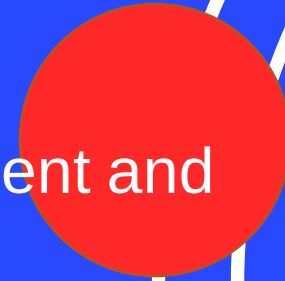


Assessment for Learning: Supporting Progress Across Different Subjects

**Rosie Megrath
2205120
BA2**

Focus

1. The difference between Summative Assessment and Assessment for Learning (AfL)
2. What is AfL?
3. Supporting literature for AfL
4. Critics of AfL
5. AfL connection to Curriculum for Wales
6. AfL connection to QTS Standards
7. LLC Lesson overview
8. AfL Strategies used
9. Supporting literature and critics
10. Conclusion



Year 5/6 mixed ability class

Topic:
"Inside Out
2"

Whole class
lesson



Context of Learners

LLC (Welsh) lesson – 3rd
person profile on characters

Differences between Summative Assessment and AfL

Summative Assessment

Purpose = measures learning based on set standards.

Timing = conducted at the end of a learning period, e.g. termly or (academic) yearly.

Focus = **what** students have learned, providing a final judgment of academic achievement.

Feedback = grades, test marks or scores

AfL

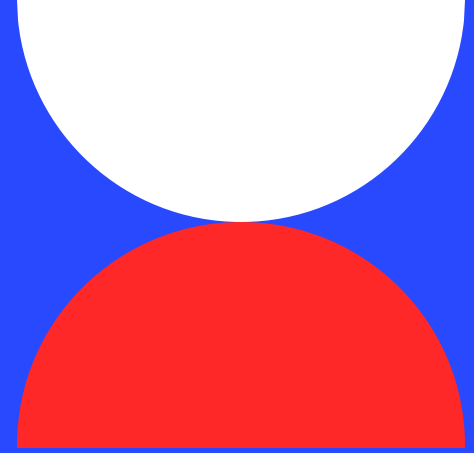
Purpose = measures learning based on ongoing feedback. It prioritises the learner's improvement throughout the academic year, by incorporating self-assessment and teacher assessment. It acts as a perfect guide for identifying areas for improvement, without the feel of self-doubt.

Timing = occurs continuously throughout the academic year or learning period.

Focus = **how** students are learning, identifies strengths, weaknesses and areas for improvement.

Feedback = immediate and effective feedback

Paul Black and Dylan Wiliam - "Inside the Black Box: Raising Standards Through Classroom Assessment"



"For formative assessment to be productive, pupils should be trained in self-assessment so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve."

(Black and Wiliam, 1998, pg.10)

"Assessment for learning, also known as formative assessment practice, is the effective use of knowledge of what has been learned and assessed to inform teaching and future learning" (Welsh Government, 2013).

**Provides
constructive
feedback**

**Encourages
peer and self-
assessment**



**Importance of
open-ended
questions**

**Sets clear learning
objectives**

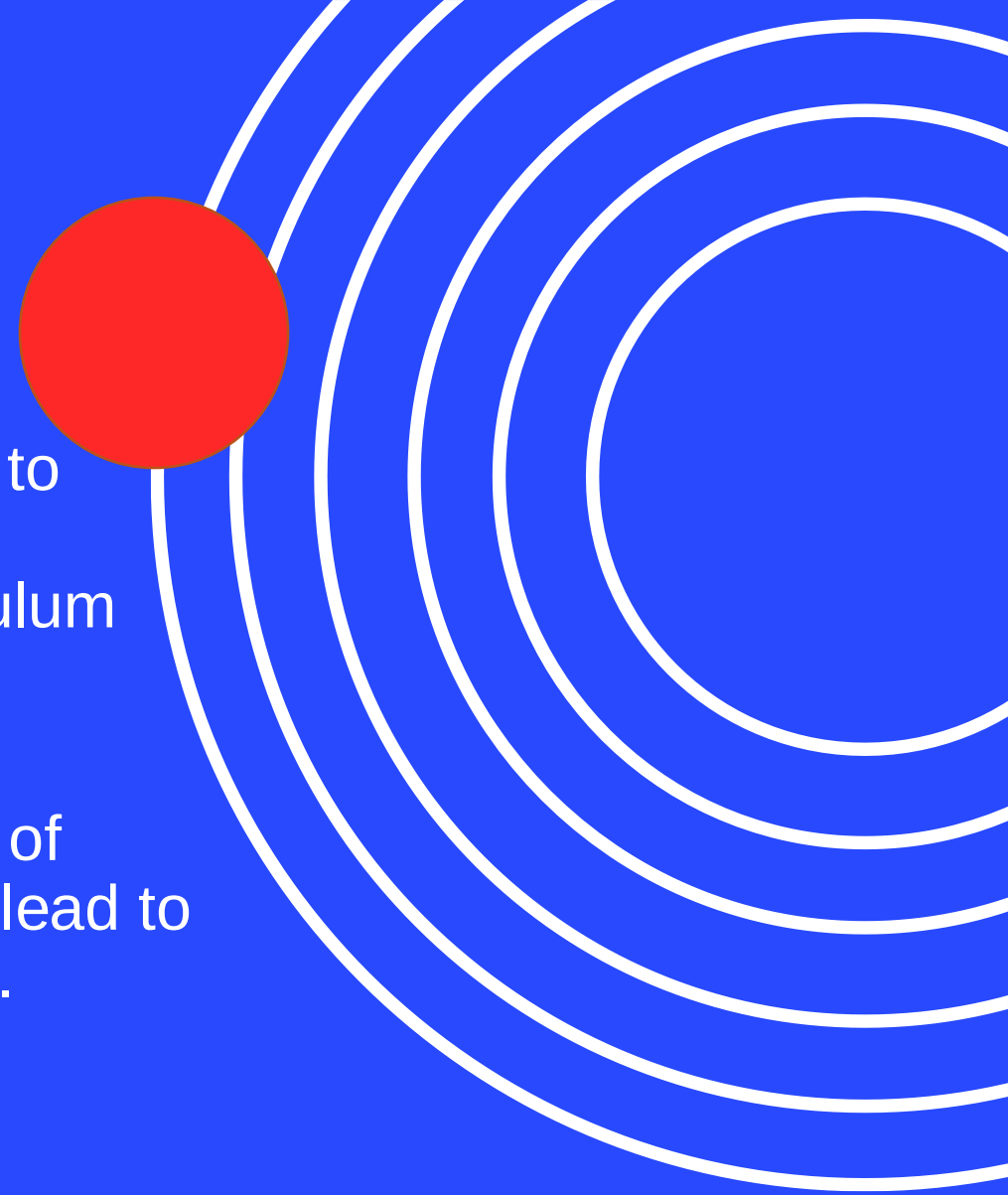
"Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting students' learning" (Black et al., 2002).

Supporting Evidence

OFSTED:

Supporting the curriculum – they expect schools to implement assessment systems that effectively support students' progression through the curriculum (Education Inspection Blog, 2018).

Quality of feedback – high-quality marking and constructive feedback are essential components of effective AfL. Consistent and insightful feedback lead to rapid academic progress (Lewington, Y. no date).

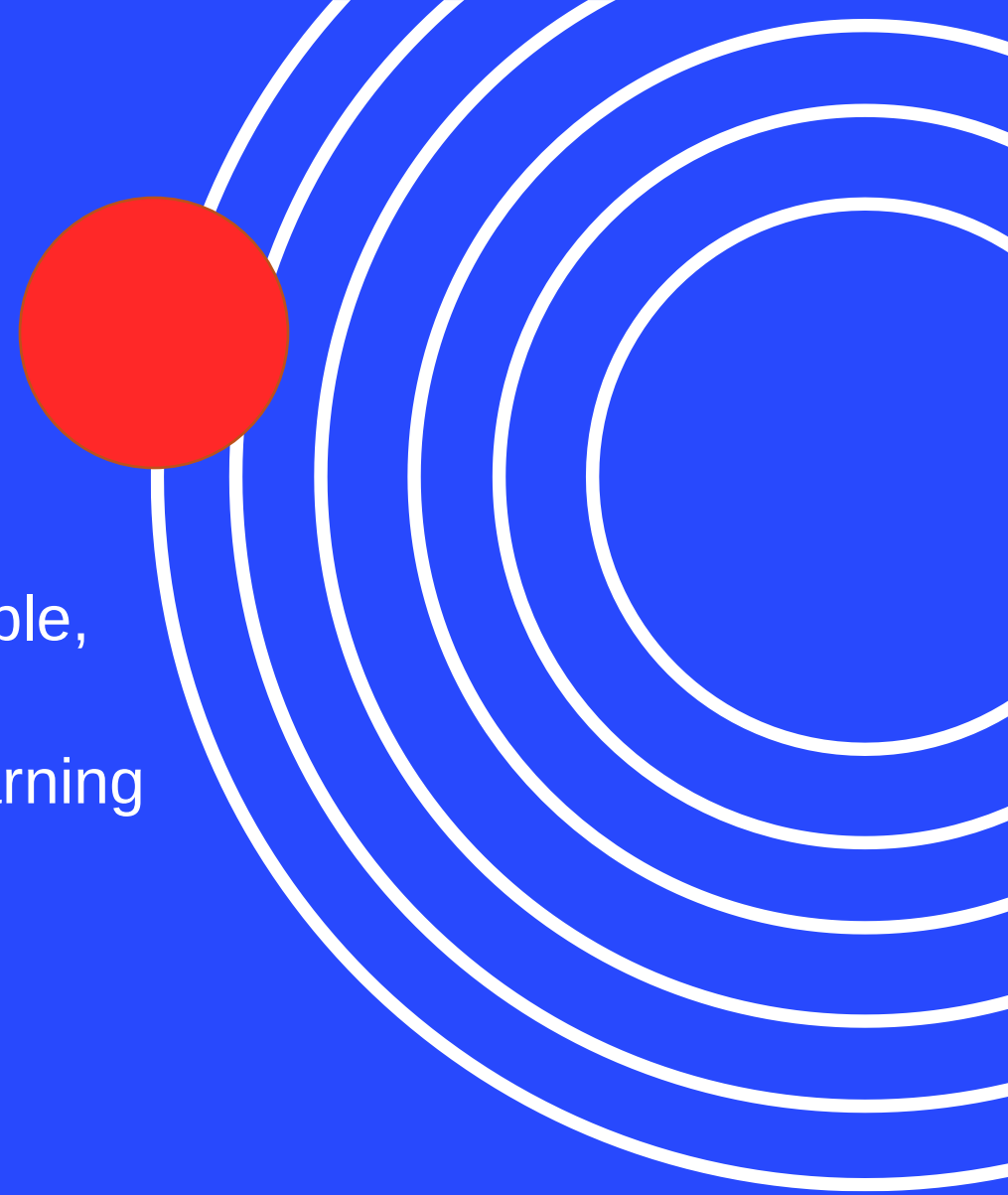


Supporting Evidence

Educational Endowment Foundation (EEF)

- Identify 'feedback' as having a high impact on learning outcomes for a relatively low cost.
- Effective feedback should be specific, actionable, and focuses on effort and strategies.
- AfL contributes to positive attitudes toward learning and greater independence.

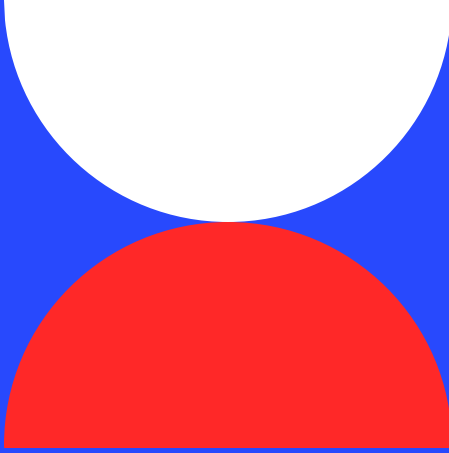
(Education Endowment Foundation, 2018)



Supporting Evidence of AfL

Black and Wiliam (1998) - "Inside the Black Box"

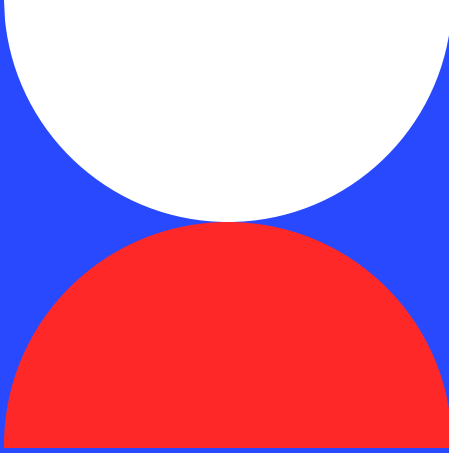
- Effective formative assessment can improve learning outcome across all subjects and for students of all ages.
- Encouraging self-assessment fosters independence and motivation
- Providing actionable feedback encourages student to improve



Criticisms of AfL

John Hattie (2009)

- Supports formative assessment, however, he shows concerns about the quality of feedback within AfL practices.
- AfL can only be effective if it's specific, clear, and focused on actionable improvements. Generic feedback may fail to help students improve.
- e.g. if feedback is overly focused on grades, rather than providing detailed guidance on how to improve, it may not lead to significant learning gains.



Criticisms of AfL

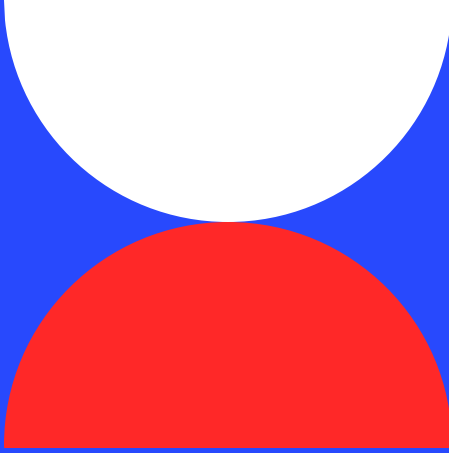
Educational Endowment Foundationn (2021)

EEF highlights practical challenges in implementing AfL practically, e.g.:

- Maintaining consistency in feedback quality across a large school or classroom
- Ensuring that all students benefit equally, especially in disadvantaged settings

Solutions:

- Use structures frameworks and rubrics for feedback to maintain consistency
- Emphasise professional development and leadership support within schools



Criticisms of AfL

Dylan Wiliam (2018)

Quality feedback (Chapter 3)

- Feedback is a critical element for formative assessment, it provides students with guidance on how to improve; an understanding of the gap between their current performance and learning goals; strategies to bridge that gap.

HOWEVER... Feedback must be:

- Specific and actionable: help students understand what to do next
- Timely: provided as soon as possible, e.g. soon after completing a task or activity, whilst the learning is still relevant
- Focused on effort and strategies: emphasise what students can control, promoting a **growth mindset**

AfL Connection to Curriculum for Wales

	Alignment to CfW	AfL Contribution
Reflective Learning	Encourages learners to evaluate their own progress and identify ways to improve, which promotes independence. This supports the goal of nurturing ambitious, capable learners, who are ready to learn throughout life.	Self-assessment and peer feedback encourage learners to think critically about their learning. Success criterias help students understand what they are expected to do and how to achieve their academic outcome.
Collaboration	Helps learners to become healthy, confident individuals who can work well with others.	Group discussions, peer feedback and problem-solving builds teamwork and communication skills.

AfL Connection to QTS Standards

Effective Planning

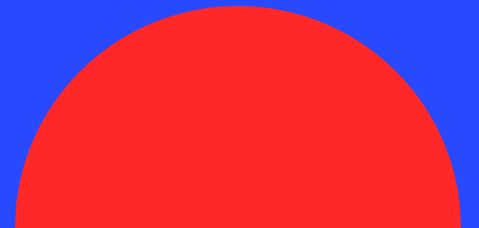
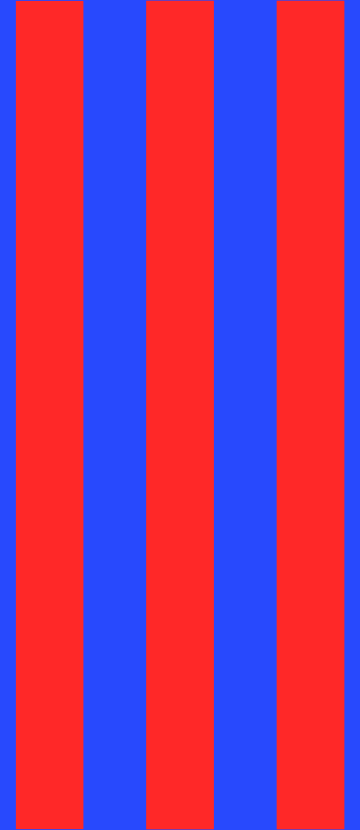
AfL emphasises the need to use formative data to adapt lesson in real-time, ensuring teaching meets the needs of diverse learners.

Assessment to Meet Learner Needs

AfL strategies help to identify any gaps in understanding and provide support that targets learners' outcomes to ensure all student's progress.

Creating Engaging Learning Environments

It is vital that a learning environment promotes engagement. E.g. using interactive activities; incorporating peer collaboration; self-assessment and reflection.



Year 5/6 mixed ability class

Topic:
"Inside Out
2"

Whole class
lesson



**Context of
Learners**

LLC (Welsh) lesson – 3rd
person profile on characters

Literacy, Language & Communication

What Matters Statement

Understanding languages is key to understanding the world around us

Progression Step 3

"I can develop my vocabulary and pronunciation through listening and reading and use new words and phrases in a variety of contexts".

Some learners, specifically Year 5, found it difficult recalling some of the more challenging Welsh sentence patterns (e.g. 'llygaid' and 'gwisgo').

Differentiation Strategies

Word mats

- Provided on the interactive whiteboard for learners who found the activity challenging
- Learners would have found it more beneficial if they had a copy in-front of them – several approached me to ask e.g. "how do I start this sentence..?"

Traffic-light counters

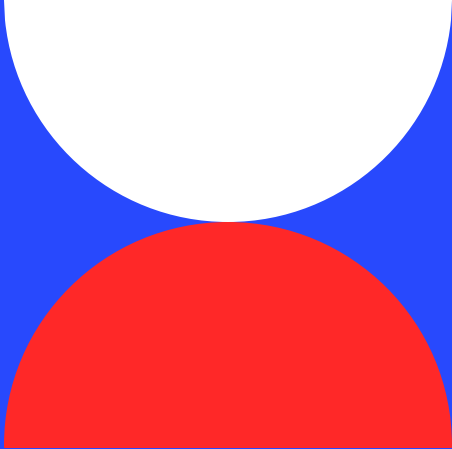
- Green, yellow, red counter each
- Secretive, comfortable

Learning Intention & Success Criteria

Learning Intention:

To create a 3rd person profile for "Inside Out" characters in Welsh.

Success Criteria	Self-assessed	Teacher-assessed
Must: 1. Name the character 2. Describe what they look like 3. Describe how they feel		
Should: 1. Use full sentences 2. Use correct grammar		
Challenge: 1. Complete as many 3rd person profiles as you can		



Lesson Plan

Student-teacher:	Rosie Megrath	Class / Group:	Year 5/6
AoLE or Subject:	Language, Literacy & Communication Welsh	Date (please note that this may be a continuous session):	22.11.24
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)	Understanding languages is key to understanding the world around us.		
Meaningful links across the curriculum Links to other AoLEs or the Cross-curricular skills framework			
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) During this lesson, I need to use as much incidental Welsh as I can, such as Welsh praise and comments. For example, gwaith hvfryd , ardderchog , ydrech dda etc.			
Learning Intention 'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.' (Crichton, H., and Mcdaid, A. 2016 p. 196) To create a 3 rd person profile of each character from the film "Inside Out 2" in Welsh.			
Success Criteria What the pupils need to demonstrate to successfully meet the Learning Intention. Must: 1. Name the character 2. Describe what the character looks like 3. Describe how the character feels Should: 1. Use full sentences 2. Use correct grammar Challenge: 1. Complete as many 3rd person profiles as you can			
Planning for misconceptions: Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.			

SEQUENCE OF TEACHING & LEARNING <i>(Add or remove rows below as appropriate)</i>				
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 Aft, strategies, live marking opportunities, planned feedback.</i>
	At the start of the lesson, I will present a PowerPoint to the whole class, which explains the learning intention and success criteria. I will ask them whether they have written in 3rd person Welsh before. If they have, we'll discuss what they remember learning. We'll then go through the PP and discuss the Welsh phrases and questions they'll need to answer.	Learners will find out what exactly they will be learning and how they need to achieve the learning intention. I will ask them whether they have written in 3rd person Welsh before. If they have, we'll discuss what they remember learning. We'll then go through the PP and discuss the Welsh phrases and questions they'll need to answer.	Learners will need to put their thinking caps on to remember if they have ever come across these key Welsh terms in the past: 1. Gwallt 2. Llygaid 3. Gwisgo 4. teimlio	

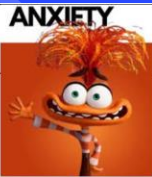
Trinity Saint David Trinity Education Adding i Gymro Education for Wales Trinity Education Professional Learning Partnerships				
	Pedagogical Principle – means employing a blend of approaches including direct teaching.			
	The learners will then have roughly 20 minutes to complete as many 3rd person profiles as they can. I will try my best to live mark throughout the activity and give praise and feedback in Welsh. Pedagogical Principle – means employing a blend of approaches including those that promote problem-solving, creative and critical thinking. Sets tasks and selects resources that builds on previous knowledge and experience and engage interests.	Learners will then complete their 3 rd person profiles. They will have word mats and a copy of a success criteria to support their learning. As well as the sentence starters they should be using.	Any learner who finds the activity challenging will be provided with a word mat, which will include resources to support them. For example, there will be colours, feelings and sentence starters. I will also show every learner an example I made of what they should do to complete their success criteria.	I will support the learners as much as I can if they are struggling by using Aft strategies. 1. Traffic light counters Everyone will have a green, orange and red counter on their desk. I should be able to see one colour throughout the lesson showing me how they're feeling about the task. For example, green = they are happy with the task, they don't need my help; orange = they find the lesson challenging but ultimately, they're okay; red = they are finding the activity too hard and need my help. 2. Pit-stops Throughout the lesson I will stop what everyone is doing to check-in and see if everyone is happy with the task and if anyone needs my help.

3rd Page Profiles

Pwy ydy hwn?		
Sut mae e'n/hi'n teimlio?		
Beth mae e'n/hi'n gwisgo?		
Pa liw gwallt sy'n gyda e/hi?	Pa liw llygiad sy'n gyda e/hi?	

Pwy ydy hwn?		
Sut mae e'n/hi'n teimlio?		
Beth mae e'n/hi'n gwisgo?		
Pa liw gwallt sy'n gyda e/hi?	Pa liw llygiad sy'n gyda e/hi?	

Pwy ydy hwn?		
Sut mae e'n/hi'n teimlio?		
Beth mae e'n/hi'n gwisgo?		
Pa liw gwallt sy'n gyda e/hi?	Pa liw llygiad sy'n gyda e/hi?	

Pwy ydy hwn?		
Sut mae e'n/hi'n teimlio?		
Beth mae e'n/hi'n gwisgo?		
Pa liw gwallt sy'n gyda e/hi?	Pa liw llygiad sy'n gyda e/hi?	

Pwy ydy hwn?		
Sut mae e'n/hi'n teimlio?		
Beth mae e'n/hi'n gwisgo?		
Pa liw gwallt sy'n gyda e/hi?	Pa liw llygiad sy'n gyda e/hi?	

Pwy ydy hwn?		
Sut mae e'n/hi'n teimlio?		
Beth mae e'n/hi'n gwisgo?		
Pa liw gwallt sy'n gyda e/hi?	Pa liw llygiad sy'n gyda e/hi?	

AfL Strategies

1. Word Mat

Supports learners who find Welsh sentence starters challenging

Improves understanding and communication

Enhances formative assessment



2. Traffic Light Counters

Provides immediate feedback

Supports differentiation

Engages all learners



3. Pit-stops

Encourages reflection

Improves engagement

Promotes active participation

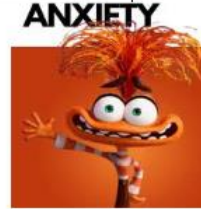
WORD MAT			
Sut mae e'n/hi'n teimlio? How is he/she feeling?	Mae... yn teimlo'n... ... is feeling...	Lliwiau - colours	Teimladau - feelings
Beth mae e'n/hi'n gwisgo? What is he/she wearing?	Mae... yn gwisgo... ... is wearing...	Melyn	😊 Hapus
Pa liw llygaid sy'n gyda e/hi? What colour eyes does he/she have?	Mae llygaid... gyda... ... has... eyes	Coch	😞 Grac
Pa liw gwallt sy'n gyda e/hi? What colour hair does he/she have?	Mae gwallt... gyda... ... has... hair	Porffor	😬 Ofnus
		Gwyrdd	🤢 Ffieiddio
		Glas	😭 Drist
		Oren	😨 Nerfus
			
			

Word Mat

WORD MAT

Sut mae e'n/hi'n teimlio? How is he/she feeling?	Mae... yn teimlo'n... ... is feeling...
Beth mae e'n/hi'n gwisgo? What is he/she wearing?	Mae... yn gwisgo... ... is wearing...
Pa liw llygaid sy'n gyda e/hi? What colour eyes does he/she have?	Mae llygaid... gyda... ... has... eyes
Pa liw gwallt sy'n gyda e/hi? What colour hair does he/she have?	Mae gwallt... gyda... ... has... hair

<u>Lliwiau -</u> <u>colours</u>	<u>Teimladau -</u> <u>feelings</u>
Melyn	😊 Hapus
Coch	😡 Grac
Porffor	😞 Ofnus
Gwyrdd	😬 Ffieiddio
Glas	😭 Drist
Oren	😰 Nerfus



Word Mats

Dylan Wiliam (1998) – similar to Vygotsky's term 'scaffolding', his advocacy for providing support to aid student understanding supports the use of word mats

Lev Vygotsky (1978) – align with his theory of scaffolding
By reducing cognitive load, word mats allow students to focus on applying and understanding vocab, specifically during independent or collaborative tasks.

SUPPORTERS

EEF (2021) – emphasise importance of formative resources to improve learning outcomes (particularly for disadvantaged learners). Word mats help equalise access to key vocab and terminology.

Overreliance on Word Mats – Sweller (1988) would argue that while scaffolds like word mats reduce cognitive load, prolonged reliance may hinder the development of automaticity in using subject-specific vocab.

CRITICS

Tomlinson (2001) - one-size-fits-all resources like word mats fail to consider the varying levels of understanding among students. They should be adapted to reflect specific needs of every learner, including those with additional learning needs or more able and talented.

Traffic-light Counters

Clarke (2008) – strategies such as the traffic light system empowers learners to take ownership of their learning and identify areas where they need help.

EEF (2021) – self-assessment is cost-effective and has a high impact on improving learning outcomes. Allows for quick, formative feedback, helping teachers to adjust instruction and target interventions effectively

SUPPORTERS

Hattie (2009) – stresses the importance of feedback loops, where students reflect on their understanding and receive responsive teaching – a core feature of the traffic light strategy.

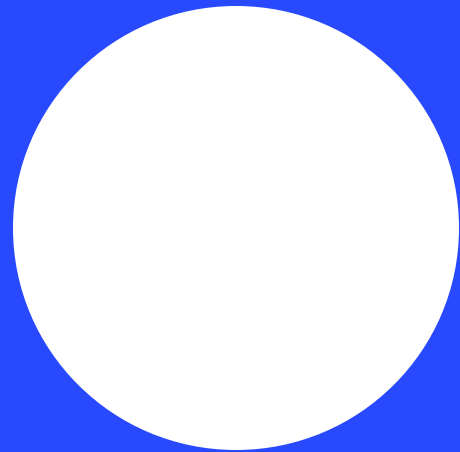
CRITICS

Dylan Wiliam (2011) - suggests that AfL strategies must provide specific and useful insights, which the traffic light system may not always achieve.

Tomlinson (2002) - traffic light system may exclude some learners, e.g. younger students, learners with ALN, or those with language barriers. One-size-fits-all strategies can exclude certain groups of learners.

Conclusion

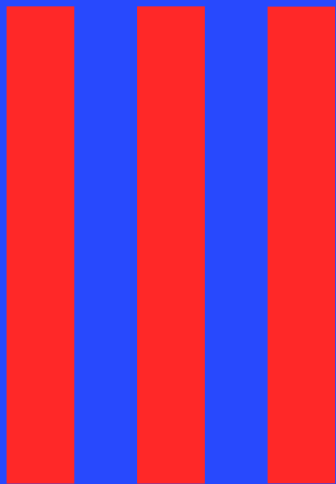
"Assessment for learning, also known as formative assessment practice, is the effective use of knowledge of what has been learned and assessed to inform teaching and future learning" (Welsh Government, 2013).



To summarise, AfL plays a crucial role in enhancing pupil progression by encouraging reflective learning practices, supporting differentiation, and fostering a classroom environment where students can actively engage with their learning journey.

To further criticise the benefits of AfL, school should consider expanding its application through consistent peer-assessment techniques, structures self-assessment opportunities and comprehensive teacher training to deliver feedback.

Finally, AfL shouldn't be seen just as a set of strategies, but as a holistic mindset that underpins teaching and learning. By embedding AfL into everyday practices, schools can nurture active, engaged and self-regulated learners who are prepared to thrive in an ever-changing and dynamic world.



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Diolch

Rosie Megrath

2205120

BA2

