

Assessment for Learning



What am I talking about today?



(Jordan, 2024)

Assessment for Learning/Afl

Purpose of my presentation

- Analyse how AfL supports learner progression
- How it aligns with the Curriculum for Wales and QTS Standards

The class I'm working with



(Pixabay, 2020)

- They are a 5/6 class
- 30 children
- Top set Maths class
- Two MAT children
- No ALN children
- They had no prior learning based on Inverse operations

Lesson Context

- Mathematics and Numeracy
- Description of Learning, Progression step 3
- This will give the learners a way to check future answers using prior knowledge

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Introduction to Assessment for Learning

What actually is AfL?

One way of thinking about AfL, is that it aims to "close the gap" between a learner's current situation and they want to be in their learning and achievement. (Cambridge Assessment International Education, n.d.)

AfL is a kind of formative assessment, which in other words means gathering evidence on a student's learning during the teaching and learning process.

"Formative assessment – discovering what students know while they're still in the process of learning" (Thomas, L, 2008)

The different strategies allow for the learners to take a more active role in their learning.

AfL involves students becoming more active in their learning and starting to "think like a teacher". They think more actively about where they are now, where they are going, and how to get there. (Cambridge Assessment International Education, n.d.)

The key principles of AfL

- Setting clear learning objectives
- Allowing students to learn how to peer and self assess
- Providing constructive feedback



(Pixabay, 2024)

Who supports AfL?

There are many people who believe that AfL is a great technique some being:

According to the work of Dylan Williams and Paul Black (1998, 1999) they believe that this form of assessment "reduces the spread of achievement while also raising it overall."



(Pixabay, 2024)

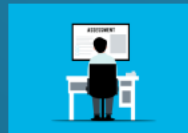
Assessment for Learning and the Strategies surrounding it

- There are many different strategies
- One that works in one classroom may not work in another

Who has Reservations about AfL?

While AfL is largely supported it is not short of it's critiques for a number of reasons.

Some of these critiques even come from one of it's pioneers, in his book Embedded (2011, p.28) Dylan Williams pointed out that teachers were quick to assume formative assessment was something extra to add to their teaching rather than something essential to effective instructions.



(Hassan, M., 2024)

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(Geralt,2024)

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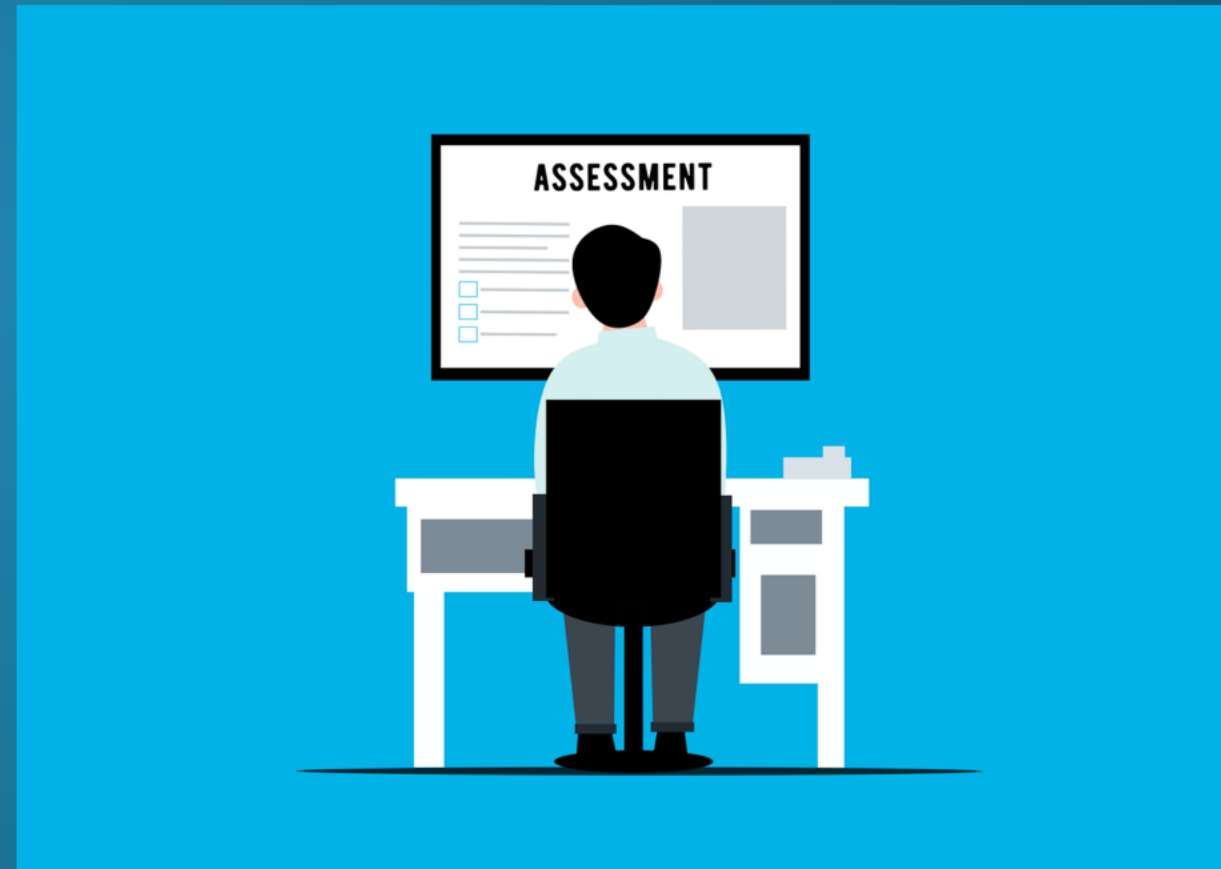
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(Hassan. M, 2024)

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The connection to the Curriculum for Wales

How does AfL align with the Curriculum for Wales

'It's not simply what we teach, it's how and crucially why we teach it' (Welsh Government, 2020)



How does AfL link to the four Purposes?

- Ambitious Capable Learners
- Enterprising, creative contributors
- Ethically informed citizens
- Healthy, Confident individuals

What QTS standards does AfL achieve?



How does AfL align with the Curriculum for Wales

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My Lesson Plan

Generic use example!

According to the 10 June 2015, the use of generic primary tasks is not a generic use example.



Mathematics and Numeracy

- LD: I can check my answers using inverse operations.

Wanted Skills

- Adding for subtraction in Mathematics and Numeracy
- Build a base on inverse operations before moving onto more difficult sums.

This technique usually happens toward the end of a lesson or sometimes occurs half way through.

Mini-Plenary

Advantages:

-

Disadvantages:

- Time Constraints
- Too often used incorrectly
- Generic application

What AfL strategies did I pick?

I used many different AfL Strategies during my time on placement. e.g. Mini-Teachers and often used a mix of peer and self assessment.

However the two strategies I will be talking about today are the mini-plenaries and the mini-white boards.

According to Black and Wiliam (1998), effective formative assessment includes gathering and interpreting evidence about student performance to adjust teaching and learning practices. This evidence must be used to develop interventions and adjust learning feedback (Black and Wiliam, 1998, p. 10).

Advantages:

- Immediate Feedback
- Versatility
- Reduced Anxiety
- Easily identify misconceptions

Mini-white Boards.

Disadvantages:

- Initial Cost
- Distraction Potential
- Not entirely accurate data

Mathematics and Numeracy

- LO: I can check my answers using inverse operations.

Wanted Skills

- Allowing for self-evaluation in Mathematics and Numeracy
- Build a base on inverse operations before moving onto more difficult sums.

Student-teacher:	Alex Jenkins	Class / Group:	Year 5/6 (30)
AoLE or Subject:	Mathematics and Numeracy	Date (please note that this may be a continuous session):	26/11/24
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)	Mathematics- Description of learning Progression step 3- I can verify calculations and statements about number by <i>inverse</i> reasoning and approximation methods. What matters statements- The number system is used to represent and compare relationships between numbers and quantities.		
Meaningful links across the curriculum <i>Links to other AoLEs or the Cross-curricular skills frameworks</i>	Literacy- I can listen to, identify and use key words to understand the general meaning and ideas are implied.		
Personal Targets (targets and consequent impact on learning - refer to any targets that have been identified in learning journal or weekly reflection meeting and describe the desired impact on learning) Live Marking- This is so if they do make a mistake, they can have another go at the question when it is still fresh in their mind. Have a noise management strategy in place- this is so that all the class gets the same opportunity to concentrate on their work.			
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 Mcdaid, A. 2016 p. 196)			
LO: I can check my answers using inverse operation.			
Success Criteria <i>What the pupils need to demonstrate to successfully meet the Learning Intention.</i> I can use addition to check a subtraction sums. I can use Subtraction to check addition sums.			
Make sure all our workings out are set neatly and clearly. Make sure we leave some space for any corrections we may need to make.			
Planning for misconceptions: <i>Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.</i> Not fully understanding what number goes where when we are checking one of sums.			
Strategies to support learners' Welsh language development			
I will have to have a think about this for this lesson.			

	show the group how I want it set out.			comes to explaining what we are doing.) If you know the answer to one sum, how can you use it to check the other? (This question is to check if they may already know how to check their answers using the opposite symbols.)
Main body	In the main body I will be with of the groups while Mr Reynolds will be with the other group. We will sit with them and support where needed. I will be live marking so that the children can fix any mistakes. I will split the children into two groups where one side will be doing the work with both me and Mr Reynolds while the other group will be doing either Mathletics or colour by numbers. This will be the first part of the lesson and will run until break time. This is where I will be doing a pit-stop, halftime, so that I can see how the children are getting on. I will ask them for thumbs up and downs if there are any thumbs downs or in the Middle, I will ask them what they	They will complete the questions on the work sheet, they do not need to glue in their worksheets they only need to do the questions in the way I modelled it to them.	The Next Step: this is where I have an extra one or two questions for the people who have finished their work.	I will be using a mini plenary during this lesson. I plan to use this just before we go to break. It is during this mini plenary that I will then use the min white boards/secret squirrel to answer a few different questions to see how they get on. <u>Key Questions</u> I will write a sum on the board and the children will do the sum. From there when I swap the symbol, I will put the wrong symbol and see if the children catch on to it. (This will make the children have to think deeper about the sum and not just watch me write

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>
Intro	I will write a sum on the board and ask the students how to solve it. From there I will be asking them how we can check the sum we have just done. If I get an answer, then I will ask them to explain how and why. If not, then I will fully explain it to them. I will go through two or three of the questions on the board. From there I will use the camera on the laptop and my WAGOLL book to	They must follow along with what I am doing on the board making sure to neatly write the short date and LO in their books.		Use a simpler sum on the board and ask them to solve it, then after that I asked them how we can check the answer to that question. <u>Key Questions</u> What might 'Inverse' mean? (This question is to encourage students to define what inverse means in their own words so I can use their words when it

	need help with then try my best to help them. After the pitstop the groups will swap round. The first group can only go onto laptops if they have finished the work from before.			the sum. They will have to understand that the symbol does matter and that you can't use a multiplication to check a subtraction sum.)
Plenary	For the plenary I will be using the board and will write a brand-new sum on the board and get the question wrong. I will ask the children if that this is right. I will use one of the two-star questions. From there I will expect the children to use mini-white boards and do the sum to see if I am correct or not, I will give them five minutes to work it out then I will get the children to lift it into the air.	The children will use mini-white boards to answer the sum I would have put on the board. I will use this to double check that they understand the task we had just done.		Secret squirrel (mini-white boards)

What AfL strategies did I pick?

I used many different AfL Strategies during my time on placement.

e.g. Mini-Teachers and often used a mix of peer and self assessment.

However the two strategies I will be talking about today are the mini-plenaries and the mini-white boards.

According to Black and Wiliam (1998), effective formative assessment involves gathering and interpreting evidence about student performance to adjust teaching and improve learning outcomes. They emphasize that such evidence must be used to identify misconceptions and inform immediate feedback (Black and William,1998, p.10)

Advantages:

- Immediate Feedback
- Versatility
- Reduced Anxiety
- Easily identify misconceptions

Mini-white Boards.

Disadvantages:

- Initial Cost
- Distraction Potential
- Not entirely accurate data

This technique usually happens toward the end of a lesson or sometimes occurs half way through.

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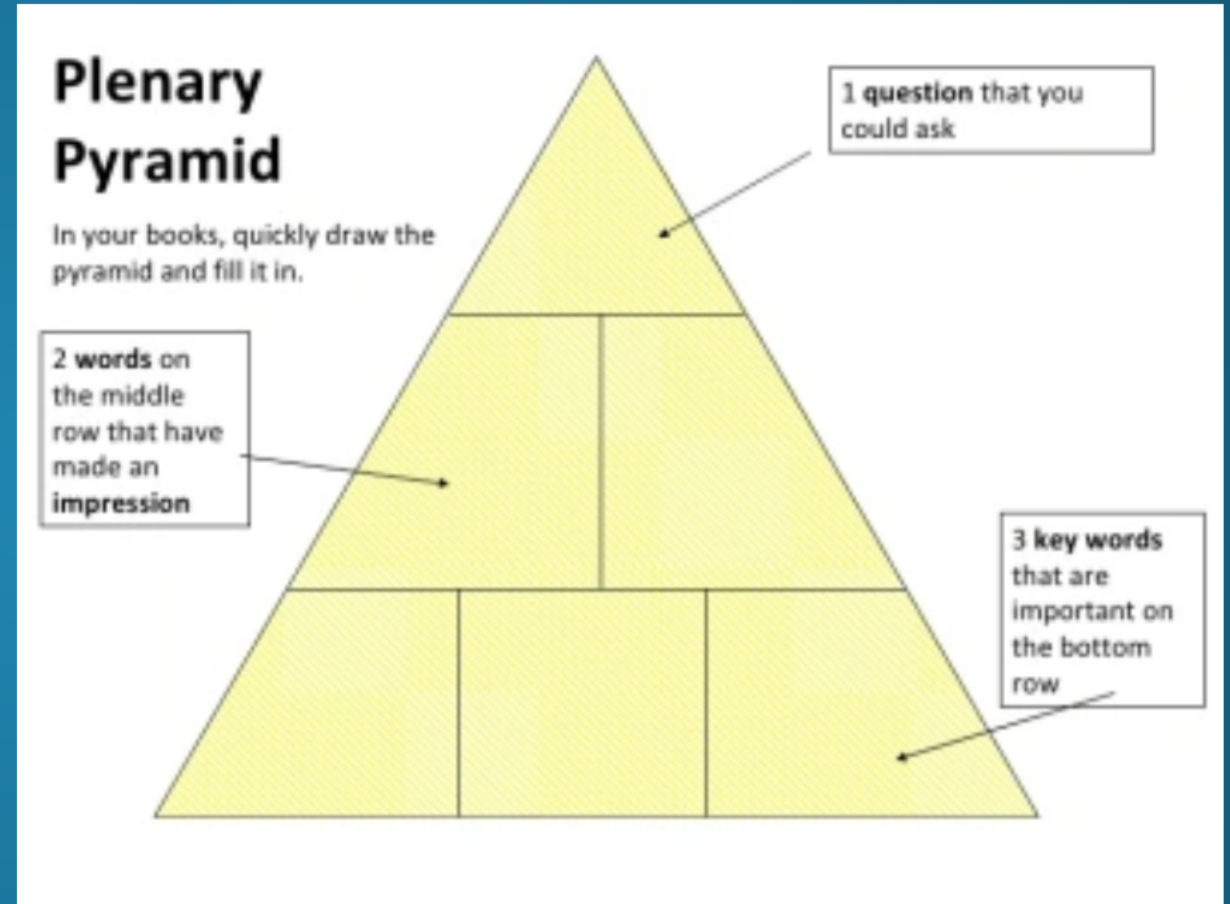
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Disadvantages:

- Time Constraints
- Too often used incorrectly
- Generic application

Generic use example!

According to Mr Bunker (2015) the use of generic penenary tasks is similar to generic language between subjects which can be unhelpful.



(mrbunkeredu,2015)

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Conclusion

Summary

- The Value of AFL
- The connections between AFL and The Curriculum for Wales

- Mini-White Boards
- Mini-Planerers

Recommendations

- Expand the use of AFL across schools and lessons.
- Include AFL strategies in ongoing professional Development for teachers
- Ensure that the AFL strategies used are used for genuine learning.

Final Reflection

- AFL is not just a strategy but also a mindset.
- It helps learners to to engage.

Summary

- The Value of AfL
- The connections between AfL and The Curriculum for Wales

- Mini-White Boards
- Mini-Pleanerys

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Reference List.

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