficult, as you are not aware of which individual completed a section of work.

My opinion

AfL Strategies	Positives	Negatives
Exit cards	Pupils understanding of learning objectives from the lesson and able to write down a fact they where confident telling.	Unless specific instruction what you want from pupils, e.g. question for future study session.
Feedback	Gives pupils a clear indication of their understanding and of any areas of misunderstandings. LO slips support live marking.	Can have an impact on pupil's level of work if self-esteem put down by the feedback, constructive criticism/ language used.
Peer/group discussion	Allows pupils to communicate their voice and opinion and listen to others.	Lower ability pupils left out, as more able pupils take over as more confident speaking in front of a group and, or about topic.

Conclusion

Benefits of AfL

Overall, I have found AfL beneficial, as I feel it benefits not only where the pupils are within the learning intension but also improves my teaching more effectively and strategically. I can be more attentive to pupils needs and adapt my teaching to ensure their needs are at the heart of their learning.

I will further research AfL strategies to support my future teaching. I will continue to evaluate my pupil's needs in planning and assessing their learning in my ongoing lessons.

I personally feel that AfL could be used effectively both within classrooms and around the school, to address pupils' behaviour. I also believe praise could be implemented and rewarded for pupils completing their work and achieving higher levels of work outside their comfort zone.

Within my placement school AfL is used naturally within lessons. Obvious strategies like, exit cards, lollypop sticks are being used but also the non-obvious ones like peer discussion, natural questioning. Teachers use an overall marking book to record/assess pupils on the level/quality of work throughout each lesson to ensure those pupils who needed extra support were record for future lessons.

This assignment had highlighted to me the importance of planning and assessment. Assessment is key for planning future sessions for the continuous provision of the learning intention. One stand alone lesson. If confident pupils understand the learning, plan a substance lesson to assess the learning and if not then adapt teaching strategies. (Impact Wales wheel)

Thank you for listening.

Any questions?



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