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Assignment Title: Critically reflect on your pedagogical progress demonstrated through required elements of the Professional Learning Passport, identifying a specific area for professional development and justifying next steps for improvement

	Target	What I have done in this assignment...
Target 1	Consider a greater synthesis of a range of different authors for each main point identified.	I must combine a range of different sources to create a coherent unit of work. There should be more reading from me and quotes from the literature to substantiate the identified main points.
Target 2	A more consistent approach to supported critical engagement.	I need to apply more in-depth consideration of the critical aspect of my work. I need to identify more convincing arguments for and against the proposed teaching strategies.
Target 3	Address the referencing errors.	I have sought advice on referencing, read the University guide and addressed the fact that I was doing my bibliography incorrectly.

Part 1 word count: 3000 words (equivalent)

Part 2 word count: 2170

Total word count: 5170.

Part 1: Professional Learning Passport

Bridging 2 Reflection

Meet

Tystiolaeth / Evidence	Adfyfyrio / Reflect
Bridging activity on Assessment for Learning Strategies (AfL). Conducted online via Microsoft Teams in conjunction with the lead school.	Prior to the Bridging day we were given time to look at and digest the <i>Great Teaching Toolkit</i> which was beneficial. We paid close attention to similarities and differences between the four dimensions of the <i>Great Teaching Toolkit</i> and the twelve pedagogical principles in <i>Successful Futures</i>. We looked at and discussed various Assessment for Learning strategies (AfL) during the morning and asked to think about and make notes using the Great Teaching Toolkit. Following this we were shown numerous videos from teachers at the Lead School, concentrating on how they embed various AfL strategies into their practice. I found this really helpful, 'real life' advice from teachers and I look forward to trying to implement some of their ideas into my own teaching practice.

Test

Tystiolaeth / Evidence	Adfyfyrio / Reflect
- I have practiced a number of different AfL strategies during this Bridging exercise. - During this Bridging experience, I paid close attention to the quality of my open ended and follow up questions and tone of voice. For example, I taught several lessons on the Flanders Field poem and asked the learners "What do you know about WW1, which was followed with further questions to	- Thinking about and using the AfL of questioning during this experience has been beneficial. The process allows the learners to engage and progress and the teacher to understand prior knowledge and understanding. Tone of voice is very important and I have tried to make my tone relevant to the lesson and content. - During Bridging I have observed peer and self assessment and have

develop learners' understanding and create a vibrant learning environment. This reinforced prior understanding and enhanced existing understanding. • I have developed my questioning techniques during the plenary of lessons in order to assess learners knowledge and understanding of the topic in hand. • During this Bridging experience, I have taught numerous Maths lessons, where the use of closed questions are far more relevant. • I have seen the benefits of using peer / self assessment and this is something I will develop in my future practice. I plan to undertake some independent research into this AfL to enhance my future practice. • I have observed and discussed various AfL strategies with my mentor.	witnessed the benefits it can bring to the learners. Peer assessment was well received by the learners and seemed to boost confidence and participation. Self assessment was a useful visual tool, allowing learners to gauge their work against the success criteria. I am keen to look into this further. • I found observing and discussing various AfL strategies with my teacher beneficial. I have seen relative levels of success in various strategies which will help mould my thinking in the future.
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Share

Tystiolaeth / Evidence	Adfyfyrrio / Reflect
• My partner and I prepared a short Powerpoint presentation focusing on one AfL strategy jointly used during Bridging fortnight. • The AfL I presented to my peers was questioning. I discussed the benefits of questioning, provided examples of what I had done and reflected on the success I had achieved. Please click on the link to view the presentation Alice and I shared with our peers:	• The 'Share' day was online and we all took turns to share our thoughts using a Powerpoint presentation. The day went very well. • The content and delivery of my presentation was received with . positive feedback from both tutors and peers. • It was extremely beneficial to listen to my peers and gather some further knowledge and insight into AfL strategies. • The Bridging experience has taught me aspects of theory and practical applications I could use in the classroom.

https://drive.google.com/file/d/1iVyBi1eGu_omYTVdN6B6SG7QWZ7DDewS/view?usp=sharing	
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DGB/SKD

Cymhwysedd Digidol / Digital competence

Evidenced by an asset? Yes

Online Teaching

After Christmas teaching was conducted online and the class I was teaching was using Seesaw. I learned how to use the system and researched and practiced numerous digital techniques to be able to deliver good quality lessons for the learners to engage with. I have evidenced two examples here. One is a personalised PE lesson that I created and delivered. The other is a recording of sharing my screen and reading a story to the learners. Both of these lessons were successfully uploaded to Seesaw and were well engaged in. I am extremely pleased with how I was able to adapt my practice and learn so many new digital skills in such a relatively short space of time.

Gwybodaeth bynciol / Subject knowledge

Evidenced by an asset? Yes

An Introduction to ACEs

I undertook an independent training course on Adverse Childhood Experiences ACE's. I achieved 100% in the knowledge quiz and the certificate is evidenced. I found the course interesting and enlightening. The course covered the following areas:

Be able to identify adverse experiences that can impact on a child's development and their response to stress.

Brain Development in the Early Years

Be able to understand the importance of healthy brain development in a child's early years and the impacts of toxic stress.

The Impact of Childhood Adversity

Understand that experiencing adversity in childhood can have a significant impact over a person's life course resulting in ill health, poor wellbeing and in some cases premature death.

Social, Health and Community Impacts of ACEs Early Trauma

Be able to identify a range of social and community impacts resulting from ACEs.

Protective Factors

Be able to give key examples of 'Protective Factors' that can help prevent ACEs and different strategies that can help build resilience.

Looking at ACEs Through a Trauma Informed Lens

Understand what it means to look at adverse childhood experiences through a 'trauma informed lens'.

Building Resilience

Understand how building resilience can help mitigate the impact of ACEs.

Datblygu'r Gymraeg / Welsh Language Development

Evidenced by an asset? Yes

Welsh Language Microteach.

The task was to deliver and record a ten minute Welsh lesson, using two of our peers as pupils. The focus of the lesson was Dyddiau'r Wythnos - Days of the week and I wanted the lesson to be as interactive as possible. In addition to the lesson plan I had created I produced a brief script to ensure I remained on track. The opening part of the lesson focused on an oral task. I asked the learners to say something in Welsh that they had done on the weekend. This was followed by a 'Days of the week' poster, I had resourced online from Twinkl and the learners repeated the day in Welsh after me. This procedure was repeated three times, picking up the pace each time. I instructed the learners to work independently and recite the days twice themselves. Using a resource from Twinkl, they were given a worksheet and asked to write out the days of the week in the correct sequence. My plenary took the form of a quiz which I had independently researched and resourced. The learners were given the website address and were able

to have multiple attempts if they did not get them all right the first time. My use of incidental Welsh has improved considerably during my practice and my previous Mentor was happy for me to drop it as an ongoing target. I believe this Microteach lesson is a sound example of my development as I was able to deliver almost all of the lesson in Welsh.

Despite being advised I could drop incidental Welsh as a target, it is something I shall continue to develop as I enjoy it and find it a tool to interact with the children in a more lighthearted way. It affords scope for rhymes, songs, chants, folklore and History.

Safonau/ Standards

Professional Experience Template 1: ALN / Well-being Conference 8th - 9th March 2021

Pedagogy Standard: Influencing: Learning outcomes and well-being

What did you do and why?

I attended a two day ALN / Well-being online conference hosted by the University; The areas covered were:

Supporting Social and Emotional Learning Professor Robin Bannerjee

Mindfulness Rachel Dean

Children's Human Rights Professor Sally Holland

Speech and Language Difficulties Mererid Jones

Supporting Adopted Children Elaine Sharpling

Looked After Children Sam Gardner

Autism Sian Owen

Gypsy Traveller Education Claire Arnold

Inclusive Education Mathew Davies

Specific Learning Difficulties Nanna Ryder.

These two days were informative offering some **learning outcomes and well-being** to take into PTE2 and beyond. I now feel I have tools to assist learners with ALN's which could help them reach their potential. I have more insight into maintaining **sustained effort and resilience in learners** with various different ALN's, a situation I encountered in PTE1 but didn't then have the knowledge or experience to deal with efficiently.

Uploading this as an experience has led me to revisit the information and think about learners with an ALN ahead of PTE2 and the assets will assist my **continuing professional learning**. The sessions were well attended by peers and this benefited my **professional networks and communities** as we were all able to bounce ideas off each other and engage with each other's opinions. **Exercising corporate responsibility** I am now more aware of my professional responsibilities towards ALN learners and feel better prepared to help them reach their potential and learn in a calm and safe environment.

I received a certificate of attendance.

What have you learned?

This was an enlightening two days. There can be many ALN's in the classroom and I didn't feel particularly well equipped to deal with them in PTE 1. These two days have enhanced my professional learning and given me some techniques to take into PTE 2 and beyond. It has provided some sound good practical ideas to help enable ALN learners to overcome issues, continue with their learning and to enhance their sense of well-being. The conference has enhanced my skill set to enable me to improve my teaching practices.

What next?

The conference has given me insight into learners with ALN's and provided a number of techniques / skills to use in future practice. The two days provided a wealth of information and I would benefit from revisiting the material to absorb some additional techniques. These I would share with future colleagues and learners.

Professional Experience Template 2: Peer and Self Assessment Independent Research 1st - 4th December 2020

Pedagogy Standard: Influencing: Learners leading learning

What did you do and why?

I have become interested in the merits of peer and self **assessment** as an AfL. During PTE1 and Bridging 2, I witnessed these learning tools and became sufficiently interested to conduct an in depth personal research with a view to complementing my **continuing professional learning**. I set myself a target to individually research the topic in more depth. The techniques and skills that I have learned during this research are ones I will develop and implement in my teaching practice. In the classroom during PTE1 I observed how it helps promote **challenge and expectations in learners**. My Year six class used it and it was evident that it created a 'healthy and competitive' environment. The classroom experience and Bridging have encouraged me to become interested in **learners leading learning** as an AfL and I have chosen to focus on this topic in my third assignment. My independent **wider reading and research findings** have increased my knowledge and understanding of the strategies and I have found a number of excellent techniques I can use in the classroom that should improve my teaching practice.

What have you learned?

This experience is extremely relevant as it builds on my observations and knowledge ahead of PTE 2. Dylan Williams' short video is informative and thought provoking. It outlines the benefit to the learner and reinforces the whole 'confidence' theory. It builds on my understanding of learners having a clearer grasp of 'what a good piece of work' looks like as they have identified another pupil's work in line with the success criteria. The video leads teachers to focus on the power of providing learners with self and peer assessment strategies to enhance learning and improve attainment and achievement and it has cemented my opinion of its value in the classroom.

Understanding that it can be a little daunting for some, I have found some really useful strategies and ideas to allay learners fears. Researching 'How to be an Outstanding

Primary School Teacher' by David Dunn has given me some good practical ideas for the classroom.

Three stars and a wish

Using this technique you focus more on the positive. In a nutshell, the children give three things they think their partner has done well with (the stars), and one suggestion for improvement (the wish).

The feedback sandwich

- positive comment
- constructive criticism with an explanation of how to improve
- positive comment

And here's a similar, but slightly different, way: contextual statement: 'I liked . . . because . . .'

- 'Now/next time . . .'
- interactive statement (question):
- 'Why did you use . . .'

The first way is suitable for both KS1 and KS2, the second more for KS2.

Plenary Buddies

This technique requires you to choose a pair (or small group) of children to take responsibility for the plenary at the end of a lesson. Give them a few minutes before the plenary in order to get their thoughts together. If they feel confident enough, they can discuss their work with the class and check it against the learning objective and success criteria. You could use a visualizer (if you have one; it's a type of camera that projects work straight from the book onto your interactive whiteboard), or have a piece of their work photocopied and handed round, or photocopied onto an overhead transparency

and projected. Ensure the learners relate their learning back to the learning objective and success criteria.

What do I know?

This promotes healthy discussion. Give learners the opportunity to assess your work or understanding of the concept being taught. Talk your way through your learning as if you were one of the learners. Remember to make mistakes; the learners will pick up on these and provide you with a good assessment opportunity – learners can both recognise that what you are doing or saying is wrong, and tell you how to improve or put right those mistakes. This technique requires strong teacher confidence.

Chat it!

Learners mark each other's work by putting a cross next to any errors, but without identifying what is wrong. The answers then have to be corrected whilst in dialogue with their partner.

What next?

My intention is to build on my PTE1 and Bridging two experiences and apply them in my PTE 2 practice. I will share my experiences with my Mentor and ask for a sharing of ideas. Peer and self assessment is an area of learning I find rewarding: for pupils to temporarily assume the role of 'teacher' appears to contribute to their confidence. I look forward to implementing it with some ideas of my own and some ideas from pupils themselves.

Professional Experience Template 3: Alternative Experiences 11th March 2021

Pedagogy Standard: Advancing: Four purposes for learners

What did you do and why?

Understanding how important school trips and 'outside classroom learning' are to ensuring that the **four purposes for learners** are the drivers for their experience, I engaged in the Alternative Experiences day to gain new ideas. The sessions were conducted online by a representative from respective businesses offering **real life, authentic contexts**. I attended three sessions; Well-being, National Waterfront Museum, Swansea and Pendine Outdoor Education Centre, all of which were helpful to understand how a school trip could deliver excellent **cross curricular themes**. These **wider reading and research findings** made me think about the wider learning environment and provided me some ideas to take into the classroom. The sessions were interactive and gave me the opportunity to engage with my peers, hear their ideas and thoughts and so widen my **professional networks and community**.

What have you learned?

Well-being (Gwylan)

This was an interesting and inspiring session. Health and well-being is so important in the new curriculum and In my first placement I was paired with a teacher who prioritised it. She would change her plans to incorporate an impromptu health and well-being session in response to things that had happened between the children. I thought Pause point was interesting and have signed up for the free trial with PTE 2 in mind. The quote that sticks in my mind and makes me reflect on my practice is "Teachers set the climate in the classroom". This highlighted the significant role we play in setting the environment for our pupils to learn and achieve.

National Waterfront Museum, Swansea

I found this session helpful because it provided an insight into how the National Waterfront Museum (and museums in general) are able to aide children's education and how it rides the stereotype of 'boring' museums by encouraging the children to think deeply about the use of objects. Using methods such as 'I See, I Think, I Wonder,' will

be employed within my teaching practice. I found the provision of example questions asked of pupils encouraged deeper and critical thinking. The steps the Museum have taken to adapt due to the current pandemic was innovative and I considered how best I could use some of these methods in my teaching practice.

Pendine Outdoor Education Centre

I enjoyed this presentation and how it outlined its importance to child development. Residential placements are important to help independence, exercise and pupils' general well-being. The fact that many can overcome their fears and learn to cope with adversity is important to create confident and healthy individuals. I like the quote that the speaker said "everyone who comes here leaves with many memories" and this would provide a lifelong experience for the children.

What next?

I have signed up for a trial of Pause Points as I would like to incorporate it into my practice in PTE2 and will be doing further research on their website. I intend to look at South Wales based outdoor centres, see what they are and what they offer so I have knowledge of an area I am interested in.

Part 2: Critical Reflection

Introduction

I have chosen to critically reflect on *learners leading learning* as informed by my PLP. The focus is on planning and delivering this in the classroom and I will be demonstrating an awareness of the importance of encouraging learners to reflect upon their own learning. My aim is to give pupils the tools and skills to become autonomous learners and to understand how they can improve their learning, and develop achievement. I will critically reflect on the importance of planning and delivering learning opportunities for self/peer group assessment, which will afford pupils the opportunity to closely reflect and evaluate their studies. I have observed self assessment in the classroom, researched it independently and have witnessed first hand the possible positive impact it could have on learning. I am very keen to explore and experiment using self/peer group assessment as research suggests that is a highly effective teaching and learning tool. “Self assessment practices and encourages students to take ownership of their learning, promotes responsibility, independence and may also motivate further learning” (Hay, 2019).

Critical Discussion of Chosen Aspect

James H McMillan and Jessica Hearn (2008) defined self assessment as using a cyclic approach – all three stages of intertwined “self motivation, self evaluation and identification and implementation of institutional correctness as needed” (McMillan and Hearn, 2008). When carefully structured, this approach inspires pupils to recognise learning and execution strategies using the success criteria to provide constructive feedback and plan a succession route to raise achievement. A teaching and learning strategy as intrinsic as self assessment takes time to embed successfully in the classroom. The skills required of learners to competently evaluate their work need to be taught and practiced and the teacher needs to plan opportunities so learners are conditioned to understand the success criteria for access to language and informed learning. It has been made clear from extensive research and studies that self assessment can have a positive impact on learners. Numerous benefits have been recognised and recorded – “increase student engagement, enable greater autonomy from the teacher, improve learner outcomes, give students a strong sense of self

efficacy, enrich student reasoning and communication skills” (How to successfully introduce self-assessment in your classroom, n.d.). It is advantageous for the pupils' learning journey to introduce the success criteria and relevant language at the start of each new topic. “The role of the teacher can often change to that of a facilitator” How to successfully introduce self-assessment in your classroom, n.d.). When pupils feel confident they understand the assessment criteria and can communicate with constructive feedback, setting goals for further development. Donaldson (2015) recommended in his review of the Welsh Curriculum and Assessment to “be clear about the reasons for assessment and plan in advance for the intended uses and assessment results” (Donaldson, 2015). A learner led structured path afforded to self assessment in the classroom is vital for student success and progression.

“Self assessment will only happen if teachers help learners” (Government, 2010). Donaldson (2015) suggests that as practitioners we must “engage students in the assessment process through both self assessment and peer assessment” (Donaldson, 2015). The process of self assessment is to equip learners with vital mechanisms to assist them learn and navigate their lives. They need to be given the preference to reflect and evaluate their individual advancement, setting consequential and attainable goals.

It is imperative learners become accustomed with the success criteria, to ensure they access and understand the connotation of language used to measure achievement and future target setting. A successful strategy used in the classroom is ‘green pen marking’, a tool for learners leading learning. Focussing on the success criteria, pupils identify and correct key areas by colour highlighting their understanding of the set task. “A great teacher presents content, activities and interactions that activate their students' thinking” (Great teaching toolkit: Evidence review, 2020). Self assessment does not happen, as if by magic as it needs to be taught, supported, practiced and the process repeated and repeated. This can often increase the workload of the teacher and adds extra pressure to their briefing time at the start of the lesson. Teachers risk the danger of disengaging pupils with increased jargon and introduction, perhaps impacting detrimentally on lower ability learners. Pupils who have lower attainment levels may struggle with the skills and confidence to assess their own work. With pressure and expectation such learners may

hold back as they are often reliant on the teachers input. “Some students are reluctant to self assess, they feel they lack the necessary skills, confidence or ability to judge their own work” (White, 2019). Pupils can have strong opinions on a teachers role and can feel it is solely the teachers responsibility to mark and assess their work. This traditional cycle of assessment may cause a barrier when implementing learners leading learning and students need to be shown its benefits before engaging in the process. To ensure learners are able to interpret the language of the success criteria, it may be useful to assist them to write their own criteria.

“Without sufficient knowledge it is difficult for students to accurately self assess” (How to successfully introduce self-assessment in your classroom, n.d.). There is much debate surrounding the subjective nature of self assessment. Grades can often be inflated or deflated depending on the sincerity and personality of the pupil. The grades are then defective and require teacher intervention, and defeats the essence of self assessment. “Self assessment takes a very subjective look at your personality, the things you do, life experiences, etc” (Hay, 2019). Responsibility may be impaired when learners assess themselves and evaluate their progress and development, as the process begins and ends with the individual and there is no one else liable in the process. “The greatest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers” (Hattie, 2009).

I wish to research and implement peer/group assessment in the classroom to enrich pupils. I am keen to learn and trial this aspect of learner led learning.

Government.Wales website acknowledges collaborative learning and reflection as “Peer assessment is uniquely valuable because learners may accept from one another criticisms of their work which they would not take seriously from the teacher”

(Government, 2010) Often learners in group situations are relaxed and more confident to speak freely with each other. Donaldson (2015) recognised that “the approach may also elicit different kinds of response, reflecting the more relaxed nature of the content” (Donaldson, 2015). Peer assessment emboldens learners to learn from each other, to analyse, reflect and problem solve. Group/peer assessment affords learners to report and investigate a diverse range of responses and abilities within the group. Pupils can examine and ponder a disparity of writing styles and ways of thinking and reacting. “It

gives students the opportunity to encounter diversity in different ways” (CETL-Assessment Resource Centre, n.d.).

Peer assessment can be an invaluable teaching and learning mechanism which can also provide learners with life long skills. They learn to critique, evaluate, reflect, recommend, problem solve and improve through target setting. Peer assessment can be taught from an early age with a simple thumbs up, thumbs down approach developing into group discussions in subsequent years. Taught effectively at primary level, peer assessment can become second nature to learners as their education, learning and understanding develop. It is critical that peer assessment is used in a structured and well regulated environment. The teacher needs to select assignments that lend themselves to peer assessment, and which have clear constructed success criteria learners can access. The Centre for Teaching Innovation recognises that peer assessment can “motivate students to engage with course material more deeply” (Peer Assessment | Center for Teaching Innovation, n.d.). Learners are encouraged to scrutinise each other's work and have productive discourse regarding strengths and weaknesses. The assessment procedure must be structured, with measurable targets and established deadlines. Learners can be part of developing the success criteria, helping to construct the framework so they are more adequately equipped to understand. The more familiar the learner is with the grading rubric the more it will enhance and validate peer assessment. The language used by pupils when assessing each other's responses is pivotal to success. They need to be taught not to offend each other or be over effusive.

They need a language bank that spotlights open ended questions to encourage discussion and debate. Jennifer Pieratt (2020) suggests for primary level learners the sentences can be framed “I like that you..... It would be better if you.....” (Pieratt, 2020). This paves the way for a response that directly corresponds to the assessed work. It is also advantageous to engage learners in the grading rubric by asking them to construct their own set of attainment levels. This allows them to reflect carefully on progression and in using their own language it confirms the learners’ ownership of the criteria and gives them independence. Reflective language should be utilised and this is increasingly helpful to aid learners with a framework of potential questions they can ask

each other to assist with reflection. Preferably learners should be given the opportunity to write and craft the questions themselves. The website, 'TeachThought, we grow Teachers' suggests some open ended questions to use in the classroom with primary peer assessment. "What do you want to learn more about? What can you do with what you know?" (Home | TeachThought, n.d.) Hattie (2009) appreciated that "research shows that cooperation has a more powerful impact on student learning than individualistic learning and Competitive Learning" (Hattie, 2009). To extend the effectiveness of peer assessment records of achievement, to include pupils' own responses to each other's work, can be shared with parents and carers.

Donaldson (2015) refers to the next step as "Achievement Outcomes And Progression Steps" (Donaldson, 2015) and strongly recommends parents and carers to be pivotal in the continuous process. Donaldson (2015) recommends "Reporting to parents and carers should include contribution from their children in relation to their own achievements and aspirations" (Donaldson, 2015).

Peer assessment, with its advantages and benefits can teach life-long skills., but care must be observed as peer pressure may affect the reliability of the given grades and there may be a risk of learners giving everyone in the group the same grade. Pupils can also 'gang up' and discriminate against specific group members and destabilise the spirit of the peer assessment. Poor marks may be awarded unnecessarily and undermine the students confidence. Adversely, inflated grades could be awarded and a false sense of achievement given to students in the group. The appropriate use of student feedback needs to be closely observed; this in itself can generate a heavier workload for the teacher. Teachers need to monitor self/peer assessment closely to ensure that it does have a positive impact on learning, not just in the moment in the classroom, but hopefully as transferable life long skills for the learner. "Correctly implemented self/peer assessments can promote intrinsic motivation, internally controlled effort, a masterly goal orientation and more meaningful learning" (McMillan and Hearn, 2008). I have researched and outlined potential advantages and drawbacks of self/peer assessment and aim to put these observations into practice in the classroom. It is important that these differences are made to the learner at the start, so peer assessment is not simply marking each other work and giving the teacher 'time

off'. My focus in the classroom will be on formative assessment that encourages and provides directed opportunities for feedback, critique, analysis, reflection and target setting. Dylan Williams (2021) talks about the benefits of learners being “less emotionally charged when assessing work that is not their own. They can see the path to succession more clearly having a positive impact on their learning” (Williams, 2021).

Conclusion

The Teachers Toolkit (2017) sets out seven consequential steps when effectively implementing self/peer assessment “clear assessment criteria, develop assessment criteria with students, anonymous examples of work, vary work assessed, model responses, allow response time, provide feedback on their self/peer assessment” (Brown, 2017). To ensure these stages are adhered to and replicated in the classroom I must afford time to detailed planning and carefully select appropriate material to use with the class. I will be developing a bank of open ended questions to aid reflection and help learners to shape their outcomes. The activities and materials selected will be differentiated to suit the needs of the students. Activities at primary level could include – think-pair-share, green-yellow-red cones, two stars and a wish, post-it notes, green pen marking, learning logs. These activities will be carefully planned, structured and used to evaluate the success of each activity to promote further development of my teaching skills. I hope to implement self/peer assessment effectively in the classroom, making its benefits explicit to all students. I aim to “increase student engagement and empower students, and enable greater autonomy from the teacher” (How to successfully introduce self-assessment in your classroom, n.d.).

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