Module content includes input on...





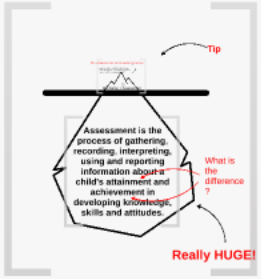


























12) Accountability









ECAD5008

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Introduction to the module content, assignment & Assessment for Learning.





Cycle 2 Professional and Pedagogic Studies: Leading the Learning: what, how and why am I teaching? (ECAD5008-C)



Leganto Reading Lists

No lists currently available for this module

Holiadur Adborth Modiwl / Module Feedback Questionnaire

Microsoft

Tom you are currently connected to Office 365



Summary

THE PICTURE SAYS IT ALL!

Helo bawb a chroeso i ECAD4007C / Hello all and welcome to ECAD4007

Mae'r tîm modiwl a minnau'n gyffrous iawn i weithio gyda chi dros y sesiynau i ddod i ddatblygu eich gwybodaeth, eich dealltwriaeth a'ch sgiliau mewn nifer o agweddau hanfodol ar addysgeg ystafell ddosbarth effeithiol.

Bydd y modiwl yn darparu amrywiaeth o brofiadau i chi a fydd yn eich cynorthwyo i gyflwyno cynnwys AoLE a'ch defnydd o strategaethau Asesu ar gyfer Dysgu i gefnogi addysgu a dysgu effeithiol yn CA2.

Gyda'n gilydd byddwn yn sicrhau eich bod yn cael y sgiliau a'r wybodaeth bwnc sydd eu hangen i gynllunio, cyflwyno a gwerthuso cyfleoedd dysgu sy'n ennyn diddordeb ac yn ysbrydoli pob dysgwr.

The module team and I are very excited to work with you over the coming sessions to develop your knowledge, understanding and skills in a number of essential aspects of effective classroom pedagogy.

The module will provide you with a variety of experiences that will aid you in both your delivery of AoLE content and use of Assessment for Learning strategies to support effective teaching and learning within KS2.

Together we will ensure that your are provided with the skills and subject knowledge needed to plan, deliver and evaluate learning opportunities which engage and inspire all learners.

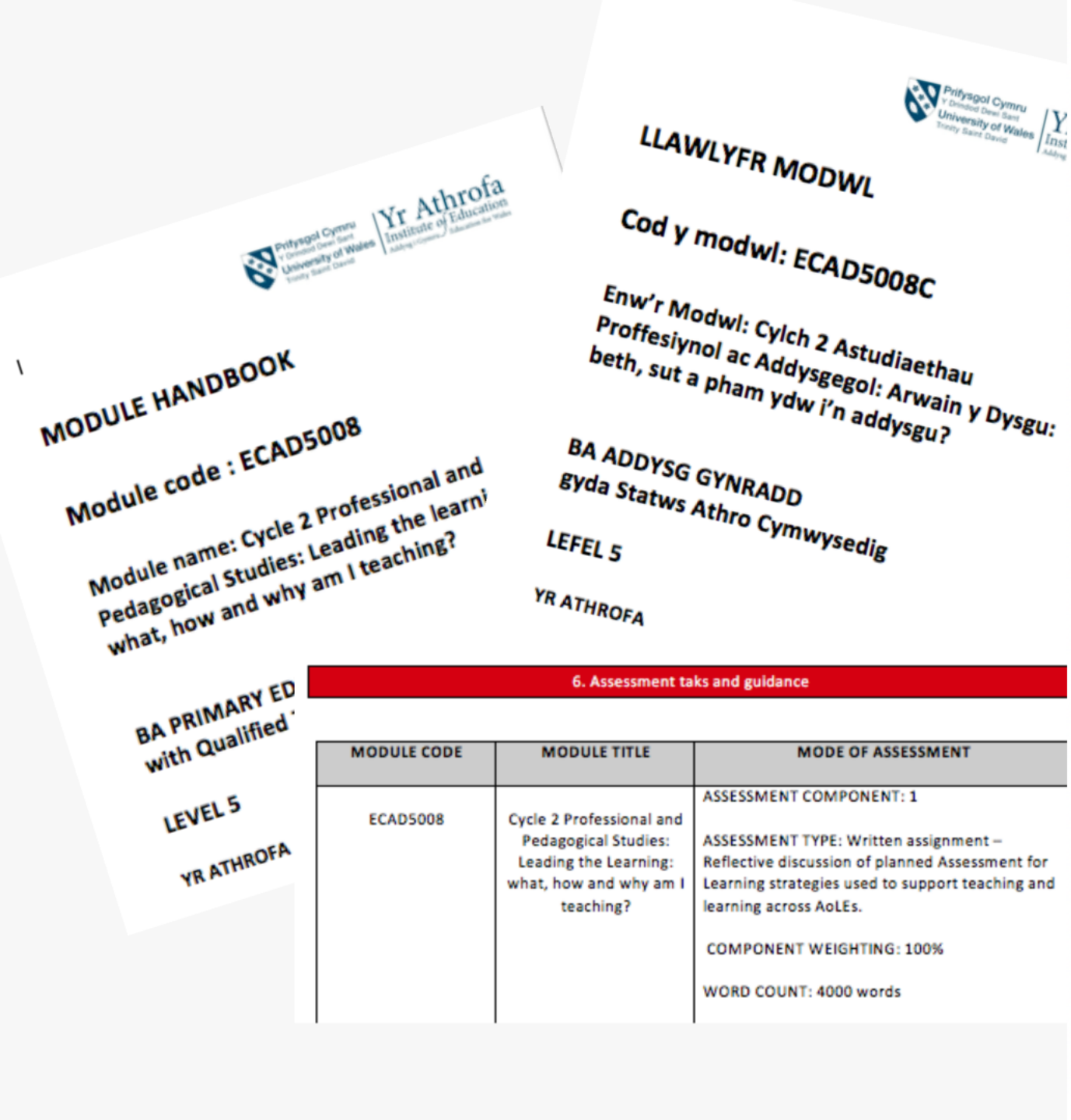
Trwy gydol y modiwl byddwn yn gweithio ar y cyd i gyfiawnhau dewisiadau addysgeg yn seiliedig ar ddadansoddi, dehongli a gwerthuso ymarfer ystafell ddosbarth.

Byddwch nid yn unig yn darganfod y cefndir, y meddwl damcaniaethol a'r ymchwil sy'n sail i Asesu ar gyfer Dysgu a strategaethau ymarferol ar gyfer ei weithredu ond hefyd yn nodi ac yn myfyrio ar gynnwys a chyflwyniad AoLE penodol sy'n cwrdd â gofynion ein cwricwlwm newydd yng Nghymru.

Throughout the module we will work in collaboration to justify pedagogical choices based on analysis, interpretation and evaluation of classroom practice.

You will not only discover the background, theoretical thinking and research that underpins Assessment for Learning and practical strategies for it's implementation but also identify and reflect on specific AoLE content and delivery that meets the requirements of our new curriculum in Wales.


Gwybodaeth Modwl / Module Information
Restricted
Cyflwyno Turnitin (Cyfrwng Cymraeg)
Restricted
Turnitin Submission (English Medium)
Module introduction, assessment overview and Assessment for Learning ...
SMART learning objectives, success criteria and questioning (25/2/21) ...
Mathematics and Numeracy 1 (1/3/21) Mathemateg a Rhifedd 1 (1/3/21)
Science and Technology 1 (1/3/21) Gwyddoniaeth a Thechnoleg 1 (1/3/21)
Expressive Arts 1 (1/3/21) Celfyddydau Mynegiadol 1 (1/3/21)



MODULE HANDBOOK

Module code : ECAD5008

Module name: Cycle 2 Professional and Pedagogical Studies: Leading the learni what, how and why am I teaching?

BA PRIMARY ED with Qualified

LEVEL 5

YR ATHROFA

LLAWLYFR MODWL

Cod y modwl: ECAD5008C

Enw'r Modwl: Cylch 2 Astudiaethau Proffesiynol ac Addysgegol: Arwain y Dysgu: beth, sut a pham ydw i'n addysgu?

BA ADDYSG GYNRADD gyda Statws Athro Cymwysedig

LEFEL 5

YR ATHROFA

6. Assessment taks and guidance

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ECAD5008	Cycle 2 Professional and Pedagogical Studies: Leading the Learning: what, how and why am I teaching?	ASSESSMENT COMPONENT: 1 ASSESSMENT TYPE: Written assignment – Reflective discussion of planned Assessment for Learning strategies used to support teaching and learning across AoLEs. COMPONENT WEIGHTING: 100% WORD COUNT: 4000 words

TIMETABLE OF SESSIONS

Date	Time	Group 1 (WM)	Group 2 (EM)
Week 8 Monday 9th October	9am -11am	S1 – Module introduction + assessment overview (TC) CJ4 An introduction to Assessment for learning, including a overview of summative and formative assessment, background research, benefits and four elements of AfL. Cyflwyniad i Asesu ar gyfer dysgu, gan gynnwys trosolwg o asesu crynodol a ffurfiannol, ymchwil gefndir, buddion a phedair elfen AagD	
	11am -1pm	S2 – AfL 1 (FJ) CJ2 "Byddwch yn CAMPUS gyda'ch cwestiynau!"	S3 – LLC1(JM) CJ1 "Read all about it!"
Tuesday 10th October	9am -11am	S3 - LLC1 (MD) CJ3 Mae hi'n amser gwrando	S4 – MN1 (FJ) CJ1 Magical Maths Moments
	2pm -4pm	S4 – MN1 (FJ) CJ5 Eiliadau mathemateg hudol	S2 – AfL 1 (TC) CJ7 "Be SMART with your questions!"
Week 9 Monday 16th October	9am-11am	S5 – H1 (SVH) CJ1 Beth yw'r Cwestiynau MAWR' yn y Dyniaethau?	S8 – EA1 (LR) CJ4 Express yourself through the arts!
	2pm-4pm	S8 – EA1 (LR) CJ3 Mynegwch eich hun trwy'r celfyddydau!	S5 - H1 (SVH) CJ2 What are the 'BIG Questions' in Humanities?

MODES OF DELIVERY

Synchronous sessions - online timetabled sessions held in real time where there will be live input from tutors, directed tasks and tutor and peer led group discussions.	
Asynchronous sessions - online timetabled sessions where all material will be posted online with follow-up online input e.g. discussion forum, blogs etc.	
Directed tasks – tasks set during or at the end of sessions that you will be expected to complete independently. These support your knowledge and understanding of the topic and will be formatively assessed in follow-up sessions.	
Face to face sessions – Live sessions on campus in timetable	

TIMETABLE OF SESSIONS

Date	Time	Group 1 (WM)	Group 2 (EM)
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Tuesday 10th October	9am -11am	S3 - LLC1 (MD)  CJ3 Mae hi'n amser gwrando	S4 – MN1 (FJ)  CJ1 Magical Maths Moments
	2pm -4pm	S4 – MN1 (FJ)  CJ5 Eiliadau mathemateg hudol	S2 – AfL 1 (TC)  CJ7 "Be SMART with your questions!"
Week 9 Monday 16th October	9am-11am	S5 – H1 (SVH)  CJ1 Beth yw'r Cwestiynau MAWR' yn y Dyniaethau?	S8 – EA1 (LR)  CJ4 Express yourself through the arts!
	2pm-4pm	S8 – EA1 (LR)  CJ3 Mynegwch eich hun trwy'r celfyddydau!	S5 - H1 (SVH)  CJ2 What are the 'BIG Questions' in Humanities?

Wednesday 18th October	9am- 11am	S7 -AfL 2 (FJ)  CJ2 AagD ar Waith	S7 - AfL 2 (TC)  CJ8 AfL in Action.
	11am-1pm	S9 – HWB1(MB)  CJ2 O'r diwedd mae ganddo ei le haeddiannol!	S6 –ST1(HW)  TL13 How to inspire and engage my pupils with meaningful Science and Technology .
	2-4pm	S6 – ST1(HW)  CJ2 Sut i ysbrydoli ac ennyn diddordeb fy nisgyblion gyda gwyddoniaeth a thechnoleg ystyrlon.	S9 – HWB1(MB)  CJ8 At last it has its rightful place!
Week 10 Monday 23rd October	9am-11am	S10 – DCF (IJ)  CJ2 "Gadewch i ni fynd yn ddigidol"	S11 –LLC2 (JM)  CJ1 The write stuff
	11am-1pm	S12 – MN2 (FJ)  CJ2 Eiliadau mathemateg hudol	S10 – DCF (IJ)  CJ1 "Let's get digital"
	2pm-4pm	S11 –LLC2 (MD)  CJ2 Geiriau Godidog	S12 – MN2 (FJ)  CJ1 Magical Maths Moments
Tuesday 24th October	9am - 11am	S13 – EA2 (LR)  CJ7 Drama	S14 – Behaviour Management theory (TC)  CJ5 "Children are like cement!"

	11am-1pm	S15 –H2 (SVH)  CJ7 Hedfan i Awstralia! Arwyr Cymreig!	S13 – EA2 (LR)  CJ6 Drama
	2pm-4pm	S14 – Theori Rheoli Ymddygiad (FJ)  CJ7 "Mae plant fel sment!"	S15 –H2 (SVH)  CJ6 Welsh Heroes! Let's fly to Australia!
Wednesday 25th October	9am -11am	S16-ST2 (HW)  CJ2 Rhoi fy nysgu ar waith trwy gynllunio gweithgareddau sy'n seiliedig ar ymholi a datrys problemau.	S17 – HWB2 (MB)  CJ8 Healthy approaches to classroom well-being.
	11am-1pm	S17 – HWB2 (MB)  CJ2 Ymagweddau iach at les ystafell ddosbarth.	S16-ST2 (HW)  TL13 Putting my learning into practice by planning enquiry and problem-based activities for my pupils.
	2pm-4pm	S18 - Assessment guidance (TC)  CJ4	
Week 12 Monday 6th November	9am -11am	S19-ST3 (HW)  CJ2	S20 – EA3 (LR)  CJ1
	11am– 1pm	S20 – EA3 (LR)  CJ1	S21 –LLC3 (JM)  CJ2
	2pm-4pm	S21 –LLC3 (MD) 	S19-ST3 (HW) 

		CJ2	CJ1 Putting my learning into practice by planning enquiry and problem-based activities for my pupils.
Wednesday 8th November	9am-11am	S22 – HWB3 (MB)  CJ1	S21 –H3 (SVH)  CJ2
	11am-1pm	S21 –H3 (SVH)  TL13	S22 – HWB3 (MB)  CJ2
	2pm-4pm	S23 DCF – Creative Use of Technology (TC) HG05	
Friday 10th November	9am-11am	S24 – MN3 (FJ)  CJ8	S25 - MICROTALK TC Innovation with AfL  CJ3
	11am-1pm	MICROTALK MB Innovation with AfL  CJ3	S23 – MN3 (FJ)  CJ4
	2pm-4pm	S26 - Assessment drop in Q&A Session  CJ4	
Module Input complete			


Mastery
Revision
New
Content
Difficulty

QUIZIZZ



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Question 1

45 seconds

Q. Assessment is effective when it involves...

answer choices

- testing a student after the learning has been completed.
- providing learners with feedback at the end of each topic.
- early and perceptive feedback with time to make changes.
- marking work three days after it's been handed in.

Question 2

45 seconds

Q. AfL is the process of seeking and interpreting evidence for use by_____and their teachers to decide where the learners_____ in their learning, where they need_____ and how best to _____

answer choices

- parents, have been, go next, get there.
- learners, are, to go next, get them there.
- learners, are, improve, test them.
- teachers, are, to go next, take holidays.

Question 3

45 seconds



Q. What is the name of the report by Paul Black and Dylan Wiliam that revolutionised how we conceptualise classroom assessment?

answer choices

- Working inside the black box
- Assessment inside the black box
- Thinking outside the black box
- Inside the black box

Question 4

45 seconds

Q. When AfL is implemented effectively it raises standards of achievement across the board, particularly for...

answer choices

- MAT
- the middle ability
- the higher ability.
- the lower ability

Question 5

45 seconds

Q. When AfL is implemented effectively it ...

answer choices

- reduces the spread of attainment across whole class.
- increases the spread of attainment across whole class.
- has no effect on the spread of attainment across whole class.
- reduces the spread of attainment between middle and upper groups only.

Question 6

45 seconds

Q. How many months of extra learning does Dylan Wiliam's 2009 research suggest AfL achieves?

answer choices

- 6 months
- 7 months
- 8 months
- 9 months

Question 7

45 seconds

Q. D Royce Sadler believes that a learner should have what?

answer choices

- A similar concept of the quality required as that of the teacher.
- Create their own idea of the quality required for a task.
- The ability to guess the quality the teacher has in their heads.
- A lower expectation of quality than their teacher for a task.

Question 8

45 seconds

Q. D Royce Sadler states that learners need to monitor their work...

answer choices

- after it has been produced.
- before production begins.
- halfway through production.
- during the act of production.

Question 9

45 seconds

Q. Which of the following is NOT a part of 'new style' assessment?

answer choices

- Teachers assesses where the class of learners are and adjusts the learning accordingly.
- Learners assess where they are and decide how they can improve.
- Peers assess each other and recommend ways to improve.
- All are part of new style assessment...nice try!

Question 10

45 seconds

Q. What is the missing element of Assessment for Learning?
(Sharing criteria with learners, Quality of questions / quality of talk, Peer and self assessment).

answer choices

- Use of feedback
- Quality of feedback
- Use and quality of feedback
- Feedback and feedforward

Assignment?



1)

Choose a theme

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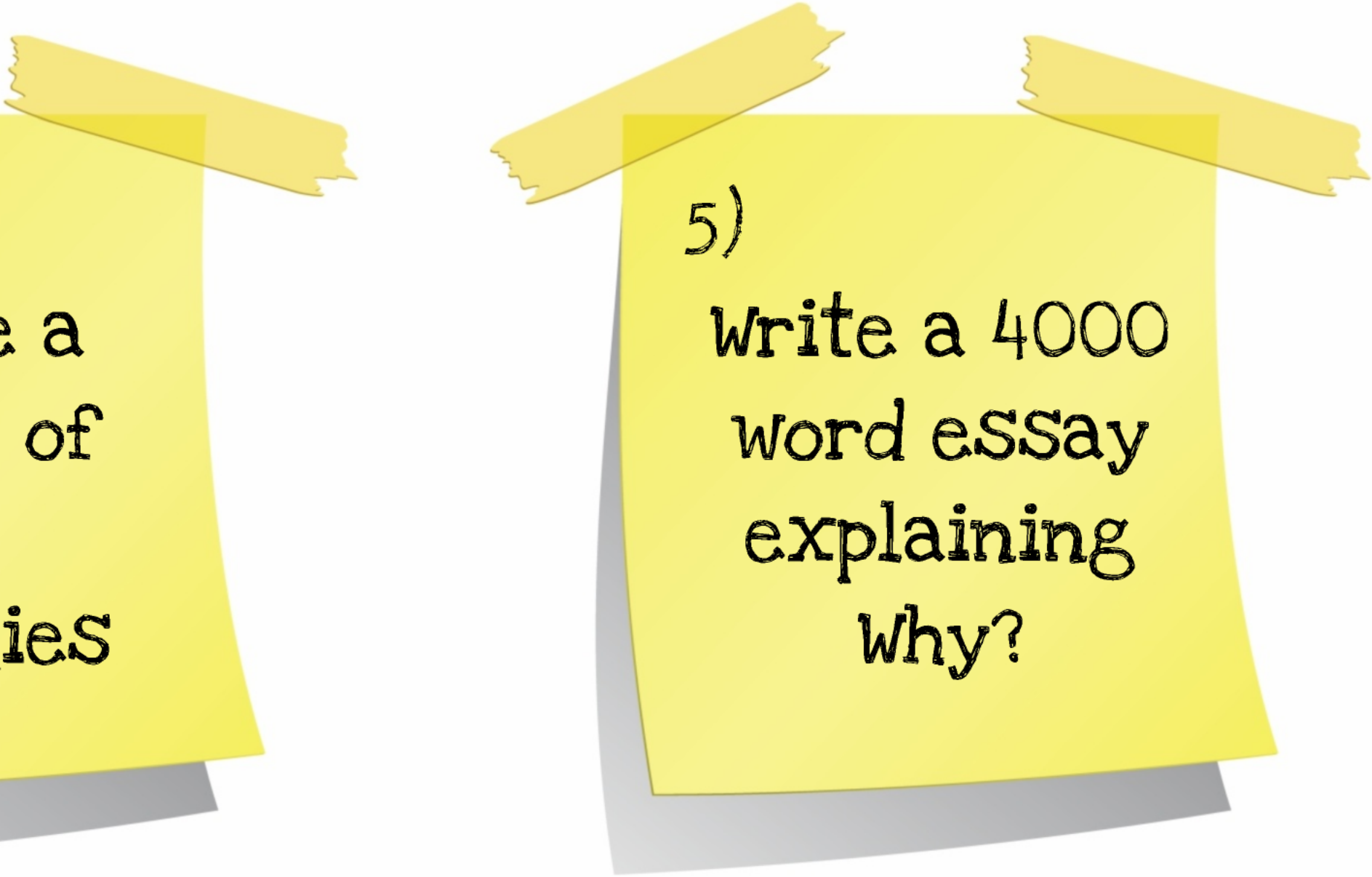
3) Plan 3 Lessons that demonstrate progression and continuity

4)

Include a variety of AfL strategies

5)

Writ
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5)
Write a 4000
word essay
explaining
Why?

Gwybodaeth Modwl / Module Information

Gwybodaeth Asesu / Assessment Information

Restricted

Turnitin Submission (English Medium)

Module introduction, assessment overview and Assessment for Learning ...

Mathematics and Numeracy 1 (1/3/21) Mathemateg a Rhifedd 1 (1/3/21)

Science and Technology 1 (1/3/21) Gwyddoniaeth a Thechnoleg 1 (1/3/21)



Create authentic contexts for learning

Encourage learners to take responsibility for their own learning

Support social and emotional development & positive relationships

Encourage collaboration

Sustained pupil effort to reach high but achievable targets

Employing a broad repertoire of teaching approaches

Promote problem solving, creative & critical thinking

Build on previous knowledge & experience to engage interest

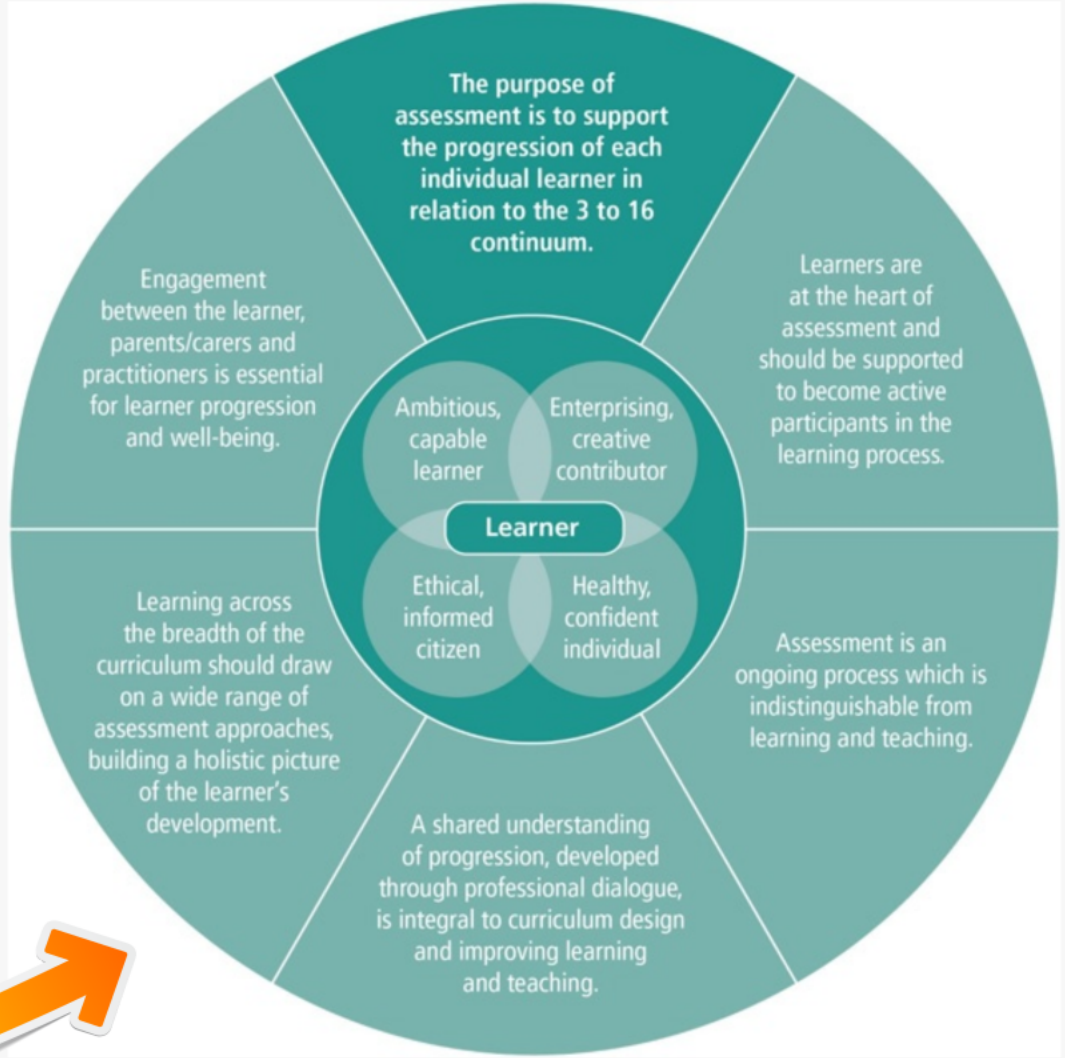
Focus on the 4 Purposes

Use assessment for learning to accelerate progress

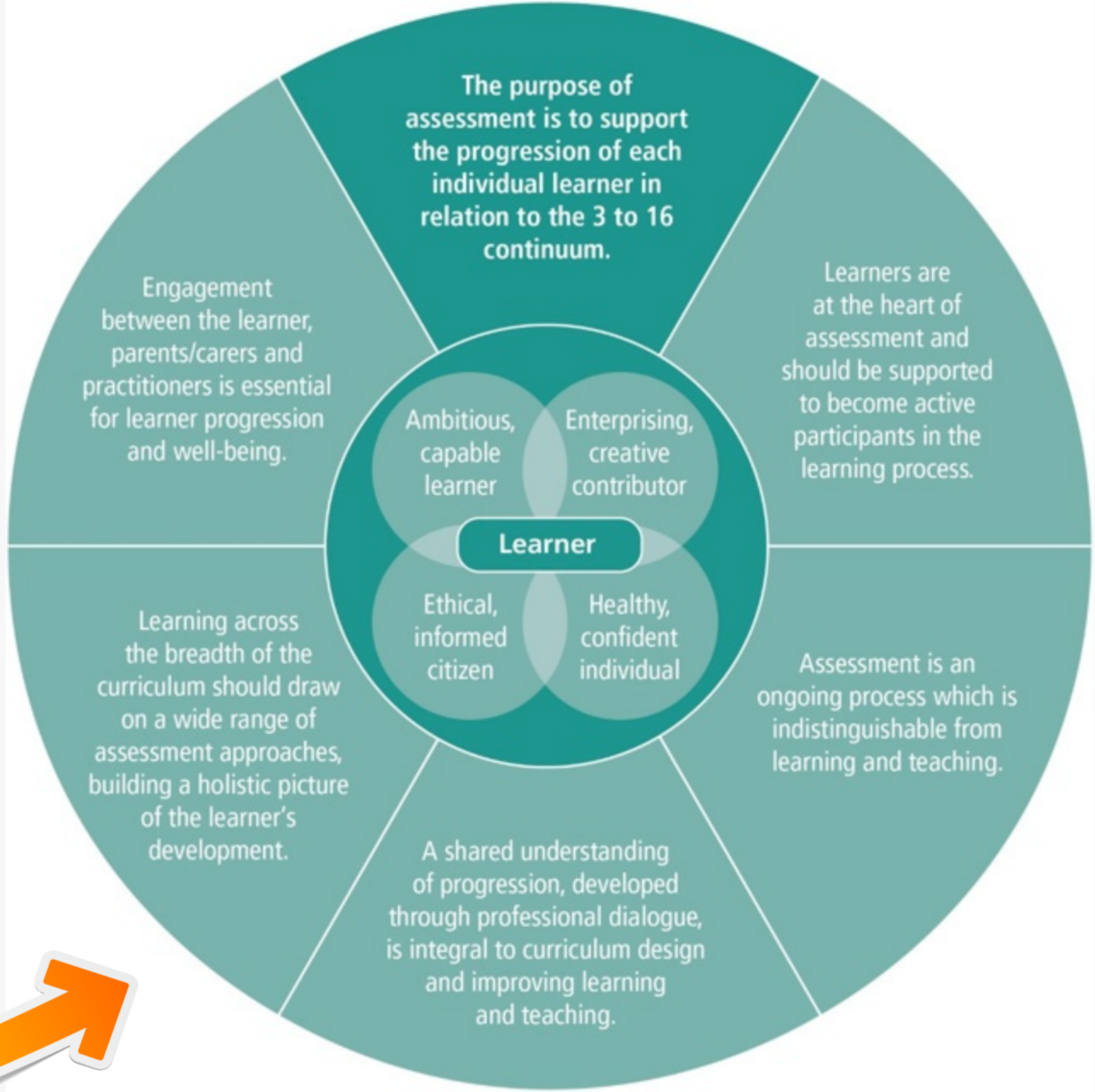
Make connections within & across Areas of Learning & Experience

Reinforce Cross Curricular Responsibilities, Literacy, Numeracy, Digital Competence

Shall we get started on your assignment?
The approach to assessment advocated in Curriculum for Wales 2022.



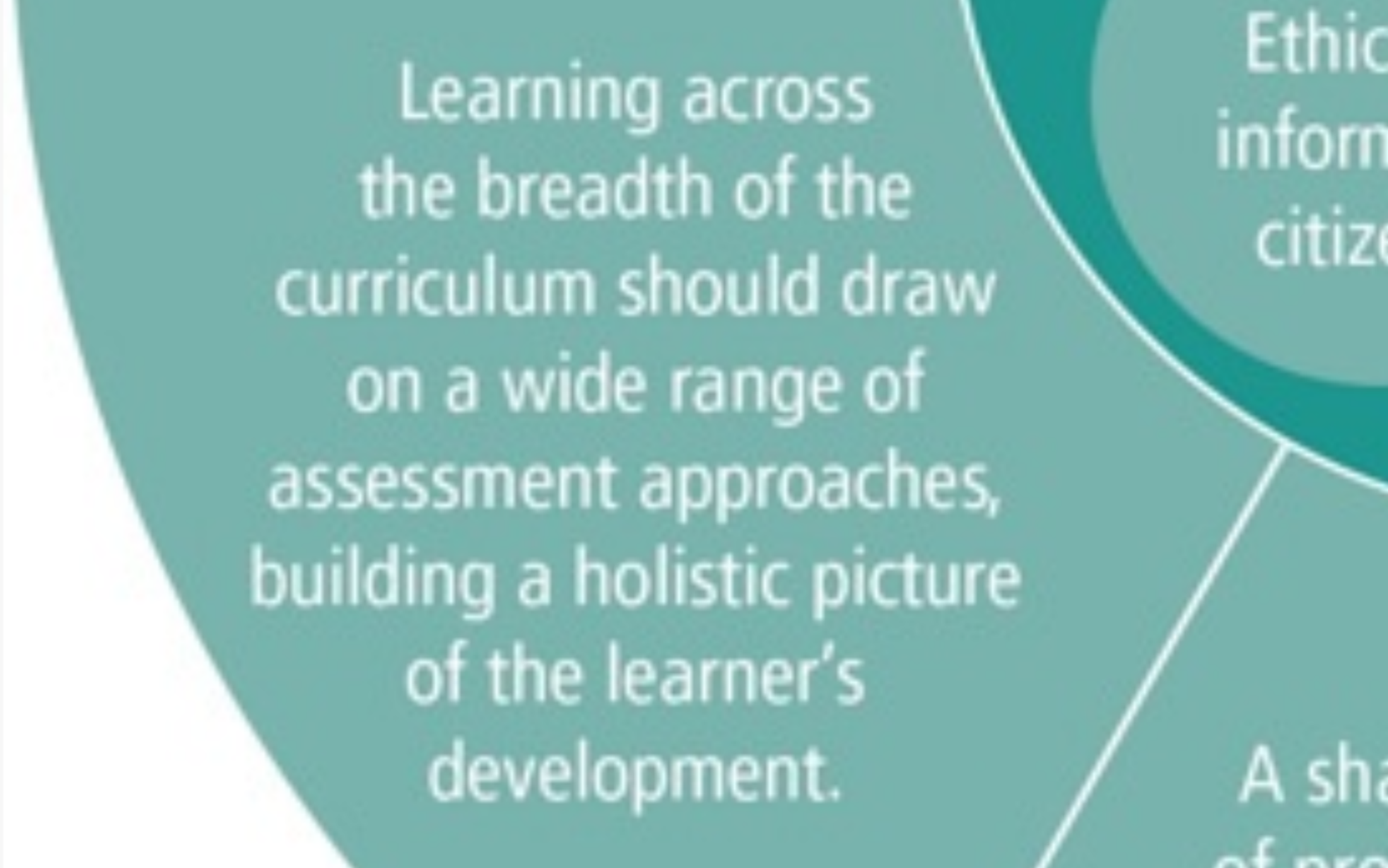
Marker


The purpose of assessment is to support the progression of each individual learner in relation to the 3 to 16 continuum.
Learners are at the heart of assessment and should be supported to become active participants in the learning process.
Assessment is an ongoing process which is indistinguishable from learning and teaching.
A shared understanding of progression, developed through professional dialogue, is integral to curriculum design and improving learning and teaching.
Learning across the breadth of the curriculum should draw on a wide range of assessment approaches, building a holistic picture of the learner's development.
Engagement between the learner, parents/carers and practitioners is essential for learner progression and well-being.
Ambitious, capable learner
Enterprising, creative contributor
Learner
Ethical, informed citizen
Healthy, confident individual

The purpose of assessment is to support the progression of each individual learner in relation to the 3 to 16 continuum.

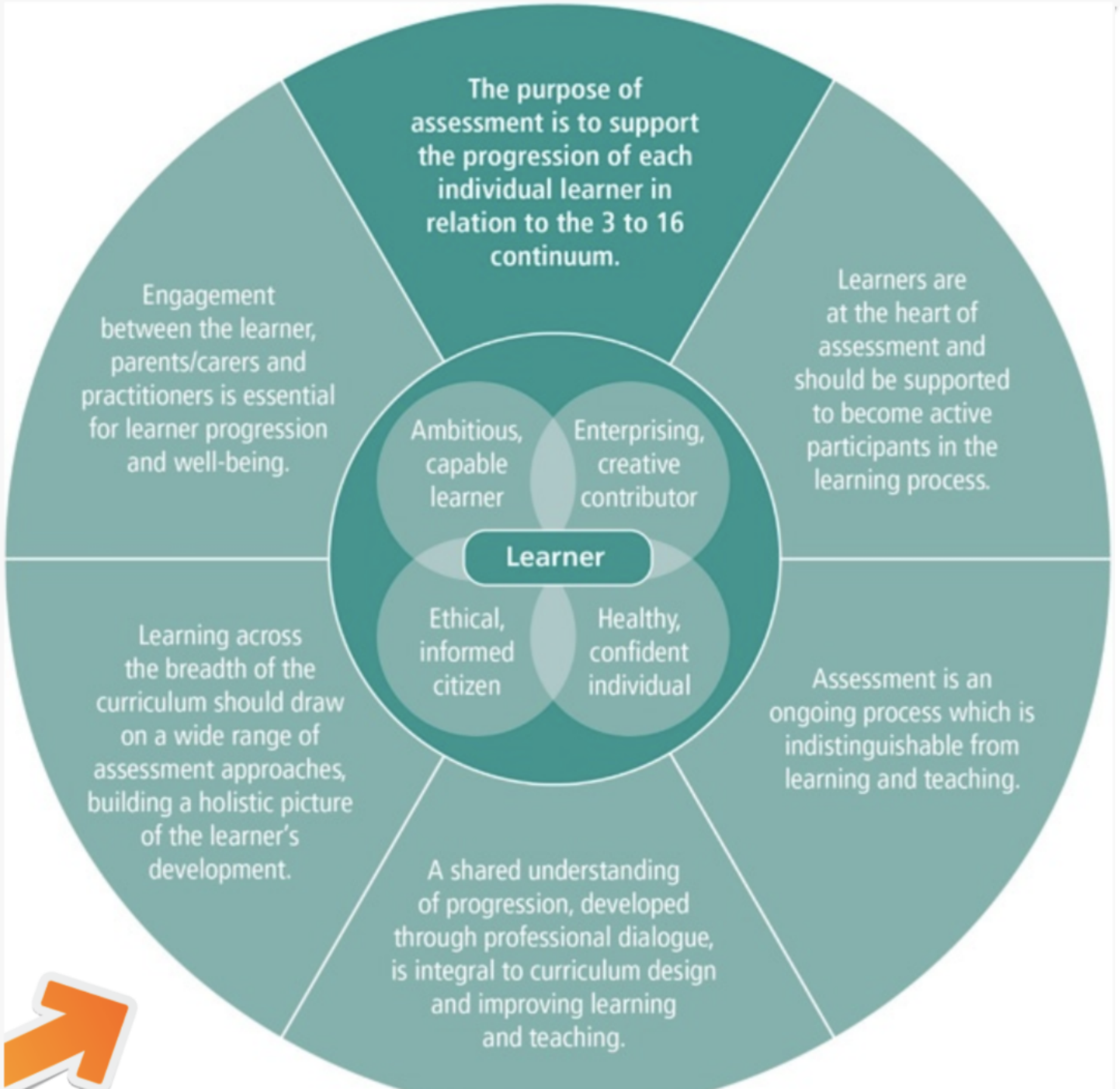

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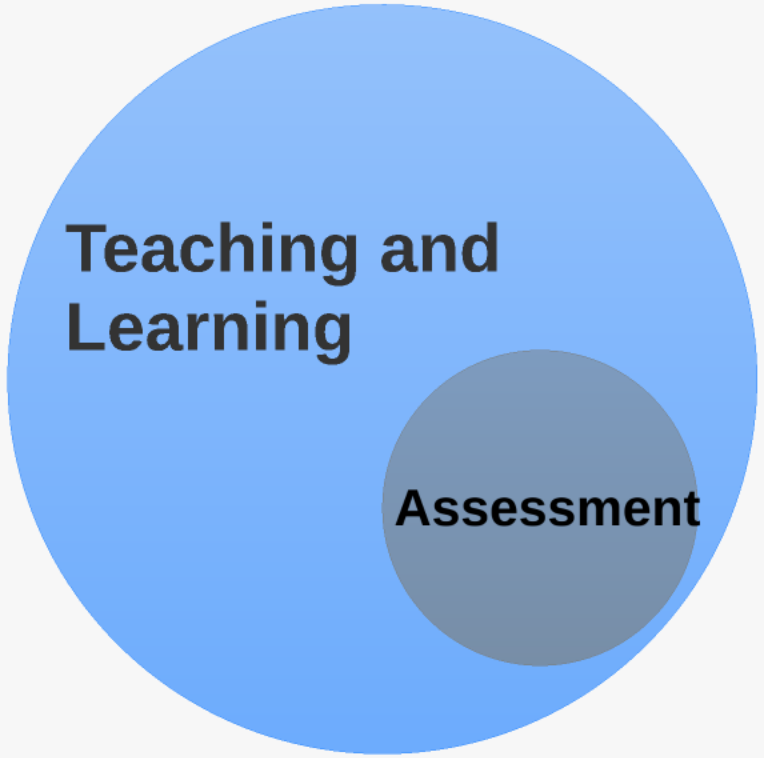
QUIZIZZ

SCAN ME

joinmyquiz.com

Let's take some time to remind ourselves...and apply to our planning (assignment).

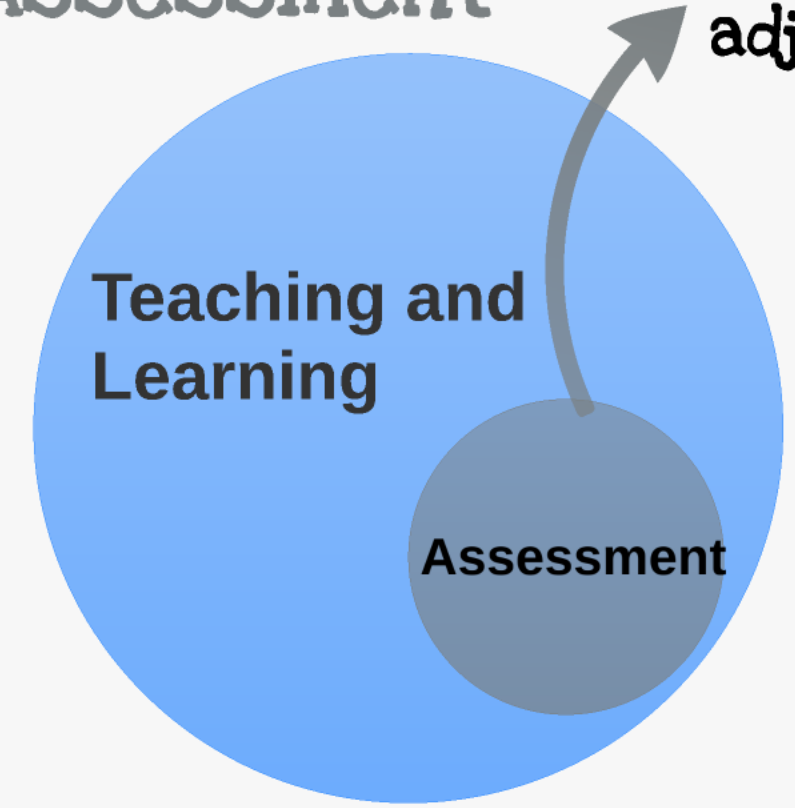
New Style Assessment



Let's take some time to remind ourselves...and apply to our planning (assignment).

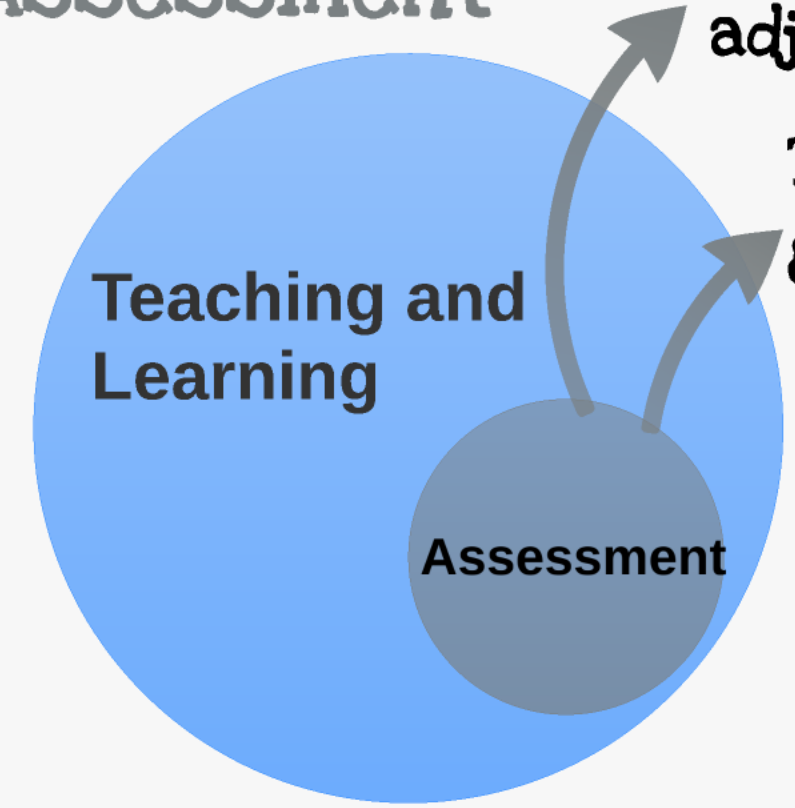
New Style Assessment

Teacher assesses where learners are and adjusts teaching accordingly.



Let's take some time to remind ourselves...and apply to our planning (assignment).

New Style Assessment

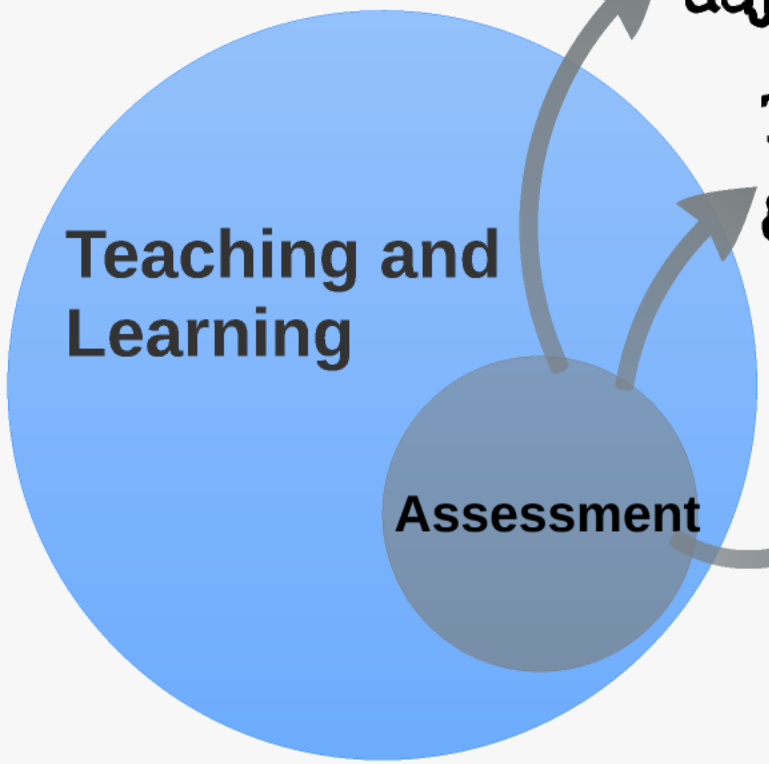


Teacher assesses where learners are and adjusts teaching accordingly.

Teacher assesses an individual's progress and gives personal advice.

Let's take some time to remind ourselves...and apply to our planning (assignment).

New Style Assessment



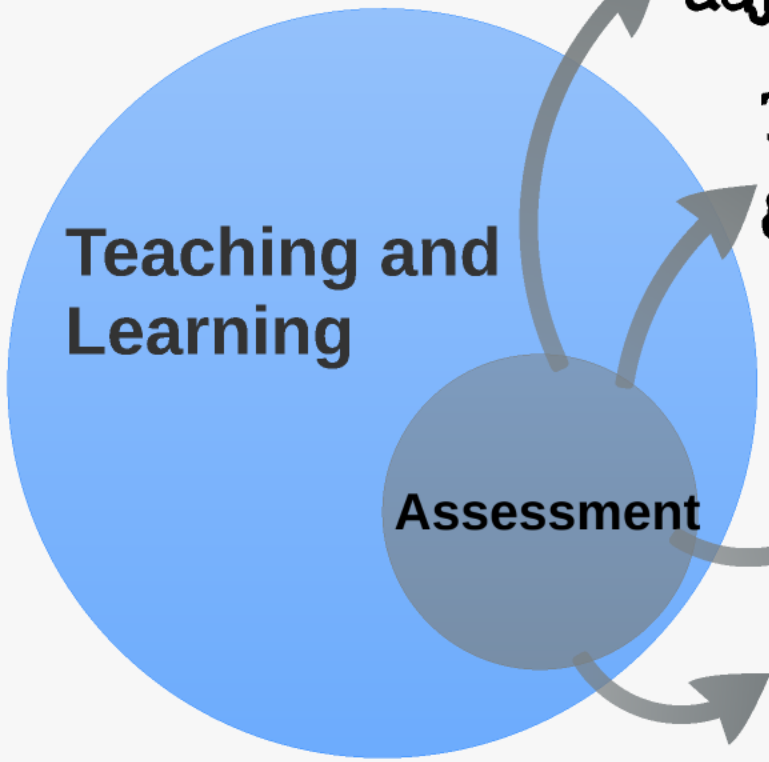
Teacher assesses where learners are and adjusts teaching accordingly.

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Peers assess each other's work and recommend ways to improve.

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New Style Assessment



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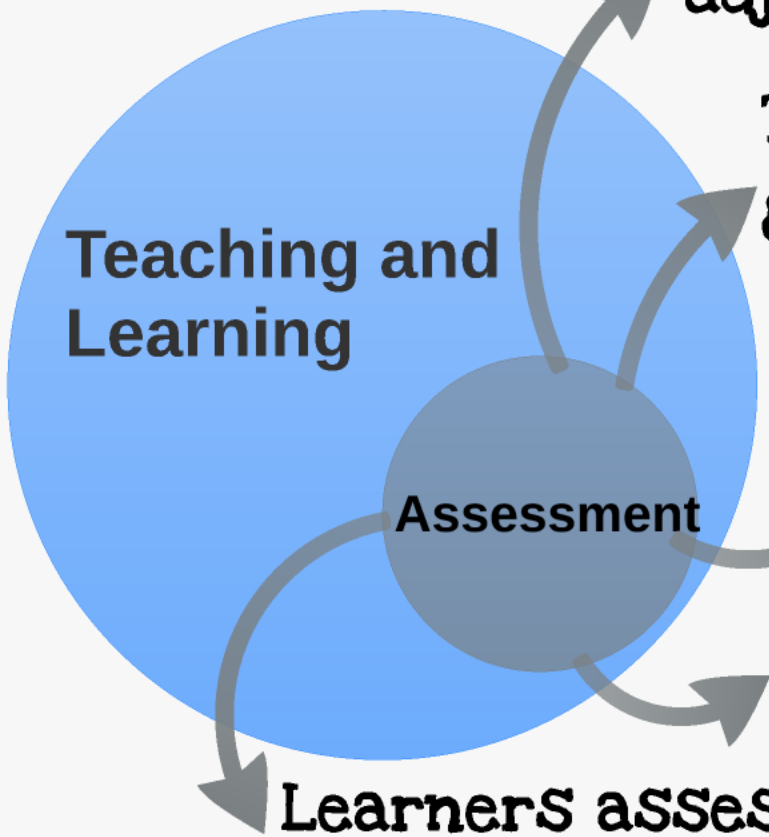
Teacher assesses an individual's progress and gives personal advice.

Peers assess each other's work and recommend ways to improve.

Learners assess where they are and decide how they can improve.

Let's take some time to remind ourselves...and apply to our planning (assignment).

New Style Assessment



Teacher assesses where learners are and adjusts teaching accordingly.

Teacher assesses an individual's progress and gives personal advice.

Peers assess each other's work and recommend ways to improve.

Learners assess where they are and decide how they can improve.

Learners assess how their understanding has progressed during the course of the lesson.

The 4 Elements of AfL



Sharing criteria with learners	Quality of questions/ quality of talk	Use and quality of feedback	Peer and self assessment
Learners know what will make their work good.	*All learners actively think up answers to good, open questions.*	*Ongoing feedback keeps learning on track.*	*Learners benefit from evaluating each other's work.*
Learners know where they are, and the next step, according to the criteria.	*Learners explain ideas to each other, reinforcing their learning and understanding.*	*Learners act on the feedback there and then. Learners take the next step.*	*Learners gradually become more independent by learning how to self-assess.*

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The 4 Elements of AfL



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Learners know where they are, and the next step, according to the criteria.	*Learners explain ideas to each other, reinforcing their learning and understanding.*	*Learners act on the feedback there and then. Learners take the next step.*	*Learners gradually become more independent by learning how to self-assess.*



Discuss and collect examples of strategies for each element of AfL to share in SPEED DATING

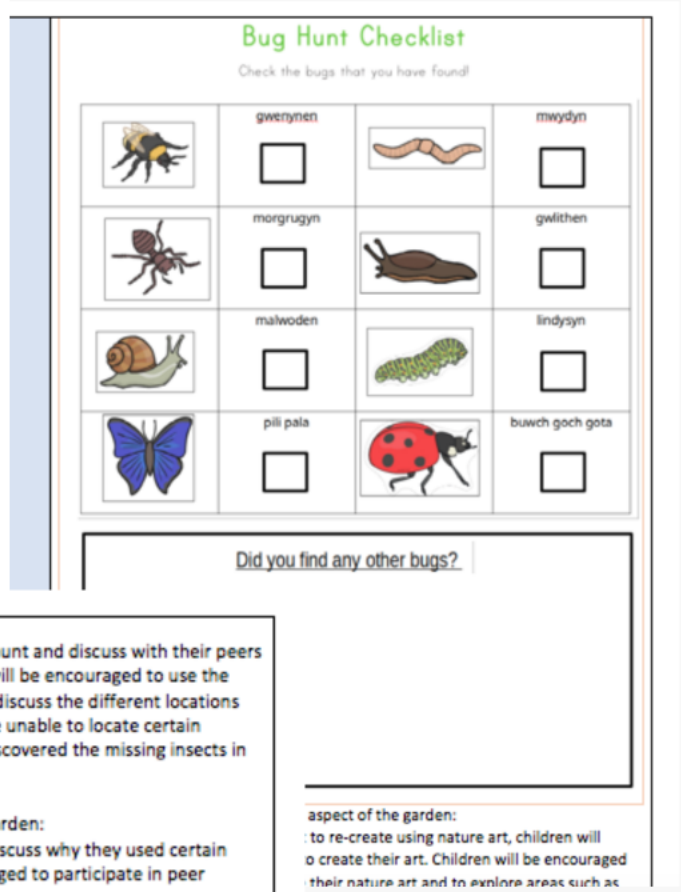
Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru / Education for Wales

APLP PDPA

Lesson Plan

Student-teacher	Tommy Coxy	Class:	Year 3
AoLE/Subject	Science and Technology / Expressive arts / Health and Well- being.	Date:	7th April 1973
Lesson Focus:	Things that grow and live within a garden environemnt.		
Relevant/meaningful links to: Curriculum Cross-curricular responsibilities	Science and Technology: - I can recognise that plants and animals are living things which grow. - I can recognise patterns from my observations and investigations and can communicate my findings. - I can describe the features of organisms and recognise how they allow them to live, grow and reproduce for survival in their environment. Literacy & Communication: - I can speak clearly, varying expression and gestures to communicate my ideas. Expressive arts: - I can explore and experiment with a variety of creative *techniques*, materials, processes, resources, *tools and technologies*. - I can create my own designs and work collaboratively with others to develop creative ideas. Health and Well-being: - I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges. Welsh Language: - I can experiment with newly-learned vocabulary.		
Personal Targets (Linked to QTS and identfied in weekly review)	- Modelling throughout the lesson. - Providing support. - Classroom managment.		



Plenary	Task 1: Scavenger bug hunt: Children will come back as a group following their hunt and discuss with their peers the insects that they managed to locate. Children will be encouraged to use the welsh names to discuss insects and encouraged to discuss the different locations which they found the insects. If some children were unable to locate certain insects, their peers will take them to where they discovered the missing insects in order to help them complete the challenge. Task 2: Create natural collage of an aspect of the garden: Children will show their peers there creation and discuss why they used certain colours, shapes and textures. Peers will be encouraged to participate in peer feedback using the 2 stars and a wish format. Task 3: Act out or create a song based on the life cycle of a plant. Children will perform their song / play to peers. Peers will be encouraged to participate in peer feedback using the 2 stars and a wish format.

aspect of the garden:
to re-create using nature art, children will
o create their art. Children will be encouraged
their nature art and to explore areas such as





AfL