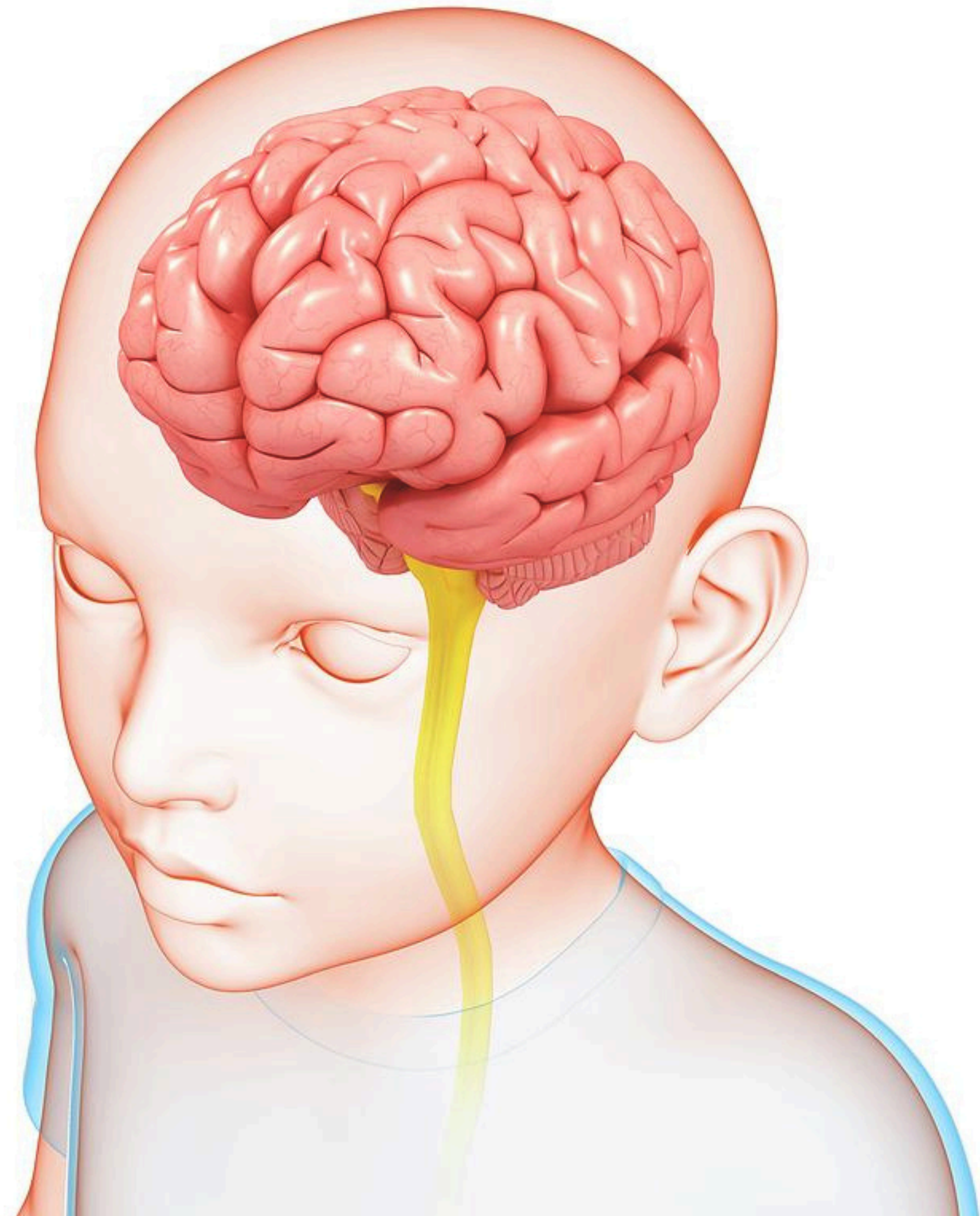
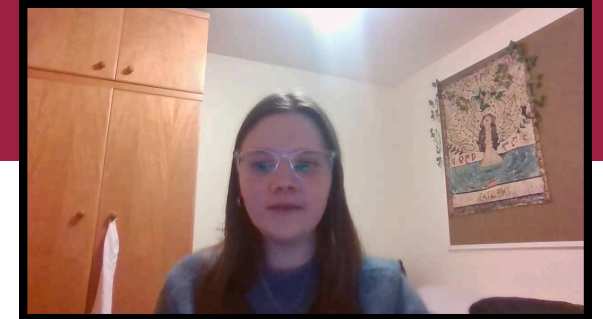


Assessment for Learning - pedagogical approaches for mental development



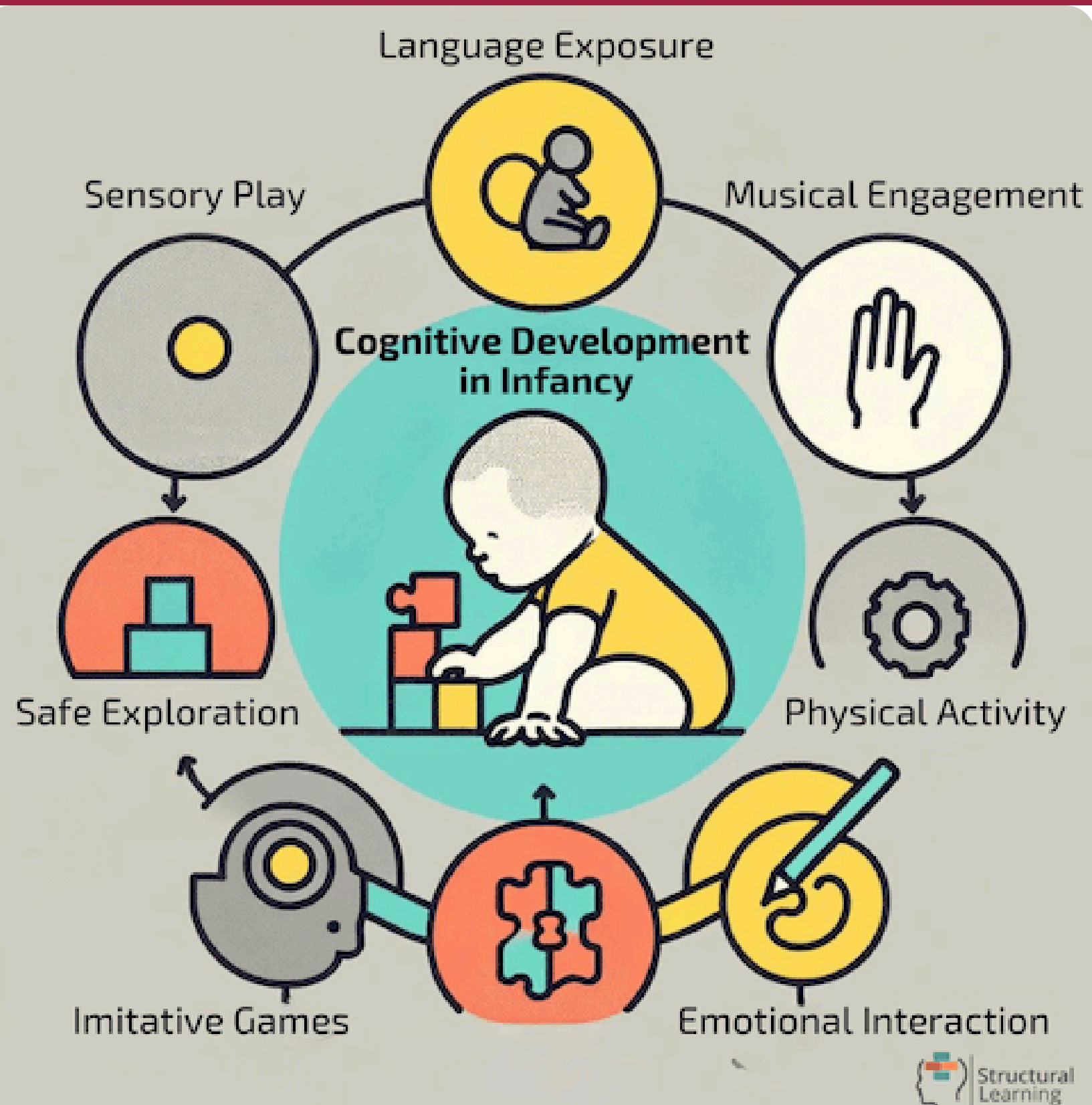
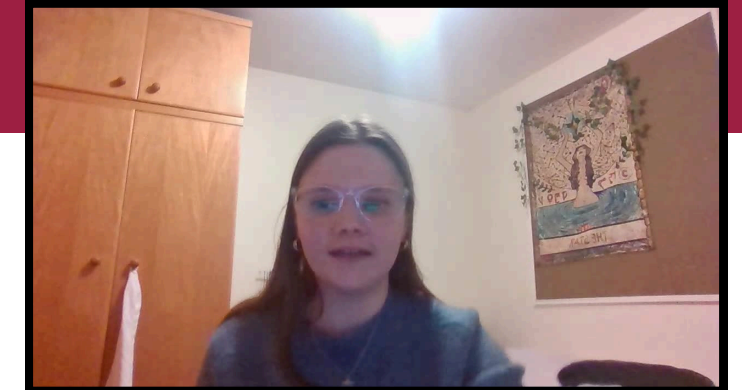
Student Name: Madison Brown
Student Number: 2403597
Module Name: Becoming a Primary Educator
Module Code: ECE5019C

Cognitive Development and Why I choose this pedagogy?



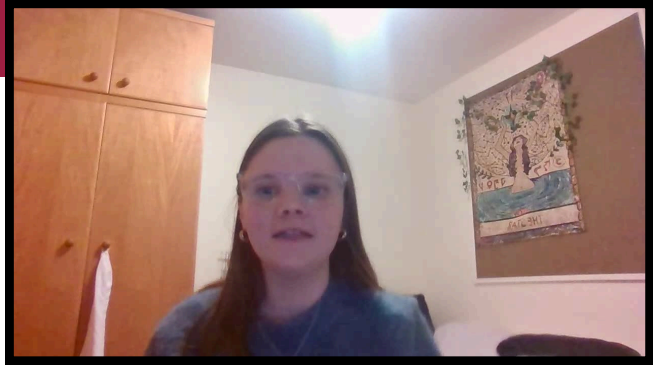
In this presentation I have decided to talk about cognitive development and the growth mindset in primary school settings. I choose cognitive development because it is a valuable topic for a presentation on primary school children as it plays a key role in how they learn, behave, and interact with others. The primary school years are a critical period for developing thinking skills, memory, language, emotional control, and problem-solving abilities. Understanding mental development helps explain children's classroom behavior, learning differences, and social interactions. It is also closely linked to wellbeing and mental health, which affect confidence and resilience. This topic is relevant to teachers, parents, and caregivers, as it highlights the importance of supporting children early to promote positive learning experiences and long-term development.

Cognitive Development



The experiences we have in the first years of our lives effect the physical architecture of the developing brain, built over time based on these experiences. A brain needs a good base to support all future developments such as positive interactions between other children and their guardians. This positive interaction creates healthy mental function and better overall health. (University of London, 2026)

Pedagogy -

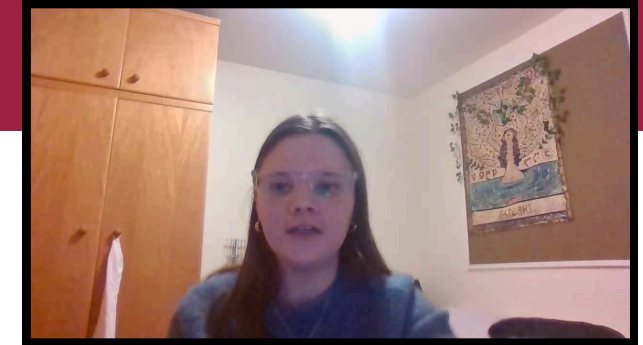


Pedagogy is the study of teaching methods, including educational aims and how to achieve these goals through various approaches and strategies to enhance teaching and learning.

(Peel, 2025).



Effective Classroom Assessments for Learning



This is an essential pedagogical tool for learning as it focuses on gathering ongoing evidence of students' understanding so teachers can adapt instruction in real time. They emphasise clear learning intentions, feedback, and active learner involvement through strategies such as questioning, self-assessment, and peer assessment. By using quick, effective techniques such as exit tickets, mini-whiteboards, or short reflective tasks, teachers can identify misconceptions early and support learners in taking the next steps in their progress.

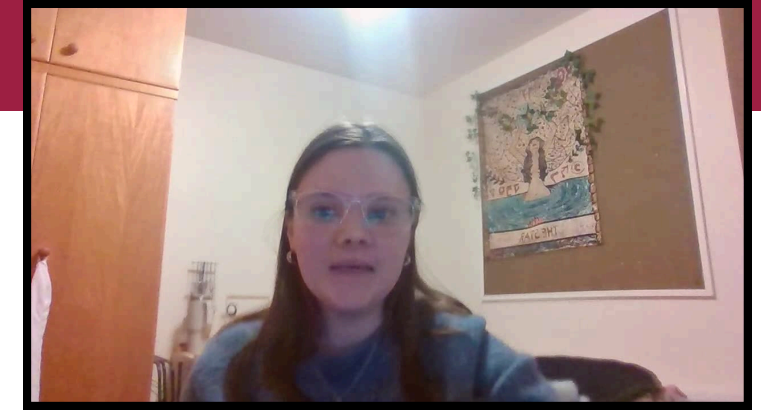
(Williams, 2011).

The Growth Mindset

FIXED MINDSET



GROWTH MINDSET



Fixed Mindset

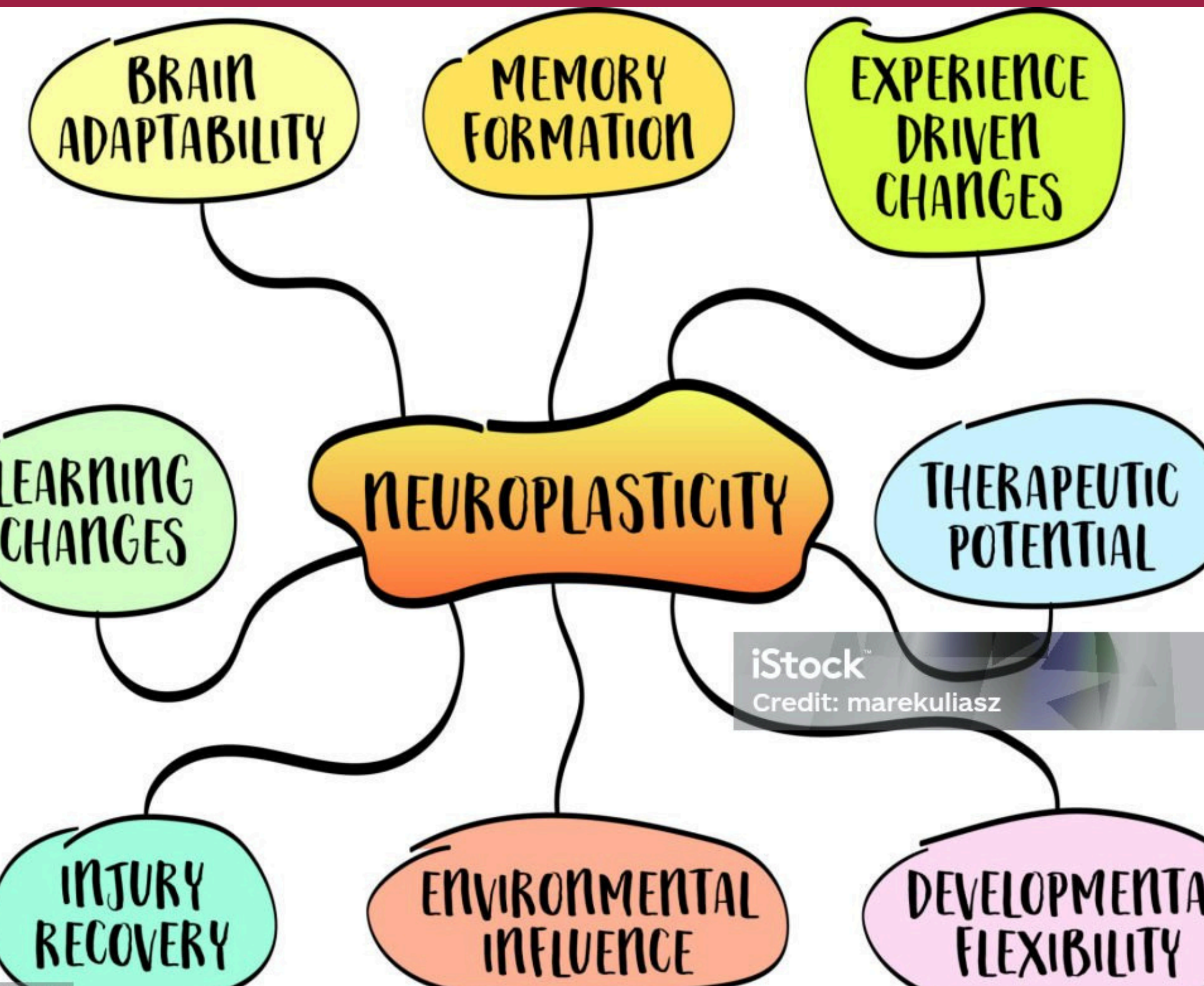
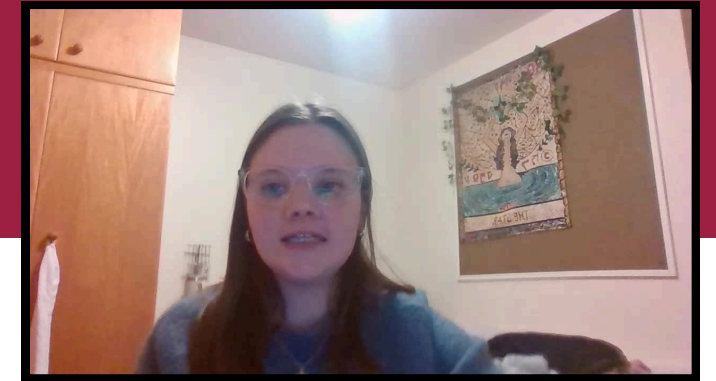
In a fixed mindset people believe that their abilities, intelligence and talents are innate and unchangeable. They avoid challenges, give up easily, and see effort as pointless. Failures confirm their perceived limitations and review criticisms as personal attacks.

They see successful people as a threat. This mindset limits potential and leads to avoidance of failure rather than growth.

Growth Mindset

The growth mindset, views abilities as malleable; people believe that effort leads to improvement and that failure is a part of the learning process. They embrace challenges and persist through setbacks and see effort as the path to mastery. Criticism is used as feedback for improvement and are inspired by others success.

Neuroplasticity

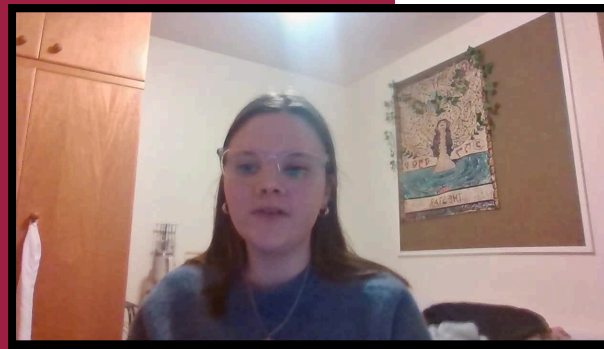


Neuroplasticity refers to the brain's ability to change, adapt, and reorganise itself throughout a person's life. It is a fundamental process that underpins all learning. The brain is made up of billions of neurons, which communicate with one another across tiny gaps called synapses. This communication happens through chemical messengers known as neurotransmitters. When a signal is sent, the pre-synaptic neuron releases a neurotransmitter, which then binds to receptors on the post-synaptic neuron, allowing the message to pass on. Each neuron can form thousands of synaptic connections, creating highly complex networks that support every function of the brain.

(Geake, 2009)

Case Study 1

Ysgol y Foryd (Rhyl)



This infant school in Rhyl has 225 pupils ages 3-7 with a high percentage of children with additional learning needs.

This school has adopted the 'Pink for Positive, Green for Growth' marking system as their effective practice.

Nurturing a progressive learning environment

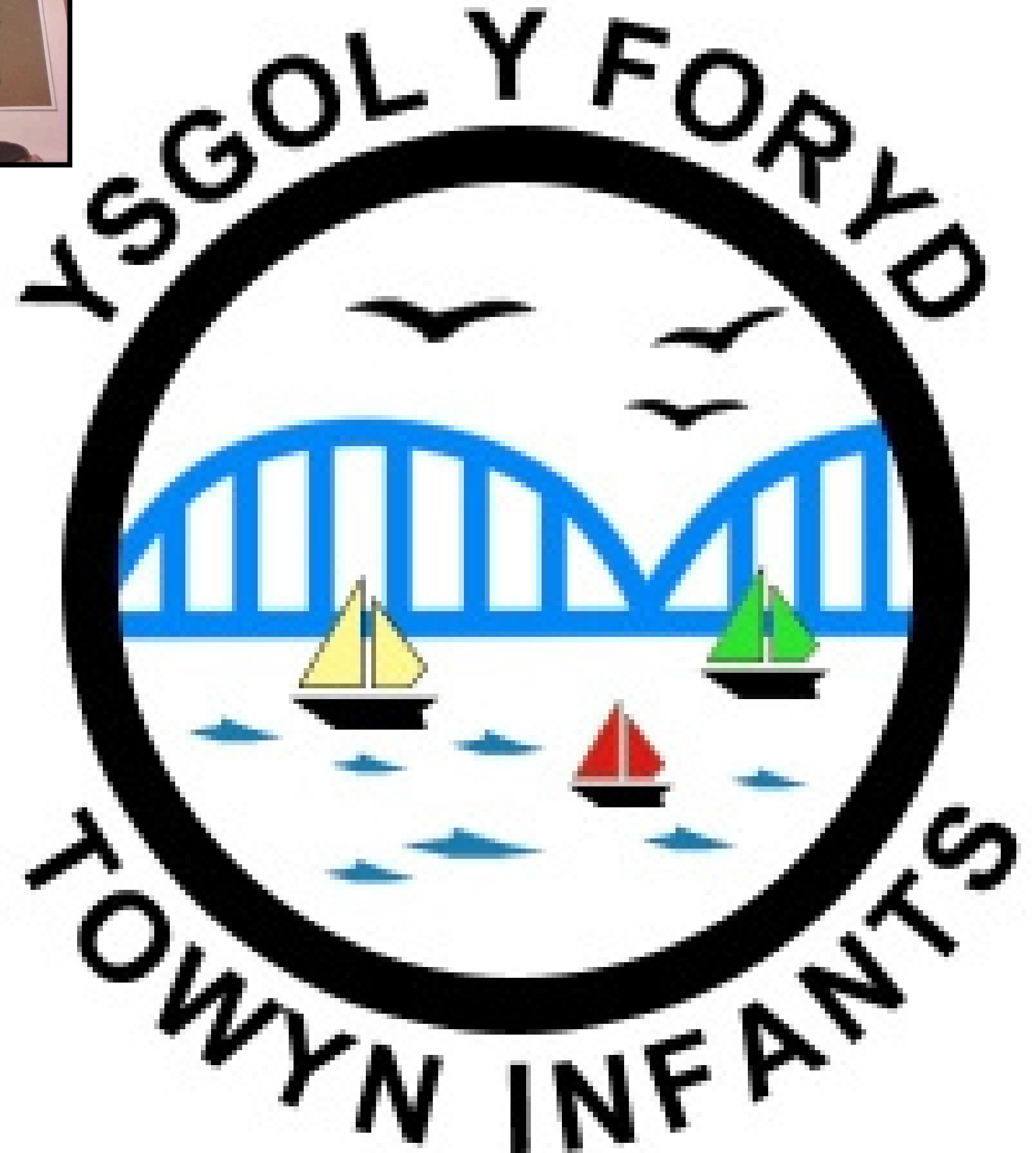
Professional standards -

A strong inclusive approach is part of what the school expects from all staff creating an environment where every pupil is supported to succeed and all colleagues treat each other with respect and kindness

Values and Dispositions

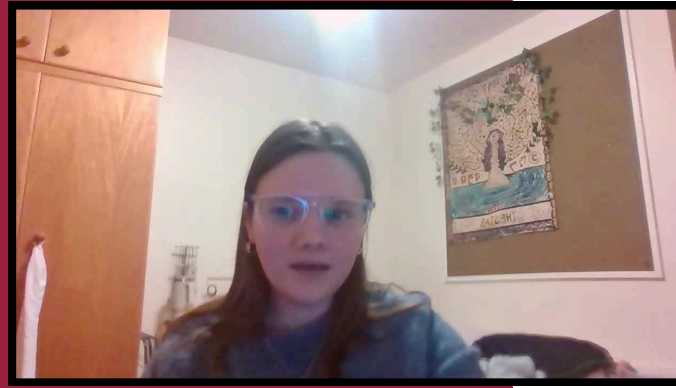
Dreaming, Believing, Succeeding, Together

(Estyn, 2025)



Case Study 2

Meadowlane Primary school (Cardiff)



This school has 337 pupils, ages 3-11 and has good support systems in place for children with additional learning needs.

This school has adopted 'The Learning Pit' as their effective practice.

Professional Standards

This school has effective teaching and feedback as well as leadership and action plans.

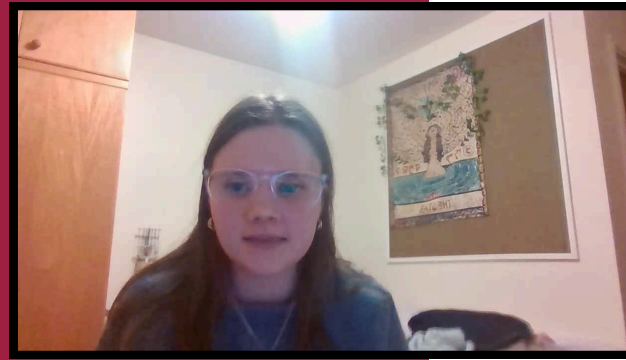
Values and Dispositions

Self belief and success with their school motto being 'Make Yourself Proud'

(Estyn, 2018)



Case Study 3



Pwll Primary School (Llanelli)

This school has 337 pupils, ages 3-11 and has an unsatisfactory report for their support systems in place for children with additional learning needs.

This school has adopted 'Pupil-led Learning' as their effective practice.

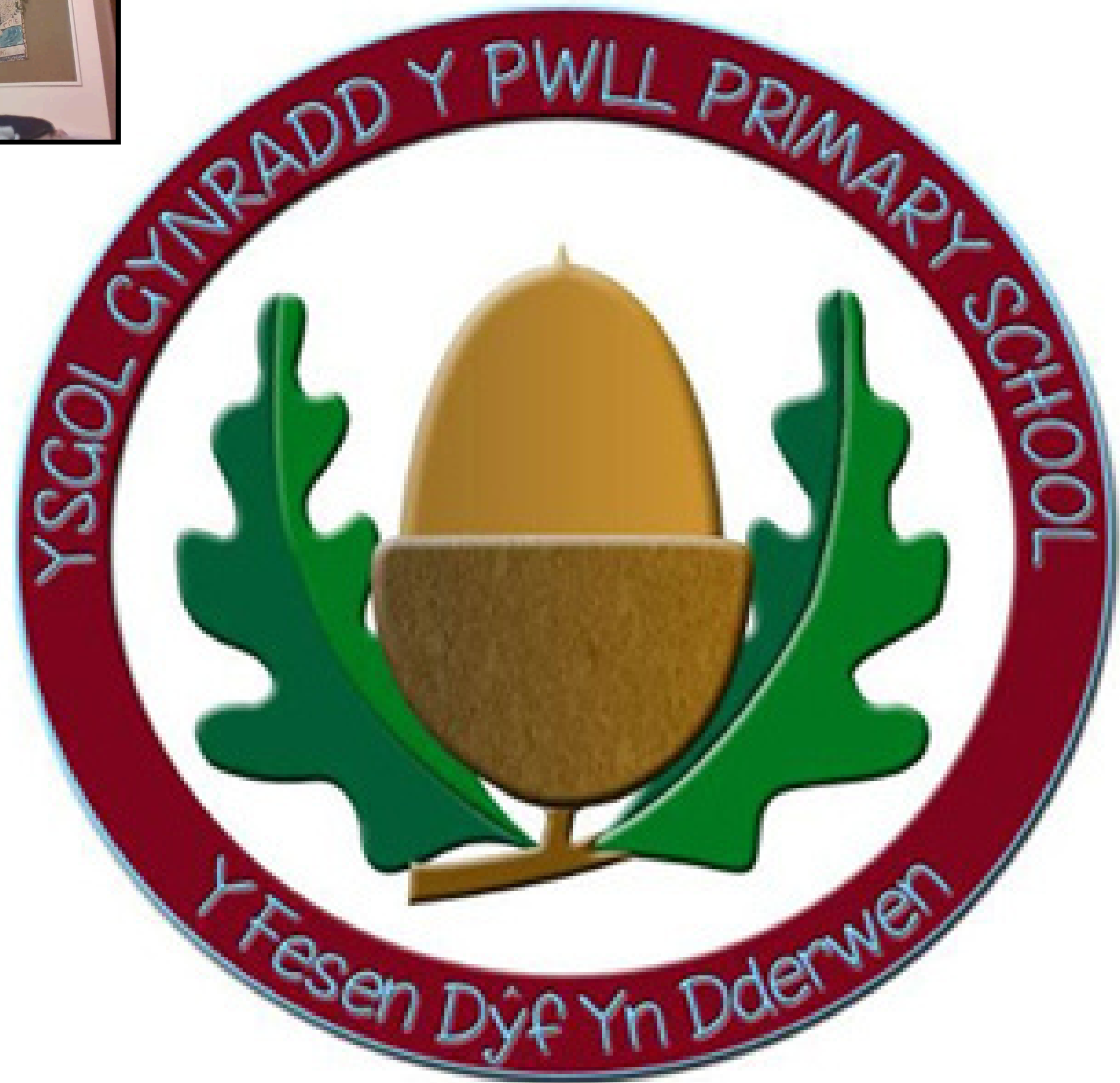
(Pwll Primary School, No date)

Professional Standards

Effective teaching and leadership to be able to inspire learners.

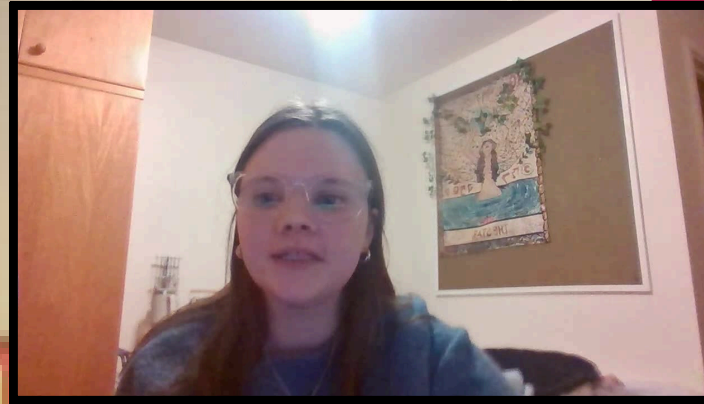
Values and Dispositions

Ambition - Presence - Positivity - Integrity - Community



Conclusion

In conclusion, effective pedagogy integrates assessment for learning, cognitive development, and growth mindset strategies to support resilient, reflective learners. Approaches like the Learning Pit, student-led lessons, and targeted feedback foster metacognition, self-regulation, and active engagement. Early nurturing interactions and teachers' mindsets shape children's learning and wellbeing, demonstrating that intentional, evidence-based practices are essential for positive, lifelong educational outcomes.



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