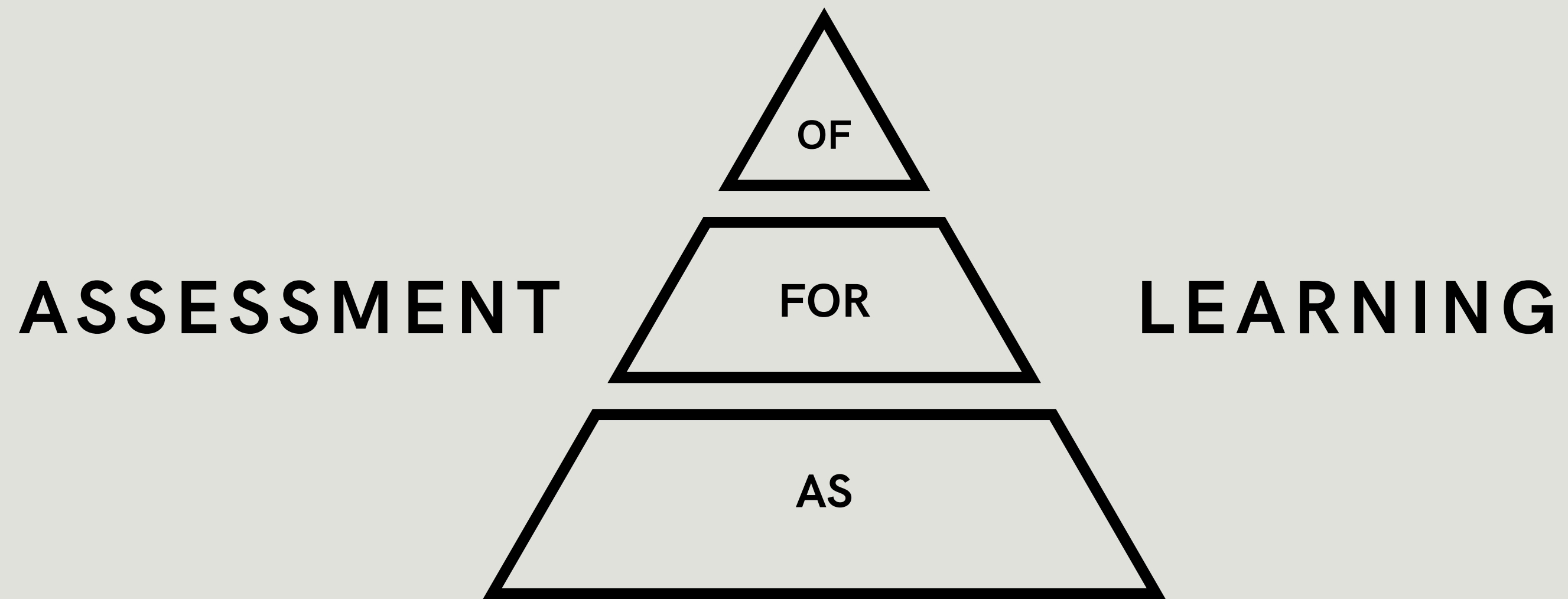




*By Annabella Gibbons
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**'A PRESENTATION OF THE CRITICAL EVALUATION OF HOW
ASSESSMENT FOR LEARNING CAN BE USED IN A LEARNING
EPISODE TO AID PROGRESSION ACROSS A CHOSEN AREA OF
LEARNING AND EXPERIENCE.'**

ECAD5012

Introduction

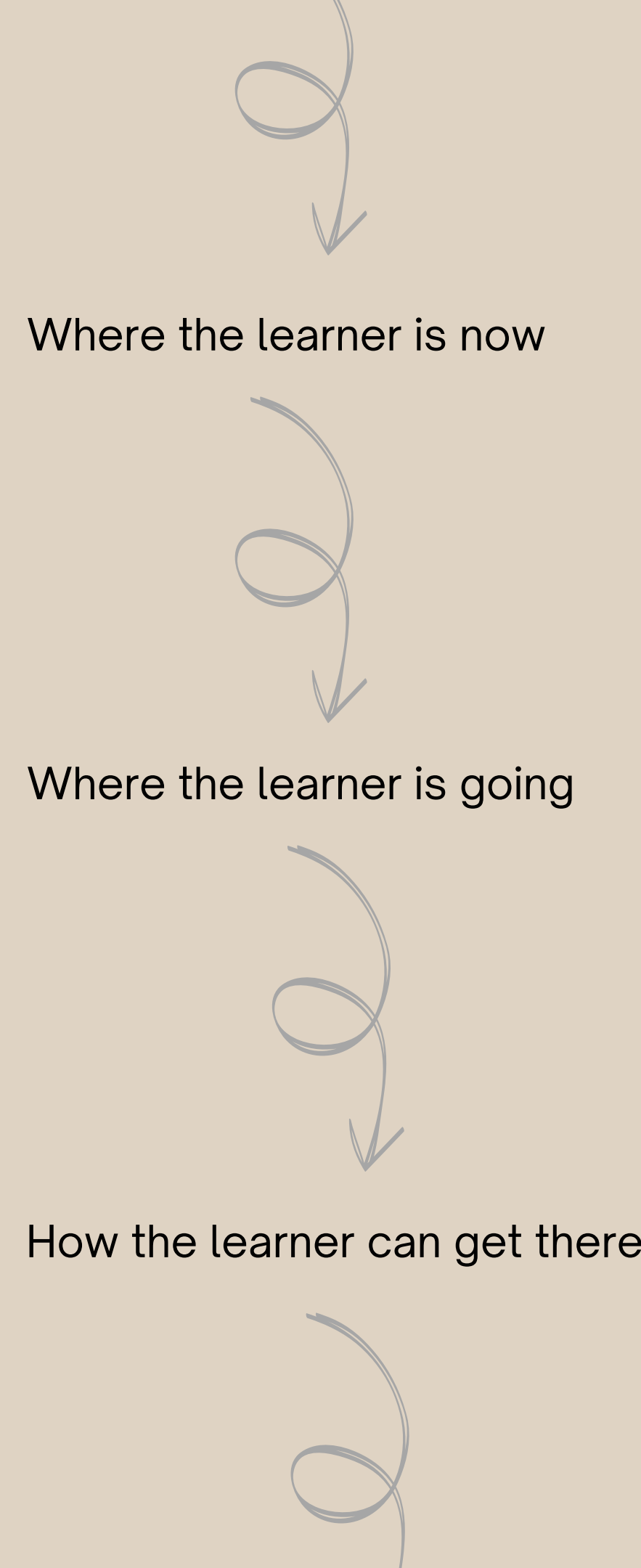
*The process
used to
recognise and
respond to
student learning
in order to
enhance that
learning during
the learning.
(Cowie & Bell
1998, in William,
2017, p.40)*



Assessment for learning and teaching is the process of identifying the details of children's knowledge, skills and understanding which builds a detailed picture of the child's development and learning (Nutbrown, 2006). Therefore, during my four weeks of placement, I have been tasked with creating a lesson including assessment for learning strategies whilst focusing on one chosen area of learning. I chose the best suited assessment for learning strategy for my year 5, mixed abilities class which pivots on harbouring their critical, collaborative and independent skills. Therefore, this presentation will be examining the impact of assessment for learning strategies on the learner's educational progression and whether assessment for learning is beneficial aiding pupil progression. Therefore, I will also challenge whether it does account for pupil progression as it's of Wales highest priority to develop a curriculum that values learners knowledge, skills and understanding across the areas of learning and experience in order to efficiently transition from primary to secondary (Estyn, 2024). Furthermore, I must consider my role as SCAA (2006), states the responsibility to assess pupils learning, their developmental needs, their need for support, their achievements and their understanding. Thus, through choosing the most suitable assessment for learning strategy I as a role of a teacher can then easily assess which of my pupils understands and those that do not.

Literature Review

Assessment for learning is the integrated approach of learning which creates feedback for students and teachers in order to progress their learning and guide them towards their next steps in educational attainment. Nfer, (2022), states that assessment for learning refers to any assessment activity that guides learning. Therefore, highlighting the central focus of assessment for learning which is guiding the pupils learning in order for them to progress in their education. Furthermore, assessment for learning centralises on the teacher and student as in AFL, it is vital to consider, where the learner is going, where the learner is now, and how can the learner get there. This vital pinpoint, is stated by William and Black (1998), 'black box theory, as they suggest that a classroom is treated as a 'black box' which include inputs from the outside that are fed into the box for instance, parents, teachers, pupils. Thus, the outputs that are meant to follow are pupils who are more knowledgeable and competent and promote better attainment which results in teachers being satisfied. Therefore, the heart of effective teaching, formative assessment was introduced in order to achieve these outputs. Black and William (1998), discovered that through the effective use of formative assessment the levels of achievement would increase between 50 to 70% in the rate of student attainment (William, 2018, p.38). It is further suggested that formative assessment helps low achievers in education more than any other students which thus, raises achievement overall.



Where the learner is now

Where the learner is going

How the learner can get there

Literature Review: part 2

The primary goal of assessment for learning is to enhance students learning, which is achieved by support and using ongoing assessment to inform and empower learners. There are multiple purposes of assessment for instance, to inform teaching meaning teachers can adjust their teaching by providing scaffolding and support and addressing misconceptions. Furthermore, it promotes an inclusive education as assessment provides the recognition for students with ALN and also students who are MAT learners. Active learner engagement is proposed to be one of the pivotal purposes of assessment for learning as Prince, (2004), argues that active learning enhances critical thinking skills, increased retention, transfers new information and increases motivation. Moreover, students spend 85% of their time listening to a teacher talking which makes it difficult to promote engagement (Sirotnik, 1985 in Hattie, 2009). Therefore, assessment for learning is crucial in activating engagement in learning through various strategies for example, think, pair share, role play, group work and problem based solving. However, Mayer (2004), suggests that active learning is not inherently clear as what does it mean to involve students in 'doing things' as he suggests this could propose physical activity which is argued to not support learning. It further leads unanswered on how much control the teacher should have in the class, as during extreme active learning this thus, promotes discovery learning. Discovery learning is the act of students engaging with materials without guidance from instructors/teachers which is argued to be inferior to guided learning in gaining knowledge on a subject (Kirschner, Sweller and Clark, 2006).



Who supports assessment for learning?

- Black and William, (1998) imply that assessment is central in achieving effective and responsive teaching and learning. Therefore, teachers are able to use a variety of strategies to support their learners in order to enhance progress and hence, the learner can reflect on their own progress and act on feedback provided by teachers/peers.
- Nicol and Macfarlane, (2006) suggest the significance of assessment for learning in aiding the learner's progression as success criteria's, feedback, reflection all contribute to encouraging understanding which leads to learners progressing in their education. They propose that AFL supports self centred learning as they argue that all assessments must be formative which is aimed at generating feedback in order to enhance performance and reinforce self-regulated learning (Sadler,1989).



critical evaluation of assessment for Learning

- Kluger and DeNisi (1996) suggested how assessment for learning can lower performance in certain cases, as their analysis discovered that the use of feedback can reduce a learner's performance as it can withdraw attention away from the task to self evaluation, highlights failure which may contribute to anxiety in learner's and lastly, it focuses on what's incorrect without offering progression forward. Moreover, this relates to Dweck, (1998) theory of growth mindset, as Dweck implies that if a learner has a fixed mindset, meaning they are not confident in their abilities then receiving feedback can thus, feel as a personal attack and will hinder their development in progressing their learning and understanding.
- In addition, Ball, (2012) puts forward his theory that assessment for learning can become bureaucratic thus, implying that on occasions well intentioned educational practices for instance, AFL are sometimes co-opted by policy frameworks leading to a check list style implementation rather than authentic, meaning teaching practices which promote and aid progression for learners.

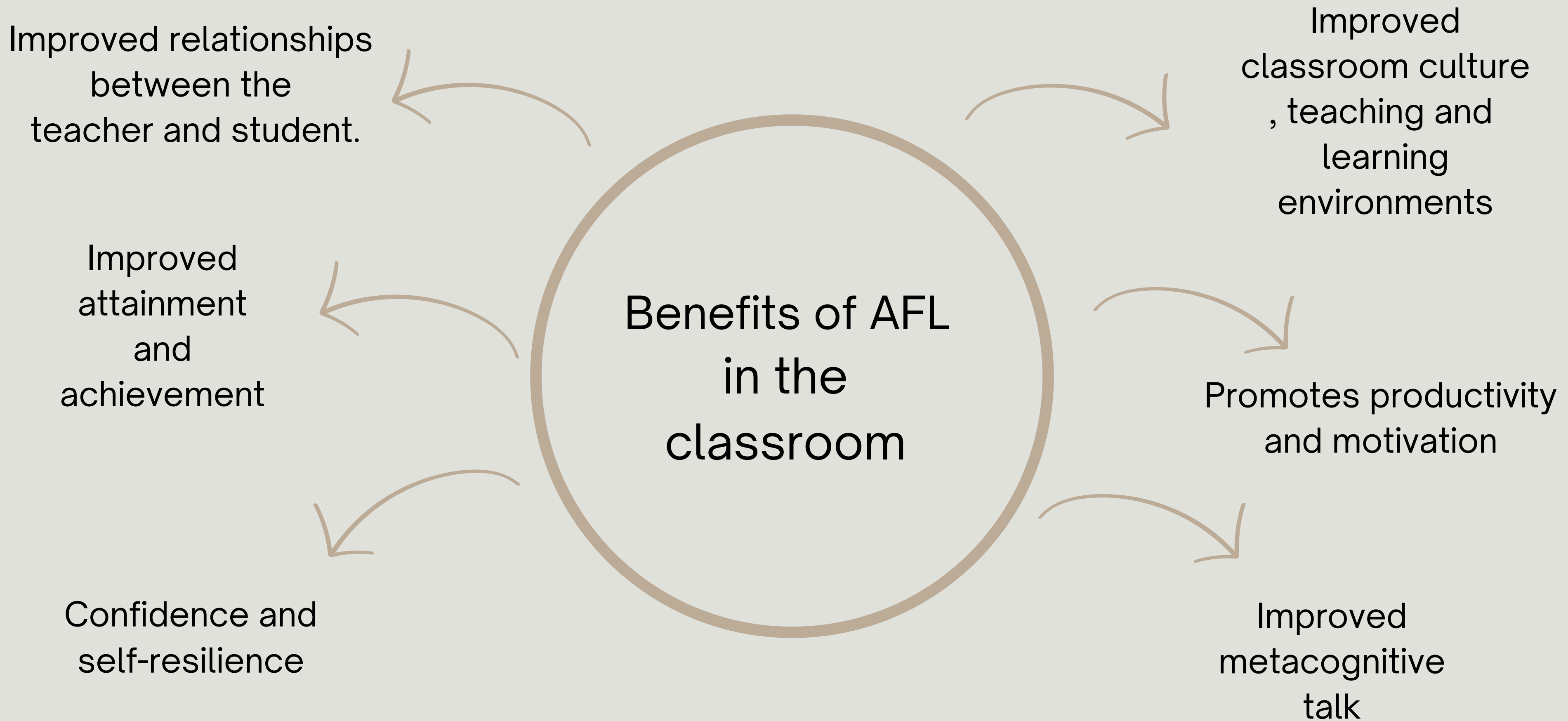


The Welsh curriculum in regards to Assessment for learning

- Purpose of assessment is to support the learner from 3-16.
- Learners are at the heart of assessment and are supported to become active participants in the learning process.
- learning across the curriculum should draw upon a wide range of assessment approaches that build a holistic picture of a learner's progression.
- Engagement between learner and teachers/parents is essential to learner progression.
- Links to the four purposes of ensuring that learners are ambitious, capable, enterprising, ethically informed citizens and healthy confident individuals. (Welsh government, 2022).

Integration with QTS standards

- Sets high expectations that inspire, motivate, and challenge pupils.
- Ensures lessons are purposeful and pupil-centred.
- Acts as a tool for continuous improvement in teaching.



Discussions of my lesson planning

My chosen focus area of learning was humanities during this assignment. Through my AOLE of humanities I designed a lesson centralising around my placement school's chosen theme 'from one pole to the next' which correlated to the Victorian era. I designed a lesson based on this which was a lesson on Victorian clothing where we discussed the differences between Victorian clothing and the modern clothing of today. I chose this particular area of learning as I myself enjoy humanities and therefore, I would enjoy teaching this subject and lesson to the class. Furthermore, I chose the AoLE of humanities, in order to challenge my learners of the past and present and make them aware of the changes that has occurred. This thus, leads to my learners developing their critical thinking skills as it encourages them to evaluate and analyse different perspectives. It further raises ethical issues as we discussed the materials of clothing, fast fashion and mass production which connects to real world contexts.



Lesson Plan

Student-teacher:	Miss Anna	Class / Group:	Year 5
AoLE or Subject:	<u>Thema/ Humanities</u>	Date (please note that this may be a continuous session):	29.11.24
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)	<u>Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.</u> <i>To further expand and <u>look into</u> the difference between Victorian clothing and the clothing we wear today – <u>compare and contrast</u> past and present.</i>		
Meaningful links across the <u>curriculum</u> <u>Links to other AoLEs or the Cross-curricular skills frameworks</u>	<i>History will <u>be used</u> as a cross curricular link so that they can have a deeper understanding of the Victorian era and why they wore certain clothes and which people wore clothes that showed status and how tell the difference between.</i>		
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) - To ensure that I am fully organised when presenting the lesson - To have confidence when introducing my lesson and standing in front of the whole class.			
Learning Intention <i>'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.'</i> (Crichton, H., and <u>Mcdaid</u> , A. 2016 p. 196)			
<i>To compare Victorian clothing to modern clothing and to <u>identify</u> the key differences and similarities.</i>			
Success Criteria <i>What the pupils need to <u>demonstrate</u> to successfully meet the Learning Intention.</i>			
- I can describe what Victorian and modern clothing look like. - I can <u>compare and contrast</u> Victorian and modern clothing using <u>appropriate vocabulary</u>. - I can identify key differences between Victorian and today's clothing such as materials, styles and purpose.			
Planning for misconceptions: <i>Use this section to <u>anticipate</u> pupil errors and misunderstandings and your planned responses to them.</i>			

SEQUENCE OF TEACHING & LEARNING

(Add or remove rows below as appropriate)

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>
1:00pm – lesson begins	Key questions I will be asking at the start of the lesson is to challenge them to think back to our last lesson and get them to use their prior knowledge and understanding of my previous lesson and revisit it as I will be asking questions such as 'what did the Victorian's wear?' 'What did status mean?'. Through constant use of questioning, I will be ensuring that they understand what to do and how to complete the task. ...	The pupils in this lesson will be learning to compare and contrast the clothing of the past e.g., Victorian to the modern clothing of today (present). Through this I will use a power point to refresh their memory on Victorian clothing and then show images of modern clothing and get them to identify the difference and similarities between clothing and whether we can still acknowledge status through the clothing of today. ...	Differentiation: the higher and middle will have access to a word bank, but they will be writing the words into their Venn diagram. Whereas the lowers will be cutting and gluing the words into their Venn diagram however, some may wish to challenge themselves and write the words.	They will be presented with a clear learning objective and success criteria therefore, the pupils will know what is expected of them through the lesson what they should have achieved by the end of the lesson. This ensures that all the pupils stay on track and they can check their targets to see for themselves if they are on track.



	Therefore, I will be targeting their retrieval of prior knowledge by getting them to remember the key words of the different clothing and what the statuses meant through this I will be able to check their understanding and learning of the lesson prior and see who needs extra help in understanding.	The activity they will be doing is a simple activity of having a Venn diagram and simply putting in the correct words into the correct circle. I will firstly get them to think of four on their own and then we will discuss and share this as a class. We will then copy all we have written on the board and then they can work independently or in groups to discuss the word banks given to them on which word goes in what circle. ...	I will further activate their prior knowledge by displaying pictures of Victorian clothing to refresh their minds and to see who remembers who does not. ...	Through out the lesson I will be live marking in order to check their understanding and to see if they are on track. They will also get feedback straight away as I will discuss answers with them to further develop their level of understanding and to check if they can work out on their own which words goes where.
2:00pm- lesson finishes	There will be a teaching assistant helping on two of the tables to ensure that they keep on task. ...			They will also receive live and written feedback to ensure that they are on task and display understanding. This will thus, help guide their learning and will align with their learning objective and success criteria. This will also benefit my ALN and MAT learners as they are able to progress at their own pace. ...

Learning intention

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 compare Victorian clothing to modern clothing and to identify the key differences and similarities.

The learning intention above was fairly simple and attainable for my group of learners, as it provided them with a clear goal. Therefore, my learners were able to hit each of their progression goals as they given a success criteria best suited for their level of learning. Through this learning intention pedagogical principles were met as it included a blend of critical skills and built on their previous knowledge. Furthermore, the lesson created a authentic context for learning as they were able to build their coheren understanding of the world around them.

Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.

To further expand and look into the difference between Victorian clothing and the clothing we wear today – compare and contrast past and present.

The what matter statement chosen for my lesson, was suitable as it encouraged enquiry and discovery as my learners were challenged to be curious and question the similarities and differences between each types of clothing. Through this they were able to gain deeper understanding of the concept of Victorian clothing, and modern clothing as they distinguished what type of materials we use today and what type of materials they used back then. They were further able to identify if materials that were used back in Victorian times are still used today, therefore enabled reflection in their progression of learning.

My chosen AFL:



F e e d b a c k

Whilst, conducting my humanities lesson, my chosen AFL strategy was feedback. I chose this AFL strategy as I thought it was best suited to all my learners in order to develop and progress their learning and understanding. Feedback is a reaction to an individual's learning/activity with the intention of helping them adjust in order for the outcomes of their work to become more effective (Conaway,2024). Therefore, suggesting that the sole purpose of feedback is to ensure that your learners understand the concept and are able to thus, move forward in their learning and progress.

Ramaprasad, (1983) stated that feedback is crucial as it centralises on the information about the gap between the actual level of a system parameter which is used to alter the gap in some way.

The role of feedback is integral to aiding pupil progression as Hattie, (2009) argues that feedback is a compelling influence on learner achievement. It further supports pupils progress by building their learning, addressing misconceptions and thereby closing the gap between where a pupil is and where the teacher wants them to be (EEF, 2021). Feedback is essential in aiding not only progression but further to develop their actual understanding towards the task (Sadler, 1989). Through this understanding pupils are thus, able to progress their learning and achieve their targets/goals which for example, could be each of their personal success criteria's. Moreover, Hattie, (2009) implies that the influence of feedback leads to significant learning gains and achievement which links back to Black and William (1998) as they suggested how through AFL strategies can result in pupil progression and achievement in education.



Critical evaluation of Feedback



Hattie, (2007) proposed that defective feedback works at four levels, self, task, process and self-regulation. Through this theory he argues that to use feedback effectively in order to aid progression in learners, you must first ensure that the learner understands their learning goal as through this understanding they will be successful when receiving feedback. Furthermore, as the learner is progressing towards their learning goal there needs to be an element of specific, useful, and timely presented feedback. Overall, the purpose of feedback is to progress the learner forward which will thus, allow the student to apply feedback into future learning tasks (Hattie & Timperley, 2007). However, Harris and Brown (2013) argue that there needs to be further clarification of these feedback levels, as they do not consider the influence feedback may have in building and conserving teacher and student relationships which hence, influence student outcomes. Furthermore, the use of praise which is central in feedback does not significantly enhance pupil progression and attainment (Harris et al, 2014).

Vygotsky (1962) argues the notion in favour of feedback as he centralises on the role that social environments play in the learning process and how the interactions pupils have with their peers/teachers promotes the learner's ability to interact with discussion, collaboration and feedback. Vygotsky (1978) implied that language was the primary tool in promoting thinking and reasoning which supports reading and writing. Therefore, Vygotsky argued in favour of the use of feedback in the classroom as with his theory of the zone of proximal development which bridges the gap between current and potential ability. Therefore, arguing that feedback plays a pivotal part as it allows for learners to receive help and guidance from a more knowledgeable other which will result in the learner being able to do it independently (Dastranj & Helali, 2016). On the other hand, the argument of Vygotsky is challenged as the zone of proximal development does not account for an accurate picture of the learner's needs or capability level. Thus, it does not actually explain the process how development occurs (Chaiklin, 2003). It is further noted that not all learners may understand when given feedback as each learner has different skills for example, learners with disabilities or learning difficulties may find it more challenging to understand the meaning of certain feedback compared to learners without disabilities or learning difficulties (Lui & Matthews, 2005)

Critical evaluation: Part 2



Black and William (1998) argue in favour of the use of feedback in classrooms as they suggest that feedback is integral in enhancing pupil progression. William (1998) argues that teachers must praise the work not the child, as this will do nothing but rather convey an ego feedback. William argues that by praising the work a learner will understand what they have done correct and what they need to do in order to progress. The whole idea of feedback according to William and Black (1998) is that it allows learners to reflect on their task and thus, the teacher's role is to steer their learners in right direction with effective feedback as this the real art of feedback. However, Butler (1988) argues the ineffectiveness of feedback in the classroom, as she investigated into different types of feedback in aiding pupil's progression. Butler (1988) concluded that pupils rarely read their feedback comments and that they are more interested in comparing marks. Furthermore, teachers barely give time for their pupils to read over their feedback comments which thus, results in same feedback comments being written again as pupils cannot progress without seeing where they need to improve.

Sadler (1989) considered feedback in his theory between formative assessment and teaching as he argued that feedback is the key element in formative assessment and sees two audiences for this which include the teacher and the student. Sadler states that feedback to the student from the teacher is essential as no active learning can take place without the active involvement of the student. Furthermore, Sadler argues that through feedback the student has to become responsible for their own learning as they have to have some type of judgement in the quality of work they are producing. Therefore, implying that the learner has to possess a concept of standard for example, a goal or target and thus, compare the level of their performance with the standard which will hence, aid their progression in learning and understanding. Feedback acts as a double edged sword in evaluation as it either helps or hinders progress in learners, as Carol Dweck (1998), theory of 'growth mindset' raises the concern that feedback may hinder this in a learner's progression. Dweck (1998) identifies teachers importance in encouraging growth mindset, yet, the method in which teachers encourage is through feedback. Therefore, Dweck argues that if a learner has a 'fixed mindset' which is where the learner is not confident in their abilities then receiving feedback from the teacher will feel like a personal attack and will hence, hinder their progression in learning.

Conclusion

Through this assignment, I was able to explore the benefits of using assessment for learning in the classroom, whilst also recognising the limitations. Furthermore, through my chosen AFL strategy which was feedback, I was able to notice the effect it had on my learners as throughout the lesson I gave multiple variations of feedback in order for my learners to understand what they were learning and why and how to complete the task. By using oral feedback I was able to see firsthand the impact it had, as once I have given feedback individually they were able to see where they had gone wrong and how to move on independently in order to achieve the learning intention by the end of the lesson. Continuously,

I channeled Hattie's theory of ensuring my learners understood the learning intention as without understanding they would thus, not be able to properly register my given feedback. The benefits I have experienced through implementing AFL in the classroom, is that the learners were more active and involved in their learning as during this lesson I used effective questioning which prompted my learners in their independent and critical thinking skills. Moreover, I was able to witness their own understanding through AFL and also see how they self reflect on their learning and how they can progress to the next step. However, I did face limitations in my use of AFL as my use of feedback would sometimes be written and hence, this had an ineffective impact on my learners progression as they were never given time to read over it. In addition, I found that the implementation of AFL in the classroom was quite time consuming and due to being in a large classroom, I discovered it to be quite difficult to present individualised feedback to all learners. To conclude, overall the implementation of AFL in the classroom does promote progression in learning which is at the heart of the welsh curriculum to enhance learner's progression in order to achieve.



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