



ECAD5012 - A presentation of the critical evaluation of how Assessment for Learning can be utilised in a learning episode to aid progression across a chosen area of learning and experience.

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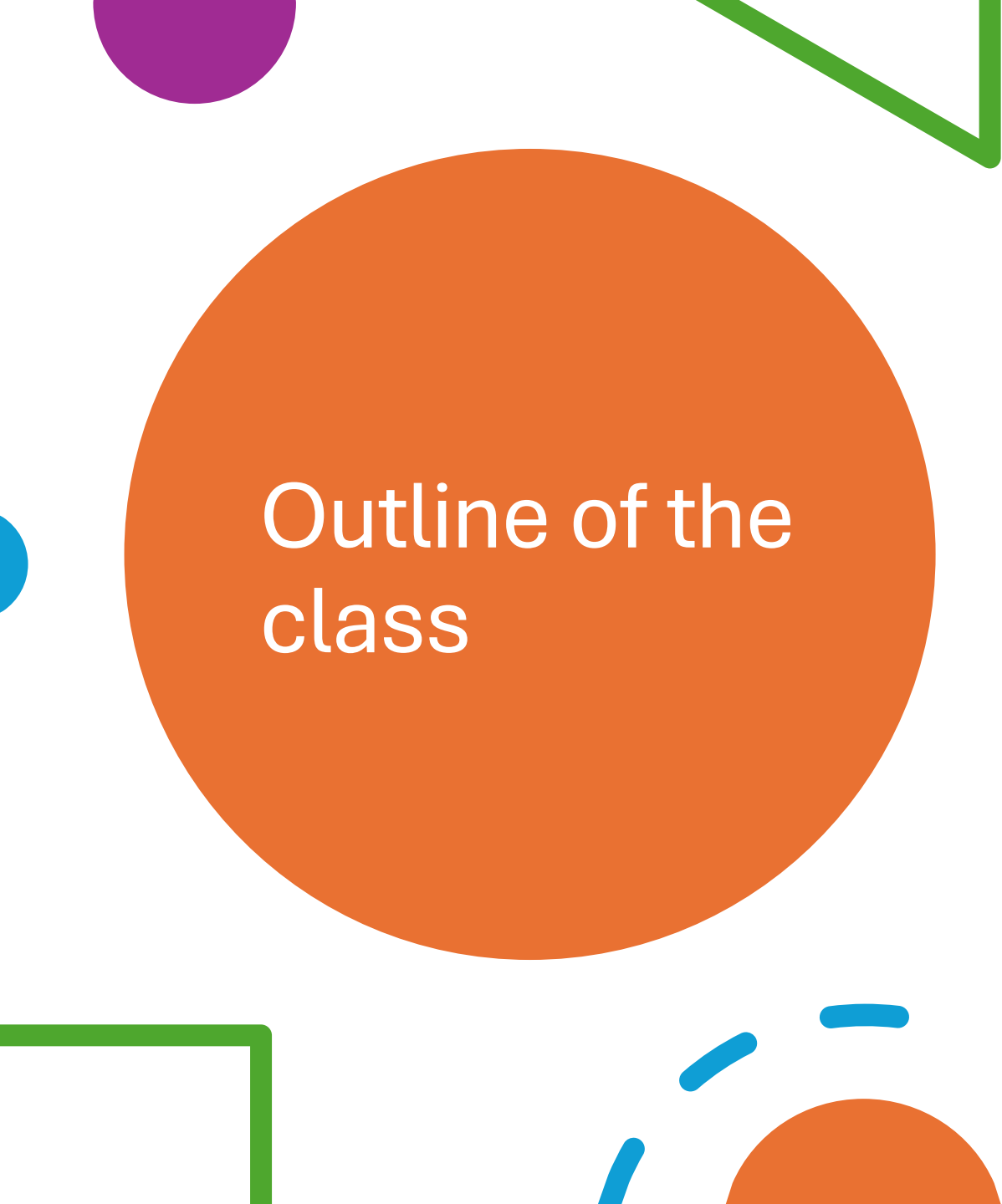


The main aim of this presentation is to discuss how Assessment for learning can be implemented effectively in a classroom and the best possible ways to approach them.

This presentation will be focused on how I used my chosen AFL strategies in a mathematics and numeracy lesson in a year 6 class.

It is important for us as teachers to consider the many approaches of AFL in order to assess their potential in a different setting.

Welsh government (2013) “Effective Afl is not applied in the same way in all classrooms”



Outline of the class

- Year 6 class
 - 32 students all together
 - ALN students
 - MAT students
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- Lesson is based on the mathematics and numeracy area of learning and will be the first lesson on this topic.

What is Assessment for learning?

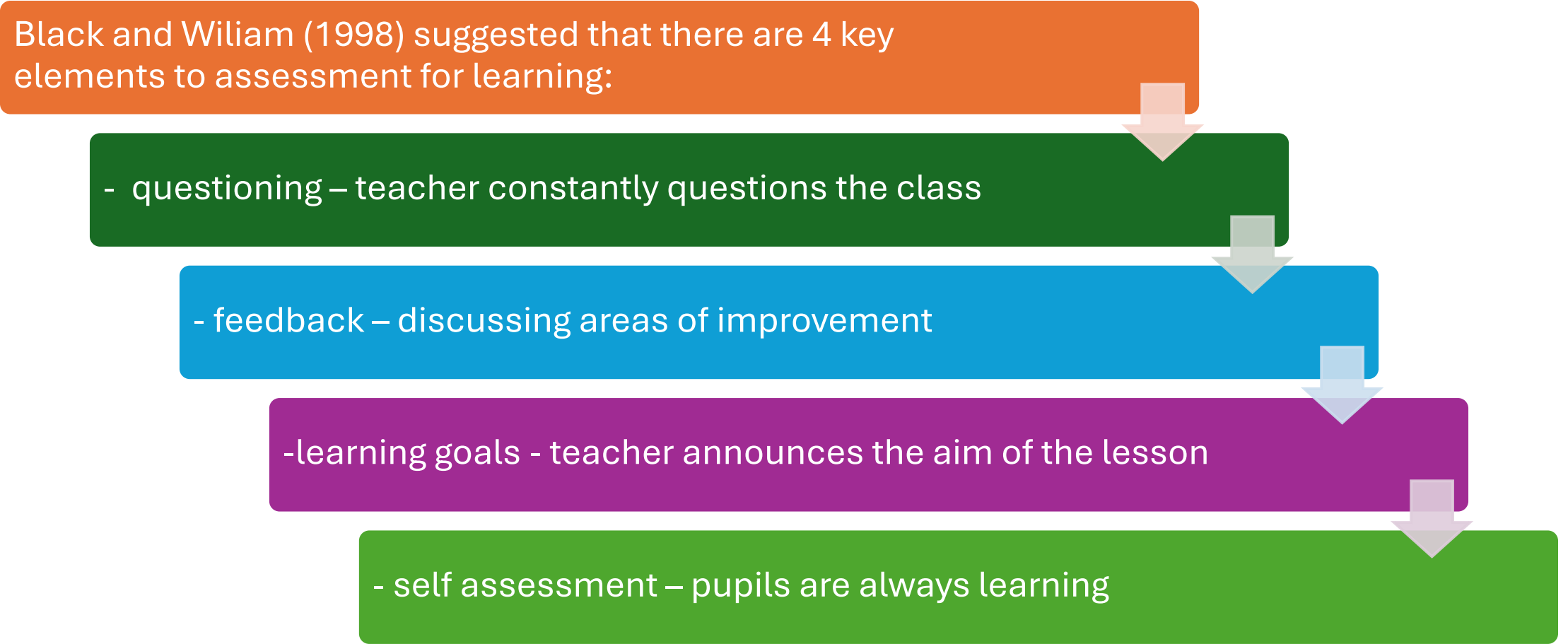
- Assessment for learning is a teaching approach where assessments are used to support and enhance student learning. It involves ongoing feedback, identifying strengths and areas for improvement. Focused on growth, it encourages active student participation, self-reflection, and promoting deeper understanding.
- AfL focuses on monitoring the quality of the learning process and on providing continuous feedback to guide learning and teaching, which can positively influence learning processes. (Black & Wiliam, 2009).
- Goals and success criteria should be made explicit, students should not be afraid to make 'mistakes', and feedback has to be immediate (Cowie et al., 2018; Luna, 2018).
- The information created through AFL notifies both learners and teachers where students are in their learning. This then informs the teaching practice so that educators know how to amend their approach accordingly – to support students in getting where they need to be. (Hawthorne, 2022)

The background to Assessment for learning

- In 1989, a group of educational assessment researchers formed the Assessment Reform Group. Caroline Gipps first introduced the term 'Assessment for Learning' in 1994. Following this, Paul Black and Dylan Wiliam carried out a review of assessment practices across all sectors of education. In their 1998 publication, *Inside The Black Box: Raising Standards Through Classroom Assessment*, Black and Wiliam likened the classroom to a black box: an object which can be viewed in terms of its inputs and outputs, without any knowledge of its internal workings.
- Black and Wiliam investigated teaching and learning in classrooms and discovered that students who learn in a formative way achieve much better results than students who do not.

4 key elements to assessment for learning

Black and Wiliam (1998) suggested that there are 4 key elements to assessment for learning:



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graph TD; A[Black and Wiliam (1998) suggested that there are 4 key elements to assessment for learning:] --> B[- questioning – teacher constantly questions the class]; B --> C[- feedback – discussing areas of improvement]; C --> D[- learning goals - teacher announces the aim of the lesson]; D --> E[- self assessment – pupils are always learning];
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- questioning – teacher constantly questions the class

- feedback – discussing areas of improvement

- learning goals - teacher announces the aim of the lesson

- self assessment – pupils are always learning

Why is Afl important? what are the benefits?

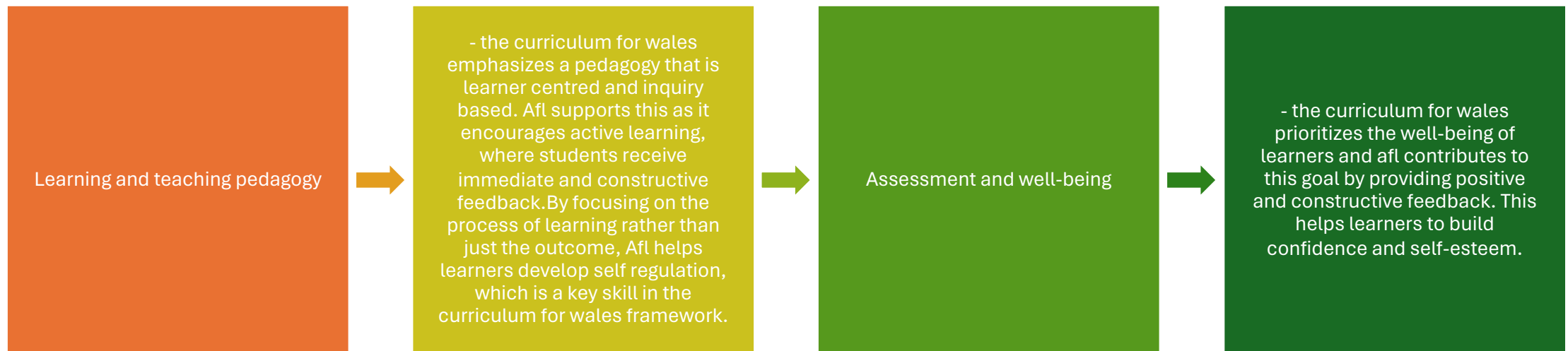
- determines the needs, strengths and progress of each student individually.
- Offers feedback
- Highlights difficulties
- Promotes development
- Encourages engagement
- Supports a child's learning



Limitations of Afl

- time consuming – requires continuous assessment, feedback and adjustment to teacher strategies
- Student motivation and engagement – if student do not perceive feedback as valuable, Afl may not benefit them. (Hattie,2007)
- Cultural differences – students from different cultural or socio-economic backgrounds may have different approaches to learning and assessment.
- Assessment overload – both teachers and students may be overwhelmed by the constant need to assess and reflect on progress. (Popham,2008)

Links to the curriculum





Darpar athro:	Elisha Josephson	Dosbarth / Grŵp	Year 6
MDPh neu Bwnc:	Mathematics and numeracy	Dyddiad (sylwer y gall y sesiwn hon fod yn un barhaus):	
Cysylltiadau ystyrion â'r Cwricwlwm (Datganiadau o'r Hyn sy'n Bwysig, Disgrifiadau dysgu, y cwricwlwm 'blaenorol'...)	I have experienced and explored simple multiplicative relationships that allow me to discuss the properties of number, including factors, multiples, prime and square numbers.		
Cysylltiadau ystyrion ar draws y Cwricwlwm (Cysylltiadau â MDPheu eraill neu'r Fframweithiau sgiliau trawsgwricwlaidd)	I can ask and answer questions, building on and developing the ideas of others in group discussions.		
Targedau Personol (targedau a'r effaith ganlyniadol ar ddysgu – cyfeiriwch at unrhyw dargedau sydd wedi'u nodi yn y dyddlyfr dysgu neu gyfarfod adfyfrio wythnosol a disgrifiwch yr effaith a ddymunir ar ddysgu) To build self-confidence when presenting to the classroom			
Bwriad Dysgu 'Dylai hyn ganolbwyntio ar y dysgu gan y disgyblion yn ystod y wers, yn hytrach na'r hyn y byddant yn ei wneud, a dylai fod yn fyr, yn gyraeddadwy ac yn fesuradwy.' (Crichton, H., a Mcdaid, A. 2016 t. 196)			
To understand the term 'squared number' and to use them in a mathematics lesson.			
Meini prawf llwyddiant Yr hyn mae angen i'r disgyblion ei ddangos i fodloni'r Bwriad Dysgu yn llwyddiannus.			
- To understand the term 'squared number'. - To understand how to use a squared number. - To use a squared number effectively			
Cynllunio ar gyfer camsyniadau: Defnyddiwch yr adran hon i ragweld gwallau a chamddealltwriaethau disgyblion a'r ymatebion yr ydych yn bwriadu eu rhoi iddynt.			
- ensure the students write out the sequence in full to ensure they remember how to use a square number. - show a YouTube video explaining exactly what a squared number is and how to find the answer to questions. - keep the terminology on the board so that the students can go back over <u>it</u> - use the <u>Afl</u> strategy 'think, pair, share' so that students can discuss answers with their peers.			

DILYNIANT ADDYSGU A DYSGU
(Ychwanegwch neu dynnu rhesi isod fel y bo'n briodol)

Amseru: <i>Rhannwch yr amseru yn grwpiau os yw'n briodol. Gwnewch yn siŵr fod disgyblion yn mynd ati i 'wneud' yn gyflym a bod y cyfnodau pontio'n cael eu hystyried</i>	Rôl yr athro a'r staff cymorth: <i>e.e. cwestiynau allweddol, adalw dysgu blaenorol, modelu ac esboniadau, gwirio dealltwriaeth, defnydd a fwriedir o oedolion ychwanegol</i> <i>Dewis o fodel addysgegol neu o'r 12 egwyddor addysgegol</i>	Y dysgu gan y disgyblion a'r gweithgareddau: <i>Beth fydd y disgyblion yn dysgu ei wneud a pha weithgareddau / adnoddau fydd yn hwyluso hyn?</i> <i>Cyfeiriwch at y ddogfen Dysgu Sylfaen i gael manylion y ddarpariaeth.</i>	Strategaethau Cynhwysol (yn cynnwys gwahaniaethu): <i>Y rhesymau dros sgaffaldio a manylion hynny.</i> <i>Mathau o gynrychiolaeth mewn tasgau.</i>	Gwiriwch beth mae disgyblion yn ei wybod, yn ei ddeall, ac yn gallu ei wneud: <i>Cwestiynau allweddol, mathau o ymarferion adalw, cyfleoedd i hunanasesu ac asesu cymheiriaid, cyfleoedd marcio byw, adborth a fwriedir.</i>
10	Discuss the learning objective and clearly announce the lesson. Discuss what the aim of the lesson is and what the outcome will be. For this lesson, I will be introducing to the students a squared number. As a class, we will do some questions on squared numbers to make sure there is full understanding. I will then ask the students to use their mini white boards to write down the answers to the questions I have asked.	Students are to listen carefully to the instructions to ensure they understand what to do in the lesson. Students must engage in the lesson while using whiteboards to answer questions.	At this part of the lesson, all students will be completing the same task.	What are your questions? What is a squared number? How do we work out the answer to a squared number? What is the answer to this sum?

30	I will hand out the work sheets and ask the students to answer the questions in their mathematics books. After giving the class 25 minutes to complete the task I will use lolly pop sticks to ask students for the correct answers.	Students are to write the sum out in their mathematics books including any additional working out. Students may check their answers against a calculator once they have finished as self-assessment.	There will be 3 different work sheets with all 3 having different ability questions.	How are you finding this task? Do you need help? Have you answered the questions correctly?
10	To conclude the lesson, I will ask some harder questions to the class as a target. I will have a class discussion about the task to assess ability. After the lesson has ended, I will use exit cards. This allows me to assess a child's ability individually.	Students are to engage in class discussion and feedback with relevant experiences on the lesson. Student will also engage with the exit cards before leaving the lesson	Exit cards will be based on ability which allows me to provide feedback and targets for the next lesson	How did you find this lesson? Did you enjoy this lesson? What have you learnt?



Why I chose
this aole and
the afl
stratergies to
go with it

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- Overall class weakness
 - Students were not confident in the chosen Aole
 - Students would often call mathematics 'boring'
 - There would typically be less engagement in a mathematics lesson compared to others

‘think, pair, share’

What is it?

How does it support a child’s learning?

“Think-Pair-Share is a cooperative discussion strategy that provides students with adequate time to think in order to increase their quality of responses.” (Mahmoud,2013)

What does research say?

- “think-Pair-Share can be an effective way to engage students in academic conversations to achieve physical literacy” (Lynott,2022)
- “help students to learn with fun and increase students interest and confidence level” (Parker,2021)
- “there are some impacts found in mathematics learning using Think Pair Share type of cooperative learning related to: (1) group establishment;(2) learning environment; (3) learning achievement; (4) student participation; (5) information exchange; and (6) interpersonal relation”. (Ardiyani, Gunarhadi and Riyadi, 2019)





Is it effective?
Who supports
it?

- Promotes active learning
 - Encourages peer interaction
 - Increased confidence
 - Promotes formative assessment
- 

Who doesn't support it?

(Lyman, 1981) – limited depth of reflection

(Zemelman, Daniels & Hyde, 2012) - unequal participation

(Janis, 1972) – risk of groupthink

(Becker, 2000) – time constraints

Strengths	weaknesses
Promotes critical thinking	Time consuming
Provides immediate feedback	Unequal participation
Inclusive learning	Potential for poor responses
Encourages active participation	Some may not feel confident enough
Good use of communication skills	Difficulty managing the class

Conclusion



RECCOMENDATIONS
FOR THE FUTURE



BENEFITS OF DOING
THIS ASSIGNMENT



WHAT ARE MY OWN
IDEAS?



WHAT WILL I DO IN
THE FUTURE WHEN
USING AFL?

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