ECAD5012

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





Arwain y Dysgu (gyda SAC): beth, sut a pham ydw i'n addysgu? 2/Leading the Learning (with QTS): what, how and why am I teaching? 2 (ECAD5012-C)

Announcements

ECAD5012-C Reading List





Summary

THE PICTURE SAYS IT ALL!

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

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

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

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

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

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

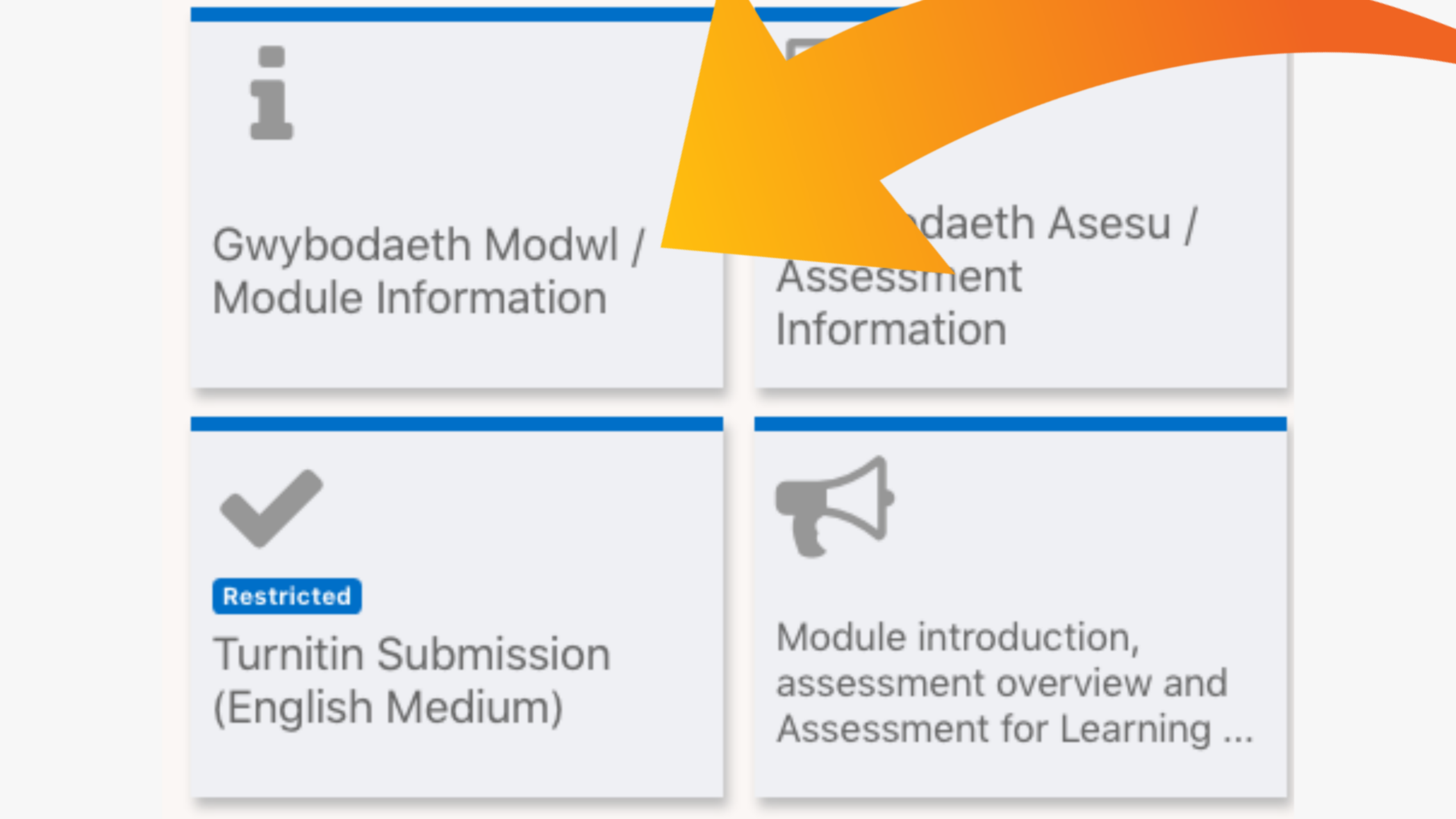
Together we will ensure that your are provided with the skills and subject knowledge needed to plan, deliver and evaluate learning opportunities which engage and inspire all learners.

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

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

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

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


Gwybodaeth Modwl /
Module Information
daeth Asesu /
Assessment
Information
Restricted
Turnitin Submission
(English Medium)
Module introduction,
assessment overview and
Assessment for Learning ...

MODULE HANDBOOK

Module code : ECAD5012

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

BA PRIMARY EDUCATION with Qualified Teacher Status

LEVEL 5
YR ATHROFA

2024-2025

LLAWLYFR MODWL

Cod y modwl: ECAD5012C

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

BA ADDYSG GYNRADD gyda Statws Athro Cymwysedig

LEFEL 5

YR ATHROFA

2024-2025

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ECAD5012	Cycle 2 Professional and Pedagogical Studies: Leading the Learning: what, how and why am I teaching?	ASSESSMENT COMPONENT: 1 ASSESSMENT TYPE: Presentation (individual) – Reflective discussion of planned Assessment for Learning strategies used t learning across an AoLE. COMPONENT WEIGHTINC PRESENTATION DURATIOI (20 min individual present SUBMISSION DATE: **17/1/**

COD Y MODWL	TEITL Y MODWL	DULL ASESU
ECAD5012C	Cylch 2 Astudiaethau Proffesiynol ac Addysgegol: Arwain y Dysgu: beth, sut a pham ydw i'n addysgu?	ELFEN ASESU: 1 MATH O ASESIAD: Aseiniad ysgrifenedig – Trafodaeth adfyfyriol ar strategaethau Asesu ar gyfer Dysgu a ddefnyddir i ategu dysgu ac addysgu ar draws y MDPh. PWYSIAD YR ELFEN: 100% HYD Y CYFLWYNIAD : 30 munud (Cyflwyniad unigol 20 munud + 10 munud Cwestiwn ac Ateb) DYDDIAD CYFLWYNO:

TIMETABLE OF SESSIONS

Date	Time	Group 1 (WM) 18	Group 2 (EM) 24	Group 3 (EM) 21
lnesday 2nd tober	9am -11am	S1 – Module introduction + assessment overview (TC) CJ4 An introduction to Assessment for learning, including a overview of summative and formative assessment, backgrou research, benefits and four elements of AfL. Cyflwyniad i Asesu ar gyfer dysgu, gan gynnwys trosolwg o asesu crynodol a ffurfiannol, ymchwil gefndir, buddion a ph elfen AagD		
	11am -1pm	S2 – AfL 1 (MD) CJ6 "Byddwch yn CAMPUS gyda'ch cwestiynau!"	S2 – AfL 1 (TC) CJ4 "Be SMART with your questions!"	
ursday 3rd tober	9am -11am	QTS Changing of Stance IJ	QTS Changing of Stance DT	QTS Changing of Sta RT
day 4th tober	9am -11am	S3 - LLC1 (MD) Flemming/ Hal Mae hi'n amser gwrando	S8 – EA1 (SS) TL04 Music focus	S5 - H1 (SVH) TL06 What are the 'BIG Questions Humanities?
	11am-1pm	S5 – H1 (SVH) Flemming/ Hal Beth yw'r Cwestiynau MAWR' yn y Dyniaethau?	S3 – LLC1(JM) TL04 "Read all about it!"	S8 – EA1 (SS) TL06 Music focus
	2pm -4pm	S8 – EA1 (SS) Flemming/ Hal Music focus	S5 - H1 (SVH) TL04 What are the 'BIG Questions' in Humanities?	S3 – LLC1(JM) TL06 "Read all about it!"
ay	9am-11am	S4 – MN1 (FJ) CJ6 Eiliadau mathemateg hudol	S6 –ST1(LE or LM) CJ7 How to inspire and engage my pupils with meaningful Science and Technology.	S9 – HWB1(MB) CJ104 At last it has its rightful plac
	11am-1pm	S9 – HWB1(MB) CJ6 O'r diwedd mae ganddo ei le haeddiannol!	S4 – MN1 (FJ) CJ7 Magical Maths Moments	S6 –ST1(LE or LM CJ104 How to inspire and engage pupils with meaningful Scienc Technology .
y tober	2pm-4pm	QTS Planning IJ	QTS Planning DT	QTS Planning RT

MODES OF DELIVERY

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

Date	Time	Group 1 (WM) 18	Group 2 (EM) 24	Group 3 (EM) 21
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	11am -1pm	S2 – AfL 1 (MD) CJ6 "Byddwch yn CAMPUS gyda'ch cwestiynau!"	S2 – AfL 1 (TC) CJ4 "Be SMART with your questions!"	
Thursday 3rd October	9am -11am	QTS Changing of Stance IJ	QTS Changing of Stance DT	QTS Changing of Stance RT
Friday 4th October	9am -11am	S3 - LLC1 (MD) Flemming/ Hal Mae hi'n amser gwrando	S8 – EA1 (SS) TL04 Music focus	S5 - H1 (SVH) TL06 What are the 'BIG Questions' in Humanities?
	11am-1pm	S5 – H1 (SVH) Flemming/ Hal Beth yw'r Cwestiynau MAWR' yn y Dyniaethau?	S3 – LLC1(JM) TL04 "Read all about it!"	S8 – EA1 (SS) TL06 Music focus
	2pm -4pm	S8 – EA1 (SS) Flemming/ Hal Music focus	S5 - H1 (SVH) TL04 What are the 'BIG Questions' in Humanities?	S3 – LLC1(JM) TL06 "Read all about it!"
Wednesday 9th October	9am-11am	S4 – MN1 (FJ) CJ6 Eiliadau mathemateg hudol	S6 –ST1(LE or LM) CJ7 How to inspire and engage my pupils with meaningful Science and Technology.	S9 – HWB1(MB) CJ104 At last it has its rightful place!
	11am-1pm	S9 – HWB1(MB) CJ6 O'r diwedd mae ganddo ei le haeddiannol!	S4 – MN1 (FJ) CJ7 Magical Maths Moments	S6 –ST1(LE or LM) CJ104 How to inspire and engage my pupils with meaningful Science and Technology .
Thursday 10th October	2pm-4pm	QTS Planning IJ	QTS Planning DT	QTS Planning RT

Wednesday 16th October	9am- 11am	S6 – ST1(LM /MD) CJ6 Sut i ysbrydoli ac ennyn diddordeb fy nisgyblion gyda gwyddoniaeth a thechnoleg ystyrlon.	S9 – HWB1(MB) CJ7 At last it has its rightful place!	S4 – MN1 (FJ) CJ104 Magical Maths Moments
	11am-1pm	S7 -AfL 2 (MD) CJ6 AagD ar Waith	S7 - AfL 2 (TC) CJ4 AfL in Action.	
Thursday 17th October	9am-11am	QTS PLP IJ	QTS PLP DT	QTS PLP RT
Friday 18th October	9am-11am	S13 – EA2 (DW) Taf/Hal Art	S11 –LLC2 (JM) TL04 The write stuff	S15 –H2 (SVH) TL06 Welsh Heroes! Let's fly to Australia!
	11am-1pm	S15 –H2 (SVH) Taf/Hal Hedfan i Awstralia! Arwyr Cymreig!	S13 – EA2 (DW) TL04 Art	S11 –LLC2 (JM) TL06 The write stuff
	2pm-4pm	S11 –LLC2 (MD) Taf/Hal Geiriau Godidog	S15 –H2 (SVH) TL04 Welsh Heroes! Let's fly to Australia!	S13 – EA2 (DW) TL06 Art
Wednesday 23rd October	9am - 11am	S17 – HWB2 (MB) CJ6 Ymagweddau iach at les ystafell ddosbarth.	S18 - Assessment guidance (TC) CJ4	
	11am-1pm	S18 - Assessment guidance (TC +MD) CJ6	S17 – HWB2 (MB) CJ4 (Sports hall?) Healthy approaches to classroom well-being.	
Thursday 24th October	9am - 11am	QTS Preparing for PTE IJ	QTS Preparing for PTE DT	QTS Preparing for PTE RT
Friday 25th October	9am - 11am	S21 –H3 (SVH) CJ5	S21 –LLC3 (JM) TL04	S16-ST2 (LM) TL06 Putting my learning into practice by planning enquiry and problem-based activities for my pupils.
	11am-1pm	S16-ST2 (LM) CJ5 Rhoi fy nysgu ar waith trwy gynllunio gweithgareddau sy'n seiliedig ar ymholi a datrys problemau.	S21 –H3 (SVH) TL04	S21 –LLC3 (JM) TL06
	2pm-4pm	S21 –LLC3 (MD) CJ5	S16-ST2 (LM) TL04	S21 –H3 (SVH) TL06

			Putting my learning into practice by planning enquiry and problem-based activities for my pupils.	
Wednesday 6th November	9am -11am	S12 – MN2 (FJ) CJ6 Eiliadau mathemateg hudol	S20 – EA3 (IL) CJ1 Drama	S22 – HWB3 (MB) CJ104
	11am-1pm	S20 – EA3 (IL) CJ6 Drama	S22 – HWB3 (MB) CJ1	S12 – MN2 (FJ) CJ104 Magical Maths Moments
Thursday 7th November	9am -11am	QTS Marketplace of Teaching ideas Q+A yr 3	QTS Marketplace of Teaching ideas Q+A yr 3	QTS Marketplace of Teaching ideas Q+A yr 3
	2-4pm	S10 – DCF (IJ) CJ2 "Gadewch i ni fynd yn ddigidol"	S19-ST3 (LM) TL08 Putting my learning into practice by planning enquiry and problem-based activities for my pupils.	S24 – MN3 (FJ) CJ5
Friday 8th November	9am -11am	S22 – HWB3 (MB) CJ1	S12 – MN2 (FJ) CJ1 Magical Maths Moments	S20 – EA3 (IL) CJ1 Drama
	11am– 1pm	S24 – MN3 (FJ) CJ8	S10 – DCF (IJ) "Gadewch i ni fynd yn ddigidol" CJ2	S19-ST3 (LM) CJ1 Putting my learning into practice by planning enquiry and problem-based activities for my pupils.
	2pm-4pm	S19-ST3 (LM) CJ1 Putting my learning into practice by planning enquiry and problem-based activities for my pupils.	S24 – MN3 (FJ) CJ8	S10 – DCF (IJ) "Gadewch i ni fynd yn ddigidol" CJ2
11/11 – 6/12		PTE	PTE	PTE
Monday 9th December		Reflecting on PTE	Reflecting on PTE	Reflecting on PTE
Wednesday 29th January	9am-11am	Immersive Room + Microteach (Innovation with AfL) TL08 +TL04 (EM)		
	11am-1pm	Immersive Room + Microteach (Innovation with AfL) TL08 +TL04 (EM)		

Thursday 30th January		Microteach share IJ	Microteach share DT	Microteach share RT
Tuesday 11th March	9am-11am	QTS Action plans	QTS Action plans	QTS Action plans
Thursday 13th March	2pm – 4pm	AfL 3 (TC) AfL in action +Input from network schools + Presentation prep CJ4		
Module Input complete				
		BRIDGING **MEET** DAY (Linked to ECAD5008) The Great Teaching Tool Kit		
		BRIDGING **SHARE** DAY (Linked to ECAD5008) The Great Teaching Tool Kit		
		ASSESSMENT PRESENTATIONS		


Mastery
Revision
New
Content
Difficulty

Question 1

45 seconds

Q. Assessment is effective when it involves...

answer choices

testing a student after the learning has been completed.

early and perceptive feedback with time to make changes.

providing learners with feedback at the end of each topic.

marking work three days after it's been handed in.

Question 1

45 seconds

Q. Assessment is effective when it involves...

answer choices

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

Question 2

45 seconds

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

answer choices

parents, have been, go next, get there.

learners, are, improve, test them.

learners, are, to go next, get them there.

teachers, are, to go next, take holidays.

Question 2

45 seconds

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

answer choices

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

Question 3

45 seconds



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

answer choices

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

Question 3

45 seconds



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

answer choices

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

Question 4

45 seconds

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

answer choices

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

Question 4

45 seconds

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

answer choices

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

Question 5

45 seconds

Q. When AfL is implemented effectively it ...

answer choices

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

Question 5

45 seconds

Q. When AfL is implemented effectively it ...

answer choices

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

Question 6

45 seconds

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

answer choices

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

Question 6

45 seconds

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

answer choices

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

Question 7

45 seconds

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

answer choices

A similar concept of the quality required as that of the teacher.

The ability to guess the quality the teacher has in their heads.

Create their own idea of the quality required for a task.

A lower expectation of quality than their teacher for a task.

Question 7

45 seconds

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

answer choices

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

Question 8

45 seconds

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

answer choices

after it has been produced.

halfway through production.

before production begins.

during the act of production.

Question 8

45 seconds

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

answer choices

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

Question 9

45 seconds

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

answer choices

Teachers assesses where the class of learners are and adjusts the learning accordingly.

Peers assess each other and recommend ways to improve.

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

All are part of new style assessment...nice try!

Question 9

45 seconds

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

answer choices

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

Question 10

45 seconds

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

answer choices

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

Question 10

45 seconds

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

answer choices

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

Assignment?

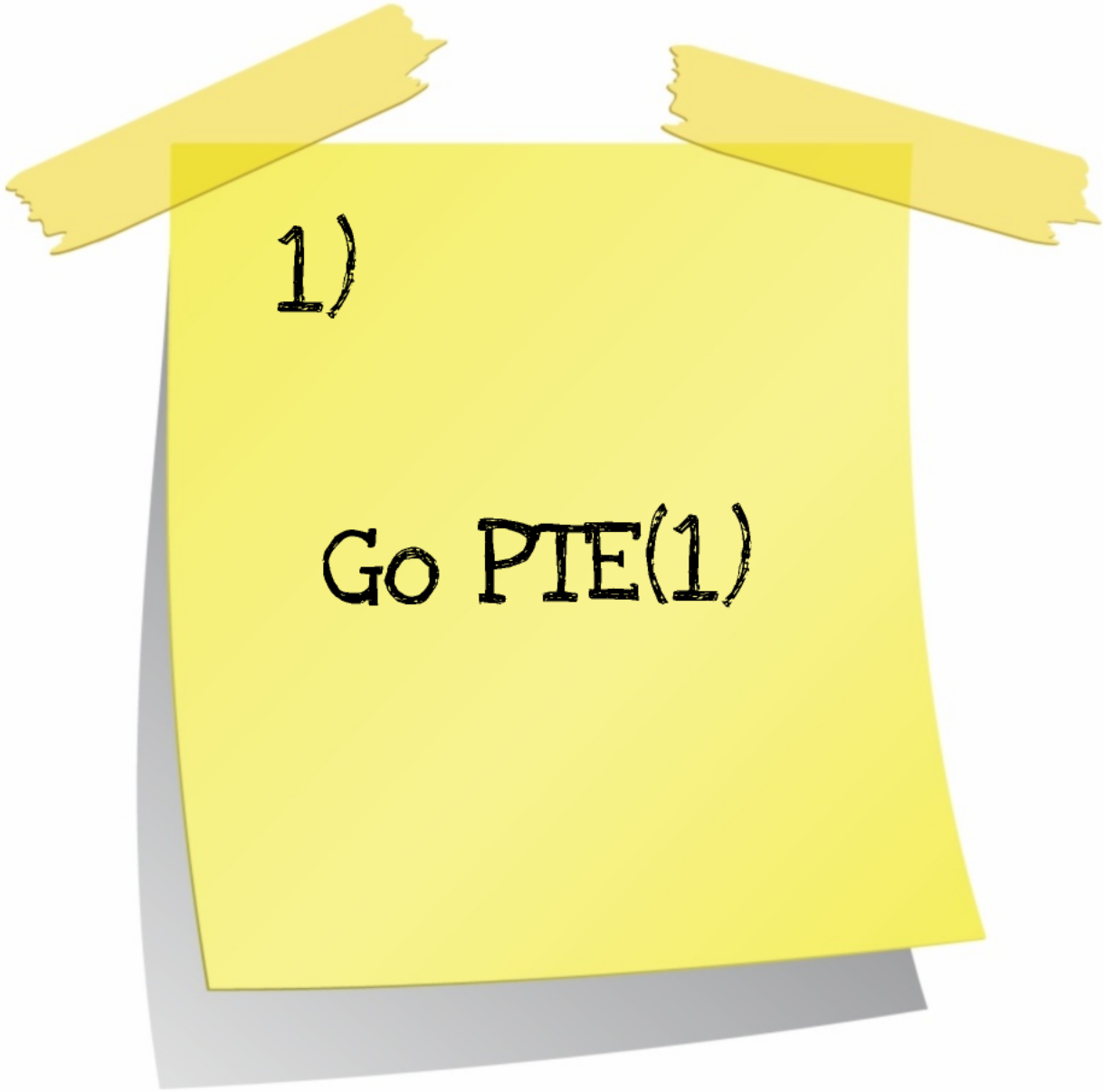


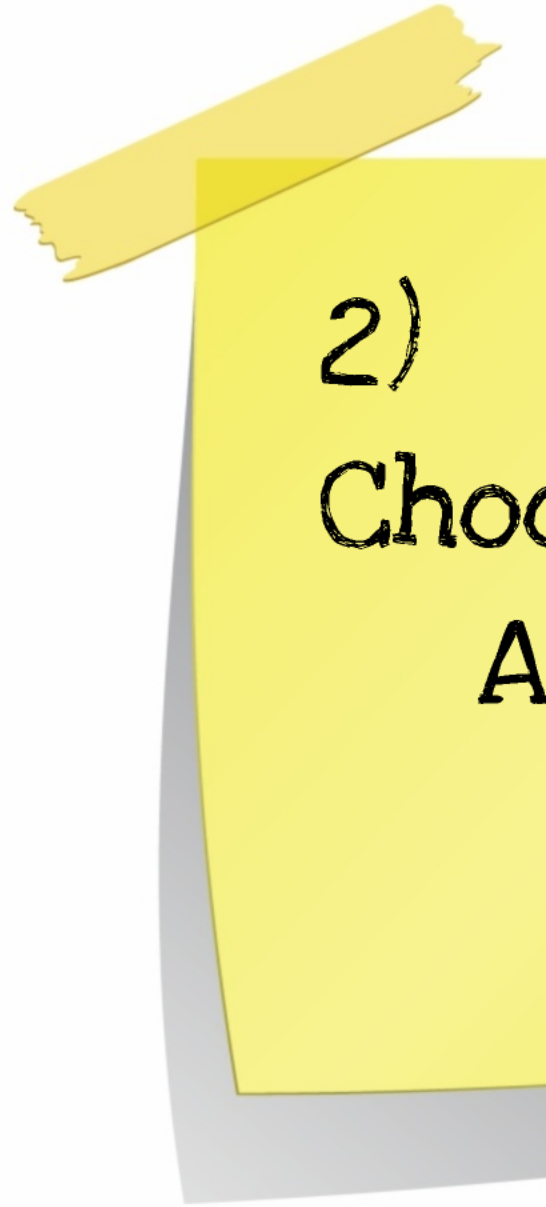
6. Tasg a chanllawiau asesu

COD Y MODWL	TEITL Y MODWL	DULL ASESU
ECAD5012C	Cylch 2 Astudiaethau Proffesiynol ac Addysgegol: Arwain y Dysgu: beth, sut a pham ydw i'n addysgu?	ELFEN ASESU: 1 MATH O ASESIAD: Aseiniad ysgrifenedig – Trafodaeth adfyfyriol ar strategaethau Asesu ar gyfer Dysgu a ddefnyddir i ategu dysgu ac addysgu ar draws y MDPh. PWYSIAD YR ELFEN: 100% HYD Y CYFLWYNIAD : 30 munud (Cyflwyniad unigol 20 munud + 10 munud Cwestiwn ac Ateb) DYDDIAD CYFLWYNO: **17/1/25**

6. Assessment taks and guidance

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ECAD5012	Cycle 2 Professional and Pedagogical Studies: Leading the Learning: what, how and why am I teaching?	ASSESSMENT COMPONENT: 1 ASSESSMENT TYPE: Presentation (individual) – Reflective discussion of planned Assessment for Learning strategies used to support teaching and learning across an AoLE. COMPONENT WEIGHTING: 100% PRESENTATION DURATION : **30min** (20 min individual presentation + 10 min Q+A) SUBMISSION DATE: **17/1/25**


1)
Go PIE(1)


2)
Choo
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Choose an AoLE

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3) Plan a Lesson that aids progression

4)

Include a variety of AfL strategies.

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Tea
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5)

Teach the
lesson.

6) 17/1/25.
Individual
presentation
(30mins
- 20 talk, 10 Q+A)

7) Pr
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7) Presentation includes...
Lesson plan and supported justification for pedagogical choices.

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8) Presentation includes... discussion of Importance of AfL - background literature

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9) Presentation includes... critical reflection of chosen AfL strategies.

10) P
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10) Presentation includes... conclusions and recommendations for PTE(2) + Q&A

Create authentic contexts for learning

Encourage learners to take responsibility for their own learning

Support social and emotional development & positive relationships

Encourage collaboration

Sustained pupil effort to reach high but achievable targets

Employing a broad repertoire of teaching approaches

Promote problem solving, creative & critical thinking

Build on previous knowledge & experience to engage interest

Focus on the 4 Purposes

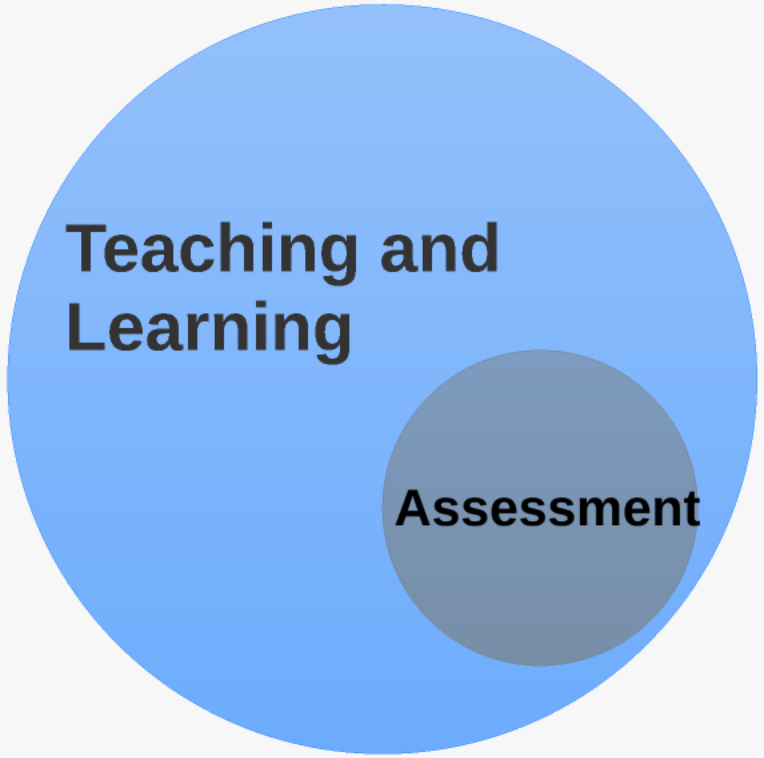
Use assessment for learning to accelerate progress

Make connections within & across Areas of Learning & Experience

Reinforce Cross Curricular Responsibilities, Literacy, Numeracy, Digital Competence

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

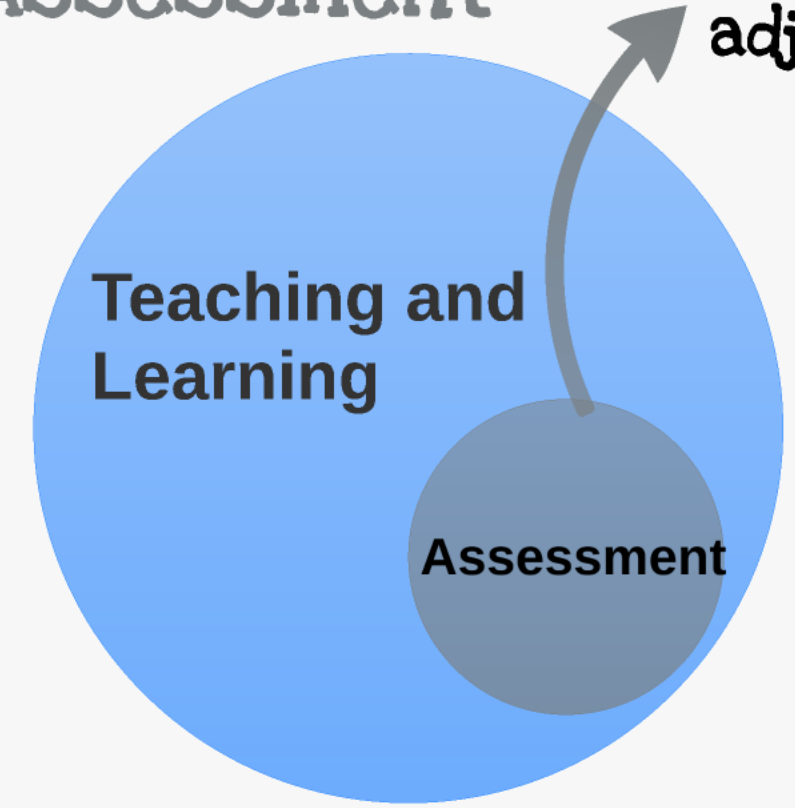
New Style Assessment



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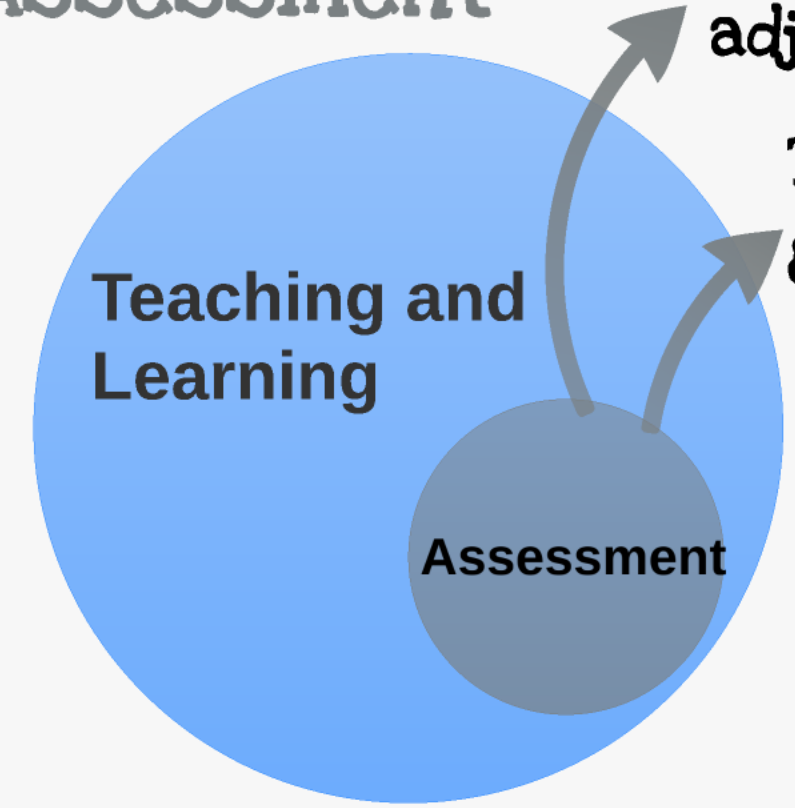
New Style Assessment

Teacher assesses where learners are and adjusts teaching accordingly.



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New Style Assessment

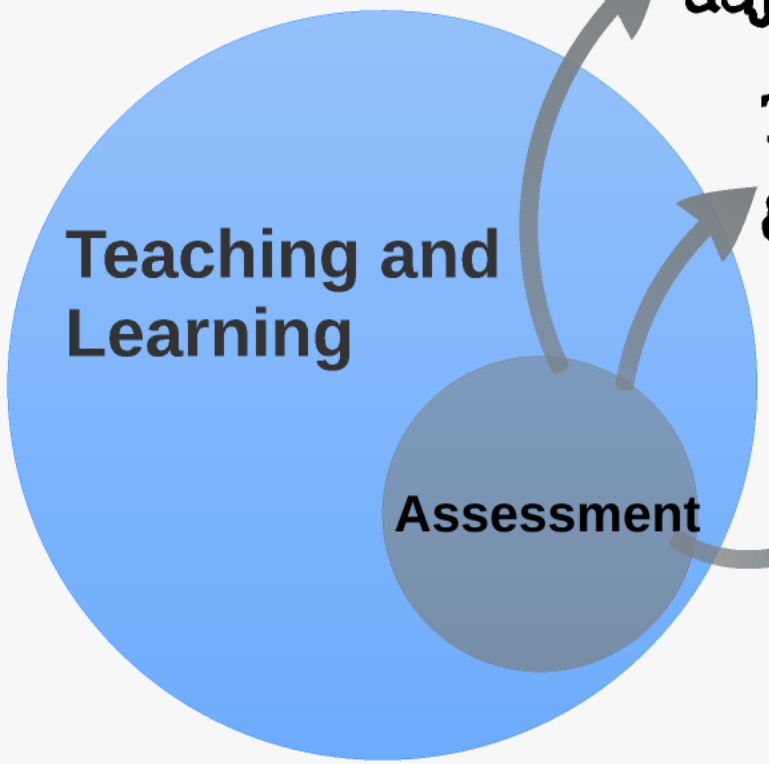


Teacher assesses where learners are and adjusts teaching accordingly.

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

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New Style Assessment



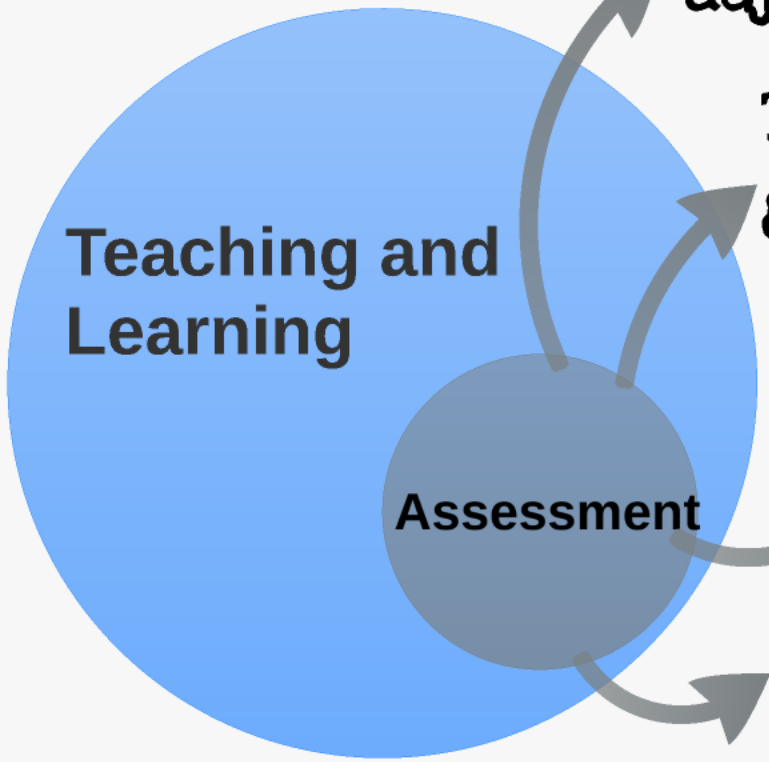
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Teacher assesses an individual's progress and gives personal advice.

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

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New Style Assessment



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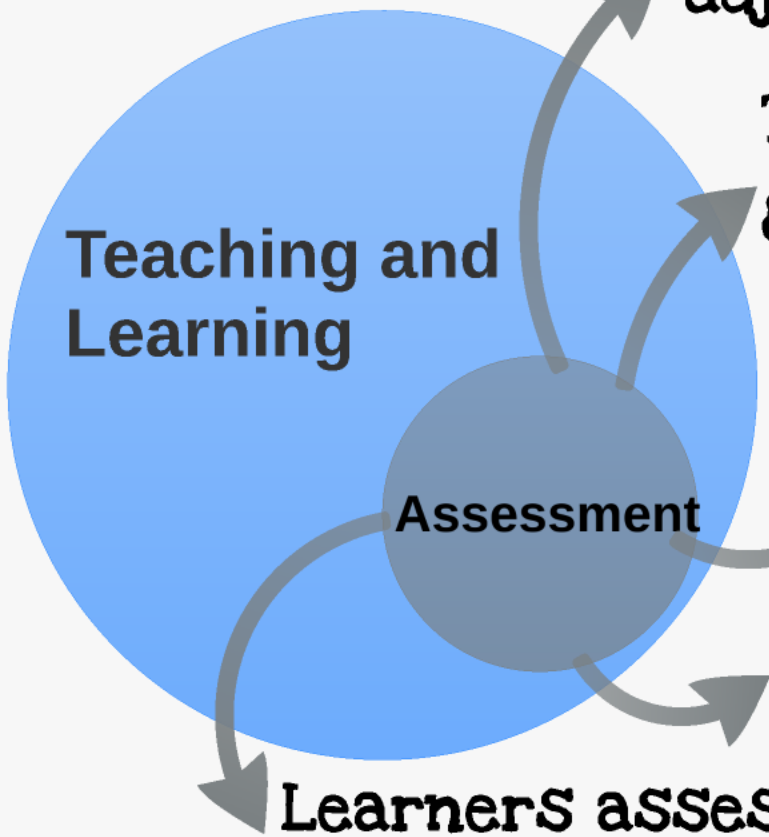
Teacher assesses an individual's progress and gives personal advice.

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

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

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

New Style Assessment



Teacher assesses where learners are and adjusts teaching accordingly.

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

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

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

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

The 4 Elements of AfL



Sharing criteria with learners	Quality of questions/ quality of talk	Use and quality of feedback	Peer and self assessment

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Sharing criteria with learners	Quality of questions/ quality of talk	Use and quality of feedback	Peer and self assessment

Discuss and research examples of strategies for each element of AfL. Share in Padlet.

padlet


Let's work on getting high marks
Where might we be cautious with some of these strategies?