

ECAD6008 Assignment: Part 1

Professional Experience Template 1	
Pedagogy Standard	Assessment for learning (AfL)
What did you do and why?	The experience was a taught session by me to a group of 30 learners in two groups of 15. The aim of the lesson was to engage with the topic of self and peer assessment as part of the Assessment for Learning strategy. The activity was undertaken on Children in Need Day where we were looking at the Health and Wellbeing Area of Learning and Experience. The aims of the lesson were to record a feel-good moment that had happened to them in school to create that positive link with being in school. Learners were given an opportunity to share their moments and to comment and reflect on one another's'. They could then stick their post-it moment to the 'feel good' bubble which would eventually be put onto a working wall inside the classroom. We explored how many things we enjoyed about school were linked to things they were good at. There was a brief discussion about how they would feel about helping one another get better at things without having to have extra lessons, this was met with positive responses. They were then given the opportunity to 'play teacher' and mark work. They would look at another learner's piece of work and write one thing they were proud of and one thing they could think about next time. Again, using the post - it notes they would write feedback to each other using prompts that had been created on large cards. Learners were challenged with the questions 'why do you think that?' 'What do you think they could do instead?' and 'how do you know?' This was to push their thinking to challenge themselves in their feedback. They were then given the

	opportunity to look at the feedback they had had and explain to one another if they were not sure what had been said.
What have you learned?	There was a risk that learners could be upset by this seeing it as criticism, but learners were kind and constructive to one another. It was noted that the concept was not grasped by some of the learners. Whilst this may be the case, I would argue the lesson was still valuable as it introduced new process learners can use to improve their work and one that is currently being used in higher school years. It was grasped by higher ability learners and was demonstrated the following week when they were given the opportunity to assess their own work using the same post-it technique and responded well with constructive feedback to themselves.
What next?	To ensure this learning was built on and grasped by more learners it would be valuable to run additional lessons on it and build in the feedback process to the taught sessions. However, I can appreciate the barrier of time and the effectiveness of this AfL strategy over others for this phase. There may be other AfL strategies that are more effective for foundation phase. As a point of guiding future development and learning I would look at other strategies to test to establish the effectiveness of others with a larger majority of learners.

Professional Experience Template 2	
Pedagogy Standard	Blended learning experiences
What did you do and why?	Mental maths session held on the carpet in front of the digital whiteboard. Learners were put into mixed ability pairs to work on answers. Each pair was given a whiteboard and pen to write their answers. The session was run like a game show with phrases such as 'LEVEL UP'. This was emphasised using the Countdown clock video on YouTube. Learners were allowed to write their answers down and then check their own work against that written on my whiteboard which was shown to them once all learners had written an answer. To indicate they had all answered they were asked to hold their boards up to face me at the front to allow me to see their answers before they corrected them. This gave me a chance to evaluate the level of difficulty and whether there was an overriding theme of incorrectness to the answers.

What have you learned?	On reflection, the lesson felt highly effective. The engagement of learners was felt to be high with the support of a peer, the option to write their answers, and not having to share them with the rest of the class. The ability of learners to correct their work took away the pressure of answering incorrectly. When it was noted that there was confusion with writing money amounts using £ and p we stopped the activity and took some time to explore examples of incorrect answers and learners were asked the question 'how do you know this answer is/isn't right?' This challenged learners and gave them confidence that they had the capability to correct their own work. The game then continued. The noise level was higher than a typical lesson however, this was the noise of pairs talking their answers through and correcting one another and commenting on the lack of time left on the timer. Whilst the overall feeling of the session was informal, sitting on the carpet and having the gameshow style set up what was learnt felt as valuable as a more structured formal lesson.
What next?	I would like to further this lesson style for mental maths sessions as it proved to be an effective and enjoyable session for learners. A way it could have been improved could have been to gamify the session enhancing the game show style experience giving learners the opportunity to win points on the preferred school system. A way that learning could have been tested would have been to increase the opportunity for learners to correct incorrect answers by purposefully giving them incorrect answers however, as this was a new topic for the class and there were individuals who were struggling with the concept of writing money amounts, I felt it would have been counterproductive and over-complicating for those learners.

Professional Experience Template 3	
Pedagogy Standard	Real life authentic contexts -
What did you do and why?	A pop-up shop was created in the classroom where learners would use money to buy a poppy from another learner to raise money for the poppy appeal. This was one of several lessons around the poppy appeal and was putting their learning into practice following numerous lessons about money. Learners would have to buy a poppy worth up to £2.00. Higher ability learners would be given non typical amounts such as £1.67 whereas lower abilities would be given amounts such as £1.50. To challenge learners, they were not allowed to use £1 coins or too many 50p's to encourage them to find the amount in an alternative way. Once the learners had purchased their poppy they would put it into their books, draw around the coins and write the amounts on them to demonstrate what coins they had used to buy their poppy. They would also write who they had bought the poppy from and how much they had paid for it to test their ability write monetary amounts. They would then look at the symbolism of the colours of the poppy to understand why we use the poppy as a symbol. To create the poppy pop-up signage was created and the poppies were laid out in front of it. Learners were given an amount of money in their hand they had to pull the coins out they were going to use. As the lesson ran over two days the lesson was adapted following feedback on the first day where learners would come up to a large pot to pick out the coins rather than have a selection of coins initially in their hand.

What have you learned?	That there is huge scope to create a fun and engaging lesson around topics. These are what take lessons from good to memorable for learners. It was an important experience for me because across the two days it demonstrated my ability to improve a lesson with tweaks to the delivery that had no impact on the running of the lesson but a significant impact on the enjoyment of the learners. One element of feedback that was given by the class teacher was the lack of Welsh that was used. I agreed with this and felt that had I had it written down I would have remembered to include it.
What next?	To improve the lesson, I would include the Welsh phrases that would be suitable to use. These could be set out clearly to the learners and they could role-play as shopkeepers and patrons. To heighten the experience this could be undertaken in a real shop given an amount of money to calculate what they needed to buy items. Further learning could include working out the change that they would get as this was not felt to be appropriate for the level that most learners were at. It should be noted that learners did improve from the understanding of calculating up from 20p to £1 and to up to £2.

Professional Experience Template 4	
Pedagogy Standard	Cross-curricular themes
What did you do and why?	Learners were having a Halloween party in the afternoon on that day as the final activity for a three-week 'investigation' as part of their term topic. The lesson was focused on the creation of their party-themed foods. The activity was undertaken in small focus groups of 2 or 3 learners at a time as they circulated around the different food-making stations with teaching staff. The lesson focused on developing skills of Health and Well-being through the creation of their food and the cross-curricular skills of Mathematics and Numeracy using their previously taught skills of pattern creation.
What have you learned?	The lesson met the intended outcome of the creation of their fruit skewers using patterns. Taking the lesson with small focus groups of 2 or 3 learners enabled me to assess whether they understood how patterns are created which showed broad understanding across the class. This was to be expected as there had been numerous lessons focused on the skill of pattern making. It was also insightful and beneficial to discuss with learners the topic of food in relation to our health and well-being. Most learners understood the need to eat fruits and vegetables to be healthy. They were also willing to try fruits they had not tried before such as pear.

What next?	If the lesson were to be covered again it could be made more complex as there was a clear understanding of pattern creation. It was clear the objective of learners understanding pattern work across the topic had been successful. There could have been further discussion around food and a balanced diet to challenge learners' critical thinking.
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Targets

	Targed/Target	What I have done in this assignment....
Targed/Target 1	You have made some errors in the application of referencing e.g., referencing paraphrasing as a quotation	Reviewed the Harvard referencing document and undertaken a one-to-one session with student services. Focused on the layout of quotations and paraphrasing within the text.
Targed/Target 2	Your discussion lacks coherence which makes it difficult for the reader to follow your argument. Try using topic sentences to signpost the discussion more clearly	Reviewed the writing structure techniques suggested and included within my writing

Part Two

Critically reflect on your progress in planning, preparing, and teaching lessons that incorporate specific pedagogical principles. (This evidence should be taken from your Professional Learning Passport – PLP.) Identify one of these pedagogical principles as an area for development and justify the next steps in your development.

Introduction

The aim of this paper is to develop skills as a reflective practitioner by exploring the progress in planning, preparing, and teaching lessons focused on the pedagogical standard from part one of the Professional Learning Passport (PLP) of “Assessment.” Sellars (2017) defined reflection “as the deliberate, purposeful, metacognitive thinking and/or action in which educators engage in order to improve their professional practice.” I will review and critically reflect on differing perspectives around the topics of peer and self-assessment.

I chose the subject of peer and self-assessment following a bridging activity day where a variety of AfL strategies were explored within a professional network (Appendix 1). The session showed an emphasis, particularly in secondary education to use peer and self-assessment as a way of testing learning and as an enhancement strategy. This led to questioning why it was introduced after the foundation phase and, would it be beneficial for learners to develop these skills earlier to enhance peer and self-assessment later along on their educational pathway? Based on this, I decided to plan (Appendix 2), and teach a lesson with a year two class introducing the concept of peer and self-assessment.

Professor Donaldson highlighted the facilitation of assessment as an area of focus in his review of the Welsh curriculum. He made numerous recommendations for improvement in Welsh education including to “promote the use of a wide range of techniques,” including peer and self-assessment to “engage students in their own assessment” (2015, p. 74). This demonstrates the significance of learner engagement in assessment on learner progression and the importance it should be given by educators.

The importance of quality assessment is reflected in its inclusion in the Qualified Teaching Standards (QTS). It is a vital skill for newly qualified teachers (NQTs) to implement and evidence in their teaching practice. The QTS standards are a holistic guide for supporting teaching practice in Wales and encompass the “skills, knowledge and behaviours” needed in professional practice (Welsh Government, 2017). The descriptor for the standard of assessment set out in the QTS references “specialised assessment techniques” (Welsh Government, 2019), one of which is Assessment for Learning (AfL). The AfL strategy I chose to explore was peer and self-assessment, and it is this that will be critically reflected on within this paper, exploring the benefits and barriers. I will reflect on my current practice and examine how I should build upon this in future, ensuring that I am an effective practitioner.

Glazzard, et al. (2010, p. 16) states that an effective practitioner actively pursues learners’ opinions on their learning and engagement in their assessment. This not only enhances the personal teaching skills of the practitioner but also adheres with the United Nations Convention on the Rights of the Child, Article 12 which declares a “child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child” (1990, p. 5).

Formative Assessment and Assessment for Learning

The terminology around assessment has evolved over time. One of the earliest terms used in educational research is formative assessment, typically connected with Scriven, a British-born polymath, and philosopher (Kirschner and Hendrick, 2020, p. 190). Scriven divided assessment into two areas, formative assessment, and summative assessment. Formative assessment guides improvement during a learning process and summative focused on assessment on the completion of learning, for example end-of-year exams or final grades at the end of topics or terms (Popham and James, 2013).

Within a classroom setting, formative assessment is often used to assess learner progression, understanding, and areas for improvement to allow teachers to adapt their teaching appropriately in real-time. This approach aims to improve learner outcomes whilst learning is in progress as opposed to assessment at the end of learning at which point there is no time to correct learning on the topic in question (Centre for Educational Research and Innovation, 2008).

Another name for formative assessment is Assessment for Learning (AfL). Peer and self-assessment fall under this term and are techniques widely used within education (Stiggins, 2005). This is in line with the new Curriculum for Wales Framework four purposes, specifically “Ambitious capable learners who set themselves high standards and enjoy and seek new challenges” (Welsh Government, 2020). By involving learners in peer and self-assessment

they share ownership of the standards set for them and become active participants in their development. I can surmise that this is true for all learners, regardless of their phase of learning.

I decided to explore the introduction of peer and self-assessment to a year two class after considering the question: would foundation phase learners be able to apply the skills of peer and self-assessment to improve their learning? Whilst I predicted it was unlikely learners would fully grasp the concept of evaluating theirs and others' work, I was curious to understand what level of computation they had by the end of the lesson. The questions I needed to ask when planning the lesson were what would the potential pitfalls of the lesson be, what may hinder learning and what would learners need to be able to achieve the lesson outcomes?

Feedback goals

One of the pitfalls of feedback from any source (self or peer) is the lack of understanding of the aim of the feedback. Hattie & Timperley (2007) suggest that too often feedback is unfocused and has little relevance to achieving specific outcomes. An example on the topic of creative writing may result in feedback focus on presentation, spelling and the quantity of writing as opposed to skills of mood-setting in storytelling.

Further justification for the building of goal achievement in assessment highlighted by Hattie & Timperley (2007) is offered by researchers Flórez & Sammons (2013). They comment that for learners to grasp understanding and awareness to fathom their own learning requirements takes time, training, and clear communication of what the success criteria is. Without these learners will have no basis to assess successfully. On reflection, this was clear to be the case in the lesson. Learners were asked to assess a piece of past work by a peer. A variety of works were used therefore the criteria for each piece of work would have been different. To ensure more productive assessment in future, I would communicate this more effectively by selecting a single piece of work and sharing success criteria explicitly before learners began. Furthermore, the task potentially fell into the category of summative assessment as there was no plan to revisit the feedback left by learners. Despite this, the aim of the lesson was not to implement peer or self-assessment only to introduce the process to learners ahead of their future use.

The four levels of feedback

On reflection the use of clearly communicated success criteria is paramount to ensure feedback is focused. One highly regarded strategy for focusing feedback that merits further analysis was presented by Hattie & Timperley (2007, p. 90). Their four levels of feedback offer focus at varying stages of learning. The first relates to feedback focused on whether the work

is correct or incorrect with further guidance on how to gain correct or differing information. It could be argued that this form of feedback is helpful to highlight mistakes at an early stage to limit time spent forming incorrect information and knowledge. The second form of feedback is focused on the process or method used to complete a task looking at their understanding and rationale of how they get from point a to point b in their learning. Thirdly, feedback is aimed at the level of self-regulation, which is the ability to work, and problem solve independently with minimal assistance. This form of feedback is aimed at increasing confidence to engage independently. The fourth and final form of feedback is directed at the individual and their personal achievements or characteristics, such as, working hard or offering great answers. Whilst it may be argued this form of feedback aids in building confidence it is primarily superficial in the increase in skill and learning and is noted as being the least effective.

As I looked at peer and self-assessment, the third level of feedback is of interest as it is aimed at supplying learners with information about how they can improve their skills of self-reflection. During the lesson, I presented written phrases that modelled how learners could assess work, and whilst learners were posed with open-ended questions geared towards learners justifying their assessments, there was not a set strategy for feedback to encourage independence. With a focus on feedback to enhance learners' self-regulation, learners would be able to support each another in group discussion and scaffold the difficult skill of assessment to one another.

Group discussion

Focused group discussion allows learners to explore new topics and learn from one another. Barnes ([1967/1992], cited in Mercer and Hodgkinson, 2008, p. 5) states that the easiest way to understand new concepts is by talking about them, due to the flexibility speech allows most learners to re-arrange or process explanations. This "exploratory talk" is expressed typically with broken phrasing, changes in direction or disjointed speech while learners process and try out innovative ideas. A significant point to take from this is not to assume a lack of understanding based on a lack of coherency from learners' speech. Reflecting on the lesson, a more effective lesson strategy could have been to begin by engaging in a group discussion that scaffolds the challenging skill of assessment rather than using post-it notes to complete a practical task ahead of establishing learner understanding. Despite this, the use of post-it notes caught learners' attention as an introductory activity. With many of their lessons beginning with a form of discussion, beginning with exploratory talk may not have offered learners variety in lesson introduction. However, going forward, I would use both techniques to allow for variety in skill and interest for learners.

In support of allowing time for discussion and reflection on learning Mercer and Hodgkinson claim that for a learner to achieve “active learning” they should be encouraged to be critically reflective. Enhancing learning and reflection involves individuals taking responsibility in asking questions to understand how it connects to life beyond school. The aim is for learners to have the knowledge to make informed choices “to become full participants in their own lives” (2008, p. 14-15). This is in line with the Curriculum for Wales Framework four purposes that is geared towards individuals being “ready to play a full part in life and work” (Welsh Government, 2020).

Mercer and Hodgkinson’s (2008) publication does not specifically refer to learners in the foundation phase and could be argued this extends beyond the capabilities of learners in the foundation phase. This is supported by Sweller *et al.* (2003) who stated that assuming early learners thought and processed problems in the same way as more knowledgeable learners was counterproductive and could hinder learning. Therefore, whilst it is important to allow learners time for exploratory talk this does not negate the need for guidance from teachers and for teachers to adjust their teaching strategies, accordingly, demonstrating the importance of reflective teachers. Furthermore, it could be argued that a more suitable AfL strategy may be more effective for a year two class in place of peer or self-assessment.

Reliability of feedback

On the assumption the year two learners understood how to peer and self-assess, how reliable was the feedback on the post-it? The question is whether social dynamics affect the feedback learners give one another. A study involving high-risk learners aged seven to eleven, conducted by Samway (1993) concluded that learners were overall extremely critical, even with a partial understanding of the evaluation criteria set out in the study. In support of the findings of Samway, Black and Wiliam (2010) would argue that the barrier of social influence is an irrelevant point. They state that with self-assessment there is a risk of individuals being ‘too hard’ on themselves. They go further to say that there is no issue around learner reliability to peer and self-assess as learners are “generally honest and reliable in assessing both themselves and one another.” On reflection, the feedback given by the year two learners was primarily constructive however focused on phrases I had modelled including handwriting and neatness of work raising the question whether they understood the task or mimicked the modelled answers to limit the possibility of being wrong. To test this, questioning was used however, further testing of understanding could have happened through a group discussion with peers.

The influence of peers

There may also be value in the act of learners viewing peers work to influence, inspire, and evaluate their own work. Donaldson (2015, p. 81) commented in his report that by assessing

the work of other learners we need to be able to critically reflect and evaluate. To do this requires a deep understanding of what learning is and how it happens. Whilst this may not directly influence a learner's ability to assess, the act of sharing knowledge and work may begin to bridge the gap between the lack of understanding and clarity of task. This is supported by the social constructivist Vygotsky, who coined the term 'Zone of Proximal Development' (ZPD) to describe the area in between what a child can do without help and what they could do with aid from a more knowledgeable other (Aubrey and Riley, 2019, p. 59-60). Whilst typically we view the more knowledgeable other as teachers or adults, this can also include higher ability learners. During the lesson, higher ability learners were encouraged to support those needing additional help once they had completed the task. This enabled lower ability learners to engage in discussions with their peers to gain insight and knowledge they may not have grasped. I can assume this also increased the confidence of higher ability learners who were able to explain their learning to another.

Assessment and policy

It is argued that one barrier to the use of peer and self-assessment is influenced by a larger issue: the lack of connection between what happens within a classroom and what influences policy. This is not a new perspective, discussed by many in the educational field such as Black and Wiliam (2010) who stated raising standards through teaching was a national priority. They continue by questioning how policy makers can predict the success of new implementations without understanding the setting that they are being implemented in? Support of this statement are found in findings by the Centre for Educational Research and Innovation (CERI) on assessment for learning where it states, "Too often, information gathered in classrooms is seen as irrelevant to the business of policy making" (2008).

However, it is important to note the dates of publication and the later publishment of Successful Futures (2015) and the new Curriculum for Wales Framework coming into effect in 2022. Successful Futures, viewed as a landmark document to change the education system in Wales was constructed from a wide source of evidence from schools, individuals including children, stakeholders, community input, reports, and independent reviews from within Wales and the wider world (Donaldson, 2015, p. 13-18). Based on this evidence it can be argued the issue CERI (2008), and Black and Wiliam (2010) raise is diminished significantly due to the basis of evidence used by the new framework in Welsh education, in which weight is given to the act of learners being involved in their own assessment.

Activating hard thinking

Within the Great Teaching Toolkit evidence review, one element to enhancing teaching and learning is the activity of "hard thinking" (Coe *et al.* 2020). One aspect of this is supporting

learners to become self-sufficient learners by using strategies to promote independence, regulating, and checking their own learning. It is noted that there is a contrast in teaching methods of the didactic approach of teacher-led learning to the constructivist method of student-focused learning. However, it is highlighted that this shows the misunderstanding of the complexity of teaching. What works for one learner may not work for another (Coe *et al.* 2020, p. 38). Reflecting on my lesson, this may have had a positive impact on high achieving learners to encourage them to continue to become more independent and self-sufficient however, it may have had minimal impact on those learners still needing guidance from myself. By trying to assess the effectiveness of the overall lesson and learners as a collective, highlights a lack of understanding of the complexity of the learning process of individuals.

Conclusion

Following analysis and reflection of the literature in relation to peer and self-assessment, it is clear I lacked clarity on the true aim of formative feedback involving peers and individuals. Following the evidence of Hattie and Timperley (2007) going forward, I would ensure that the goals of the lesson or subject are set out and clear to learners throughout the lesson for them to assess theirs or others' learning. This could be achieved by having the goals written and visible to learners using appropriate language or could be done in the form of a checklist created by the class to further engrain learners in the process of goal setting and assessment. Additionally, collaborating to set goals focused on enhancing their self-regulation skills set out by Hattie & Timperley (2007) would strengthen the learners' abilities to reflect on theirs and their peers' work. By checking their own progress, assessing their success in goal achievement, and learning from mistakes engages learners in their own assessment in-line with the new Curriculum for Wales Framework (2022). Furthermore, if the lesson were to be repeated, a recent, specific piece of work would be chosen for learners to assess to enable learners to assess in line with clear set goals.

Following analysis of the Mercer and Hodgkinson (2008) literature, an aspect to build into lessons going forward would be to allow for "exploratory talk" amongst learners with minimal intervention from myself. Furthermore, it would not be assumed learners misunderstand or require clarity if they are not able to verbalise succinctly their points of view or opinions. Understanding could be tested by using the post-it notes following the opportunity for exploratory talk. However, being mindful of the work of Sweller *et al.* (2003) it is imperative that adequate guidance and input aids in the correction of misunderstanding or learning and that the outcome of exploratory talk is used to guide future planning and teaching. Going forward, further support should be offered to learners by sharing key vocabulary and questioning to help extend learners' thinking.

I would also aim to allow time for learners at the end of lessons to self-assess their work using the approach of post-it notes or a checklist to leave comments for themselves on what they could improve on their next piece of work. Whilst this was managed once or twice following the lesson, it proved difficult to allow time for it, particularly with lower ability learners who may have needed the whole lesson time to complete tasks or grasp an understanding of the taught topic. The completion of the bookwork and ensuring I had an opportunity to work with individuals to feedback and assess understanding appeared to hold more importance than the extended task of peer or self-assessment. This is something I would like to adapt further to make more time-effective and suitable for a typical school schedule.

Despite the time limitations of the classroom, I would continue allowing learners the opportunity to peer and self-assess following evidence of its effectiveness in activating hard thinking (Coe *et al.* 2020). This would not only advance learners' skills but would develop my own practice towards becoming an effective, reflective practitioner whilst being congruent with the guidance of Professor Donaldson to "engage students in their own assessment" (2015, p. 74).

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Appendix

1. Bringing notes

NOTES ABOUT THE GREAT TEACHER TOOLKIT AND SUCCESSFUL FUTURES

Make notes on the four broad dimensions of 'Great Teaching.'

How could it impact your practice?

How does it compare with the Successful Futures document?

Effective teachers understand the content they are teaching and how it is learnt.

Having subject knowledge enables teachers to answer the questions of 'why' and 'what would happen if.' It is important teachers have theoretical knowledge of the domain of learning to inform planning and lesson delivery.

Teachers need to be aware of the various parts of the curriculum and how they are linked. What knowledge and skills learners need to have already before they can learn specific topics. Whether learners will be aware of the connections they need to make with prior knowledge (Schulman 1986).

Teachers need to have: Expertise in the teaching of topics and appropriate activities. Understand the cognitive demands of tasks. Be able to select appropriate activities for the level of challenge required. Be able to present ideas and explanations in an obvious way. Select good and bad examples. Need to have more than one way of presenting ideas. Use abstract ideas. Have a knowledge of learner thinking and misconceptions and the typical errors to anticipate and address.

This comes from planning, evaluation, and observation. Learning from others and continual development of curriculum topics and others.

Effective teachers create a supportive environment for learning.

A positive relationship of trust and respect between the teacher and learners.

Considering pupils individual needs, emotions, and backgrounds.

Positive interactions and relationships are essential.

Creating an environment where learners feel safe to share thoughts and ideas.

Fostering positive attitudes towards learning.

Allow learners to lead their own learning to cultivate readiness to learn. This will help create independent learners.

Having high standards and expectations whilst allowing room for learners to get things wrong, to ask questions and to ask for help.

Coaching pupils to attribute success or failure to things they can change.

Effective teachers manage the classroom to maximise the opportunity to learn.

Managing the time in the classroom through having a structured lesson plan of a starter and plenary. With all recourses ready ahead of time.

Have consistent and high expectations and clear rules that all understand.

A structured routine.

Positive reinforcement of good behaviour and attitudes.

Great teachers do not have eyes in the back of their head, but learners may think they do as they are always aware of what is happening within the classroom. This can be done with physical or verbal cues to demonstrate awareness.

Continual reflection and re-evaluation of strategies by teachers to evolve and improve teaching and management strategies.

Effective teachers present content, activities and interactions that activate their students' thinking .

6 elements:

Structuring

- Showing learners what success looks like by sharing aims and outcomes through examples and work that reach those goals. Teachers should also breakdown why it is relevant to reach these goals.
- Scaffolding: starting with a simplified task and building complexity so as not to overwhelm learning. Breaking it down to build learners abilities up so that even lower ability learners will be able to achieve the same progression steps as others.

Explaining

- Teachers should pay attention to cognitive load, ensuring explanations are not too simple or too complex.
- Building schemas which help with long term memory – connect prior knowledge to new knowledge by demonstrating those bridges to existing and new knowledge in manageable chunks.
- Good teachers prepare learners for new knowledge by ensuring their schemas are well-connected. Therefore, strong explanations help detail knowledge of content, how they are learnt and why.
- Examples supply content to the theory-building and schema-developing processes that are necessary for new knowledge to be connected, classified, and stored.

Questioning

- Questioning is Assessment. Questions provide information if they discriminate between those who know and those who do not yet.
- Quality of questioning is more important than quantity. It is about a balance of deep and surface level thinking.
- Quality questioning involves asking suitable questions, giving an appropriate amount of time for learners to formulate answers, the depth learners must think to answer and how teachers respond to them.
- 3 C's: categorise, compare, contrast. Encourage learners to ask their own questions.

Interacting

- The interaction between teacher and learner is at the heart of learning.
- Interactions may be seen as a form of feedback, and again there are two distinct purposes here: feedback to teachers that informs their decisions, and feedback to students that helps them learn.
- There may need to be a decision between time, effort, and reward. Teachers should use feedback to inform their progress forward
- For learners responses can inform and motivate or discourage (achieve or fail). Feedback highlights what the learner knows already, what they need to know and their readiness to do what is required to bridge the gap.

Embedding

- practise any procedures that are regularly required to be fluent and accurate. Great teachers ensure that students practise until learning is fluent, automatic, and secure.
- In the beginning practice needs to be monitored and guided. Scaffolds are then removed to enable growth in confidence and fluency leading into embedding where practice is done independently
- Transition > consolidation > embedding
- Deliberate gaps in between for forgetting – this may show a reduction in attained knowledge in the short term it is proven to strengthen attained information long term.
- Learners get better at things they must do required to answer, required to re-call in test-like scenarios
- Interleaving, varying the conditions of practice, elaboration, and self-explanation.

Activating

helping students to plan, regulate and check their own learning; progressing appropriately from structured to more independent learning as students develops knowledge and ability.

OBSERVATION NOTES – TO BE USED ON THE MEET DAY

Make notes on the examples of these Assessment for Learning strategies you are introduced to.

What makes them effective?

Are there any limitations/barriers to the strategies?

Sharing criteria with others

Sharing goals at the start of the lesson and reflecting at the end.

Have subject based goals and skills-based objectives

Learners to have opportunities to generate success criteria

Quality of questioning / Quality of talk

Use of randomised questioning

Use of open-ended questions and encouraging learners to justify their answers

Quality and use of feedback

Marking strategies using classroom codes (colour coded or symbol marking)

Verbal feedback

Improvement tasks

Peer and self-assessment

A mixture of verbal and written opportunities throughout the lesson

Opportunities to act upon feedback- quiet time

RECORD YOUR TEST EXPERIENCES HERE**Record 1**

Date and time, year group: 15/19.11.21 PM. Year 2 individual learner.

Where and When: context of the AfL strategy– subject/AOLE, general classroom context

Individual learner intervention – 15-minute 1-2-1 activity undertaken with an individual who had no concept of money and monetary value.

What happened: a detailed description of the strategy you used

It was seen during a group mental math session that one learner had no concept of money and its value. It was decided that I would undertake 1-2-1 sessions with the learner to help learn the basics of money and money values. This would also support the need for behaviour intervention found.

We began using Numicon and 1p coins to visually demonstrate the difference in value of 1p, 2p, 5p and 10p. It was seen that this was a successful way to explain monetary values as the learner was then able to put the coins into value from lowest to highest. Further sessions would be held to explore how many pennies were in certain values such as 22p, 18p, 30p to check learning and understanding.

The learner in question would continue to take part in group mathematical sessions alongside the 1-2-1 sessions when they would be held.

Reflection: how well did the strategy work? What did it tell you about the pupils' learning? What would you do the same next time? What would you do differently?

It was seen initially the learner would guess wildly answers to questions, however, following 1-2-1 sessions there was a building in understanding. The 1-2-1 sessions were proven to be successful as the learner began to understand the value of money despite not being able to calculate money to the majority of the class's standard. It was also noted that there was more engagement during the sessions where they would normally disengage and walk around the classroom.

I would continue to build on the 1-2-1 sessions with the learner as it was seen to have a positive effect on their behaviour and learning.

Record 2

Date and time, year group: 15- 19.11.21 AM-PM. Year 2. Throughout sessions

Where and When: context of the AfL strategy– subject/AOLE, general classroom context

Marking approach with learners acting on feedback. This was used during all sessions through the week.

What happened: a detailed description of the strategy you used

A marking strategy was used to encourage learners to develop their work further. Once work was completed learners were asked to either add other writing to their literacy work or to solve mathematical problems in other ways.

This was used with individuals who had a clear understanding of the material being covered during the session.

Other problems/challenges were highlighted in orange and learners used a purple biro to complete this work to demonstrate where the other work it.

This is a strategy already being employed by the school however, I had not explored it prior to this week.

Reflection: how well did the strategy work? What did it tell you about the pupils' learning? What would you do the same next time? What would you do differently?

It was a noticeable challenge to ensure there was ample time to add additional challenges to the work for learners and was noticed to be more appropriate to do with those who primarily were in the higher ability groups. This raises the question of how practical it is to use if it is only being utilised for less than half of the class? This may be due to my time-keeping skills and may become easier with time and experience and therefore would not be written off.

It was beneficial as it allowed for me to spend a small amount of time with those that may not typically get 1-2-1 support as they are primarily capable of working independently.

Record 3

Date and time, year group: 18.11.21 AM. Year 2 – Session before lunch.

Where and When: context of the AfL strategy– subject/AOLE, general classroom context

Model work and talk partners. The activity was a whole class session of mental math around the topic of money. This has been an ongoing activity for the past 2 weeks.

What happened: a detailed description of the strategy you used

Learners typically sit in rows on the carpet in their groups set out by ability with the higher ability at the back and those of lesser ability at the front. The first task was to put the lower ability group with the highest ability group and then the other two groups together. They were put into pairs with one partner from each group. Each pair was given a whiteboard that they would take turns and share. They were told that they could help one another to answer if they needed to.

The session was played in the style of a game show. The first round I would at the front and ask them to write a specific amount under £1 on their whiteboard and hold up their board to show me once they had finished. I would then hold my answer up for them to check their work. Once it was proven that the majority were able to do this, we moved onto round two where we would do the same thing but with values up to £2. It was identified that there was confusion around using '£' and 'p' that needed clarification and so we stopped the game briefly to have a discussion around right and wrong answers. I used the digital whiteboard to put up some examples of the wrong answer and the correct answer at the top. We would then go through them one by one to problem solve why they were not written correctly. I would use the question of 'how do you know' to get learners to deepen their thinking.

Once this was completed, we 'leveled up' and went onto round 3. We would do the same thing again but with a time constraint using the Countdown clock to give them a limited amount of time to formulate an answer.

Throughout the session there was no score being kept, no winners or losers as the focus was on the mathematical problem solving and not on winning the game.

Reflection: how well did the strategy work? What did it tell you about the pupils' learning? What would you do the same next time? What would you do differently?

The learners loved this. The majority enjoyed the challenge of having the countdown music playing in the background. It was visible that the pairs were helping one another, and the lower ability learners were seen to be improving their understanding of using £ and p in their money amounts. It could be argued that using the timer music was a distraction to some however it re-energised those who's attention was drifting. The order in which the session was conducted could be adapted for future use, doing a re-cap of the use of the money symbols before starting the session however it was found to be appropriate to do it the way it ran.

It was visible that the talk partners were a successful strategy to use as overall the class dynamic is supportive and encouraging. This may not have been as successful with a highly competitive group.

Record 4

Date and time, year group: 19.11.21 AM. Year 2 – First two sessions of the day.

Where and When: context of the AfL strategy– subject/AOLE, general classroom context

Outdoor lesson activity with two groups of fifteen learners over two sessions. The session covered the AfL strategy of self-assessment and peer-assessment using open ended questions.

What happened: a detailed description of the strategy you used

The session was focused on health and wellbeing as the activity fell on Children in Need. Learners were given post-it notes and asked to write down one time when they felt good about being in school, what did they enjoy the most about school... higher ability learners were asked to also answer the question of 'how did you feel about it?' To deepen their reflection. They were encouraged to write short sentences or draw pictures to represent their memory. Once they had finished, they were stuck onto our 'feel-good bubble.' Following this, a group discussion was held for those who wanted to share their experience were given the opportunity to. Learners were highlighted to the fact that we typically enjoy things that we are good at and were then posed the question of 'wouldn't it be great if we could share what we are good at with our friends so we could all learn without having to do additional lessons?' The group consensus was excitable and enthusiastic.

This was then followed by the activity of learners being allowed to be a teacher. After being given examples of feedback and a discussion around how these could be used on their post-it notes they each chose a page of work in one of their books, swapped books with a peer and were given the opportunity to write feedback on post-it notes to stick into their peers' book.

Higher ability looked at phrases such as 'I am proud of...' then they would say one thing they thought had been done well on the work with modelled answers available to help them with ideas as this was a new concept to them. This was then followed by another question that was aimed at improving their future work. Those who had finished quickly were encouraged to help others who may be finding the task more challenging. This appeared to be successful as learners enjoyed the opportunity to be the more knowledgeable and help their struggling peers. Once all books were 'marked' they then gave them back with the reminder that all feedback was coming from a place of kindness and friendship to help one another. Learners had the opportunity to read their feedback and explain to one another if they did not understand what they had put. The learners were then informed that the post-it note activity would be used the following week at the end of lessons.

Reflection: how well did the strategy work? What did it tell you about the pupils' learning? What would you do the same next time? What would you do differently?

The strategy was noted to be successful by myself and by my observation teacher. It was a challenging task for learners encouraging their deeper, hard thinking. There were successful links to the weekly literacy focus of punctuation making it tie into the weeks learning despite not being on topic. It was observed to be a nice opportunity for learners to reflect about what they enjoy about school and the modelled phrases were found to be effective.

There needed to be a bigger differentiation for the lower ability groups which I had an opportunity to do in between the two sessions but could have been planned prior to both sessions in the planning. I switched from using phrases to using symbols of a star and a wand, putting more focus on the evaluation than on the writing of the phrases. I would take this forward as a time-saver at the end of sessions as they would have less time to evaluate, and the task of evaluation is of higher importance than the phrasing. What I was able to gain from the pupils' learning was that most of them enjoyed 'playing teacher' and were keen to help one another.

I would like to continue this strategy at the end of sessions to work alongside teacher marking as it shows workbooks as working books as opposed to simply completed tasks. Those of higher ability are pushed further in their thinking and reflection of not only peer work but their own and lower ability learners are encouraged and helped by peers deepening their understanding of lesson content without extended reliance on the teacher.

2. Lesson plan

Lesson Plan PTE 1

Student-teacher	Hannah Stracy	Class:	Year 2
AoLE or Subject	Health & Well-being	Date:	19.11.21
Lesson Focus:	Children In Need		
Meaningful links to Curriculum	Foundation Phase Framework: - understand the relationship between feelings and actions and that other people have feelings - Curriculum for Wales 2022: Health & Wellbeing - Progression Step 1: I can communicate my needs and feelings in my relationships. - Progression Step 2: I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.		
Meaningful links to: Cross Curricular Responsibilities	Curriculum for Wales 2022: LLC - Progression Step 1: I can listen to others with growing attention. - Progression Step 2: I can listen to others and understand that they may have a different perspective to my own.		
Personal Targets (Linked to QTS and identified in weekly review)			
Innovation – testing			

Learning Objectives (focus on Learning- use accessible vocabulary):
By the end of the lesson learners will be able to: - Record a memory of their own 'feel good' moment using written or drawn work - Listen to other learners talk about their experiences - Have ideas of how they can 'double the feel-good bubble'

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
- I can recall a feel good moment I have had in school - I can listen to my friends talk about their moments - I can come up with ideas of how we can help our friends.	MUST recall a memory of a good moment of their own and share with the group if they feel comfortable to do so SHOULD engage with others when they share their experiences and connect to feelings

		COULD come up with a list as a class we can do to help others grown their skills and feel good moments.	
Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources
Opening phase (with links to prior learning)	Introduction - Explain that today we will be using our brains to think of a time when we felt great in school. Was it something you did on your own? With friends or a teacher? Did you help someone else or did they help you? - Learners to write down or draw a picture of a feel good moment they've had in school. - Learners to add their picture to the feel good bubble. - Group discussion for those who want to share their experience.	Introduction - Learners to think about their experiences and feelings. Explore why they felt good to explore their feelings. - Learners to draw a picture or write a story or poem about what happened in their feel-good moment and how they felt to add to the class feel-good bubble. - Learners to share their experiences if they want to.	Examples of post-it notes with writing and drawing on them.
Teaching & Core Learning	Outdoor - Can we double the bubble? - What things could we do to help others have feel-good moments? It is time to play teacher. Use the post-it notes to assess each other's work. - Look at one another's work and think of things that they have done well. Use the prompts we have looked at together. - Now look at one thing they can do to get even better for next time. Simplification: Star and a wish technique.	Outdoor - Can we double the bubble? - Learners to look at peers' piece of work and write down one thing that they have done well that we are proud of and one thing that they could do to improve next time. These to be written on post-it notes and put into their book for next time.	post-it notes. Large bubble board to add to. Pens and pencils

Plenary	Feedback - Feedback to who is worked you marked – explain to them why you have given the feedback you have. Look at your own feedback, is it something you could do in your next piece of work? - Extension: Spend the rest of the day recording the feel-good things so others can add to the bubble to 'double the feel-good bubble'	Feedback - Report back to peer on the feedback you have given them, how they can use it going forward.	
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Evaluation of the Learning Experience

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	Learners were able to use the modelled phrases to peer assess a piece of work by another learner. The activity was used the following week and was proven to have been retained with the higher ability learners to be able to repeat the process.
Next Steps for Progress	Continue to build on the practice of peer and self-reflection to normalise the practice and allow learners to become more confident with the practice.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Learners produced their own post – it notes with feedback to one another and reflected on positive memories in school. Learners who finished early were encouraged to help others who were struggling with the task.
Areas for my Development Personal Targets for Progress	Simplifying the language for lower ability learners to use 'star' 'wish.' Create a sheet for learners to refer to. Use the phrase 'how do you know' to ensure learners can justify their feedback. Build in time for peer and self-assessment as part of activities.