

Research question -How can children's academic engagement be monitored through Assessment for Learning in Key Stage Two?

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Word Count - 5973

	Target	What have I done in this assignment
Target 1	Take every opportunity to add a critical comment when presenting viewpoints from Lit	I have tried to improve my academic writing when it comes to discussing literature.
Target 2	Check that references make full sense in the sentences they appear.	I have tried to use references correctly.
Target 3	Proofreading needs to be a priority.	I have proofread this paper numerous times.

How can children's engagement be monitored through Assessment for Learning in Key Stage Two?

Assessment for learning plays a dominant role in educational policies throughout the world and provides a different approach to standard testing in order to assess children's understanding and learning (DeLuca et al, 2017). Likewise, since starting my teacher training, assessment for learning has been dominant in my own practice and within schools I have spent time in. As assessment for learning strategies are widely used throughout teaching practices, including my own, I was interested to see whether they have a profound effect on children's learning and understanding and if engagement can be assessed against it. My placement is in a pioneer school which aims to aid design and develop 'Wales's new Curriculum', and where assessment for learning is prevalent throughout all classes. Through lesson studies in three key stage 2 classes, this research project aims to answer the question, 'How can academic engagement be monitored through assessment for learning in key stage 2?'

I carried out my placement in a year 3 class of a three-form entry pioneer school. Within my class there are 10 children with additional learning needs with one child requiring 1-1 support. The class also benefits from a full-time teaching assistant, providing additional support to the lower ability children. The classroom is bright, with walls of displays of the children's work. There are four large tables where children are sat according to ability. According to (Black et al, 2007) assessment for learning is not focused on formal exams and results, instead its embedded in everyday teaching and learning. As a result of this, I am interested to see, without children and young learners sitting formal exams how do we monitor children's learning and understanding successfully? and can academic engagement be monitored through assessment for learning as an ongoing process within the classroom?. Assessment for learning consists of many different strategies. Within this research project myself and my research partners decided to focus on questioning, peer and self-assessment and marking and feedback. Marking and feedback plays an important role in my placement school, so it interested me to see how much of an impact it has on children and whether it acts as a beneficial tool for teachers in assessing academic engagement.

Ethical considerations

Within this research project, I have adhered to ethical guidelines as set out by (Bera, 2018) which have been further supported by UWTSD Research Ethics and Integrity Code of Practice (2019). Seeking ethical clearance remains a central issue (Ramrathan, Grange and Shawa, 2018), therefore, ethical considerations was a priority when carrying out this educational research.

The first consideration needed to be made during this research, and according to (Blackburn, 2015) the most challenging, was gaining consent from the participants. As all participants were under the age of 18 it was important to acquire assent from their parents and guardians as well as the child. The importance of obtaining approval from parents or guardians highlighted in (Bera, 2018) derives from Articles 3 and 12 of the United Nations Convention of the Rights of the child. A written consent form, seen in (appendices 1) was sent to parents and guardians to sign if they were happy for their child to participate in the research study. Consent was also obtained from the school in which the research study took place. In addition to this, verbal consent was obtained during each stage of the

research study. In accordance with (Bera, 2018) confidentiality also must be adhered to, therefore all school names and pupil names have been anonymised within this study and no pupils can be identifiable. All data was kept securely on a password protected USB stick.

Literature review

During this project I spent time researching assessment for learning within in schools in order to prepare and help with my own findings from my lesson study. What I predominantly found, was information relating to how assessment for learning can be used within the classroom, and how it can develop better thinking within children through the different strategies available. The more I have read the more interested I became with answering my own research question of 'how can academic engagement be monitored through assessment for learning?' how do we know that children are learning? How do we know they are engaged in their learning? and how can we better utilise assessment for learning strategies to be certain that children are learning and understanding what is being taught to them? According to (Bowden & Ellis, 2009) assessment for learning can allow learners and teachers to find out where they are with their learning and what next steps to take.

According to much research, questioning plays a predominant role within assessment for learning. (Sardareh et al, 2014) highlights it as a crucial feature, one which allows us to pinpoint children's understanding, and which can be used as an assessment tool to improve knowledge and learning. Whilst assessment for learning plays an important role within education by enhancing student learning (Black and Williams, 1998) according to (Carless, 2011) there has been very little study into how effective assessment for learning strategies especially questioning, have on children. (Jiang, 2014) noted how underexplored questioning was as an assessment tool. This was also acknowledged by (Heritage & Heritage, 2013), who claim deeper analysis of teacher questioning practices are rare in education. These readings supported our choice in research question as it fomented our decision to discover how effective it really is as an assessment tool. Further research on questioning as an effective AFL tool highlights the importance of how questions are posed to students (Black et al, 2003). A study assessing questioning in the classroom by (Jiang, 2014) found evidence to support (Black et al, 2003) claim that if questioning is used correctly and effectively, it can act as an important part of classroom assessment (Jiang, 2014). As a result, we had to make sure that questions posed during our lesson study were meaningful and assessable for all learners in order to assess their engagement effectively.

The second AFL strategy we agreed to incorporate into our lesson study was, self-assessment. My initial assumption on self-assessment from experience on placement is that without connecting it with substantial teacher feedback it can often lack validity with a child's understanding. During the lesson study of both my research partners opted for children to mark their own work and assess their understanding at the end. (Overall & Sangster, 2006) as cited in (Blandford & Knowles, 2011) believes assessment for learning will only be successful if children can be fully engaged in their own learning. Self-marking and self-assessment give children the control over their own learning. This in turn is suggested by (Blandford & Knowles, 2012) who claim it enhanced children's confidence through developing positive dispositions to learning. Furthermore (Whitebread, 2003) conveys the importance of adults giving children the freedom and independence to feel empowered in their learning. He further suggests that children who take responsibility of their own work will welcome failure and aim to improve on future tasks (Whitebread, 2003).

The third assessment for learning strategy we evaluated was marking and feedback. Feedback be a gift from the teacher to the learner in order to close the gap between the current and desired level (Askew, 2004). Likewise, feedback from teachers can be the most utilised tool in pedagogy when implemented correctly (Berg et al, 2012). (Longhurst et al, 2007) as cited in (Berg 2012 et al), explores the idea that teachers are unaware of how to give quality feedback. The importance of feedback is not unnoticed. Issues faced with feedback such as quality and time are the main concern when dealing with children's

learning and understanding (Irons, 2008). (Gipps, 1994) as cited in (Tunstall & Gipps, 1996) claims it is the role of the teacher to form a judgement of a child's level of understanding and provide that child with feedback to move forward. However according to (Harlen & Qualter, 1991) as cited in (Tunstall & Gipps, 1996) judgments can be unclear and incomplete. Therefore, feedback can sometimes have a negative effect on learning.

Methodology

This research project examines the effects assessment for learning has on children's engagement within key stage 2. I have chosen to conduct this through a lesson study. Lesson study provides a model for professional development where teachers can collaboratively plan, deliver, observe and discuss lessons with a pedagogic focus (Dudley, 2014). A lesson study consists of research lessons that are jointly planned, taught/observed and analysed by a lesson study group (Dudley, 2014). Along with my research partners we carefully planned each lesson together and discussed assessment for learning strategies we aimed to use. According to (Saye et al, 2017) lesson study promotes a healthy approach where researchers can share work, ideas and findings in reflective practice. This approach allowed us to work collaboratively, share and discuss our findings and reach a conclusion together. As suggested by (Dudley, 2014) we selected 3 participants to monitor during each lesson followed by an interview and the collection of data. The lesson study was conducted over three lessons. Two lessons in a year three class of different city primary schools and one in a year 6 class.

We carried out a non-participant observation based on the Leuven scale (Laeyens, 1997) to monitor children's academic engagement through assessment for learning strategies. This allowed us to make observation without interacting with the children and effecting any results. However, it must be noted that using this observation method we had to show careful consideration to how the children would act when being observed. We opted to try and stay clear of drawing attention to the idea of the children being watched and sat away from the children in order to minimise distraction amongst them. Three pupils were chosen at random, and during the observation and interview we used these children as our focus group to conduct our findings and come to a sound conclusion of the effects of AFL strategies on engagement in learning in key stage 2. By using a small focus group, it allowed us to collect reliable qualitative data from a small sample size. I had originally planned to choose participants randomly from each ability group. I felt this would allow for a more detailed account of how assessment for learning can monitor engagement by addressing different levels of ability, however no consent forms were sent in from the lower ability therefore 3 children were chosen randomly from more able and talented, high and middle ability children.

In addition to the lesson study we carried out an interview process which according to (Cohen et al, 2006) is a widely recognised instrument for collecting data. I interviewed 3 participants through a semi structured approach with the presence of my fellow researchers who acted as observers. The interview questions were pre-prepared; however, we had previously agreed for additional questions to be asked if we felt the opportunity arise. We choose a semi structured interview as we were also keen for children to lead the conversation if they didn't directly answer the question proposed to them. We felt this gave us a deeper understanding of their thoughts and feelings of assessment for learning in the classroom, and was a way in which they convey these feelings and opinions freely without feeling pressured to answer in a certain way. This theory is backed by (Longhurst, 2003) who highlighted the importance of allowing participants to discuss and explore issues that are important to them. We choose not to have a time limit on the interview process, as highlighted by (Longhurst, 2003) it can take time for participants to warm up. It was important to us to allow the children to take their time in providing answers and feel comfortable in expressing their views. During the interview process me and my fellow researchers took

notes in order to collect qualitative data to assess against the notes taken in the lesson study.

Following the lesson study and interviews a reflection was carried out by each researcher using Brookfield's reflection model. The basis of this reflective model allowed for the consideration from different vantage points (Brookfield, 1995). The qualitative data gathered from both the observers and pupils was triangulated to determine children's academic engagement using assessment for learning from the sample of 3 children. According to (Brookfield,2017) the four lenses of critical reflection gives us access to different parts of our teaching and give multiple perspectives on what we see think and do. In turn it gives us access to student understating which for (Brookfield,2017) is the most important pedagogical knowledge we can access as a teacher. As well as a student's viewpoint, Brookfield's reflection model allowed me and my fellow researchers to assess each other's thoughts and opinions. This is imperative when carrying out this lesson study as it enables us to discover viewpoints that may have been overlooked or missed. In addition (Brookfield,2017) suggests it allows us to assess our analysis and decide what is valid for our findings.

Lesson Study 1

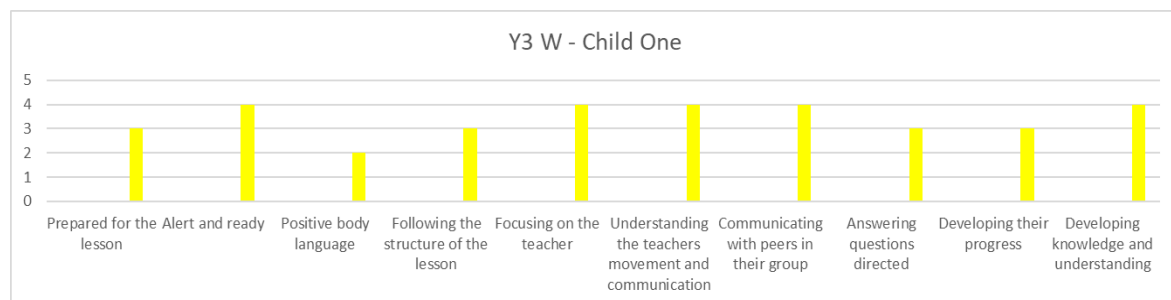
The lesson study as stated earlier on in the research project was carried out in a year three class of a three-form entry primary school. There are 31 pupils in the class, 32% of whom have additional learning needs. With such a high percentage of ALN in one class I have found it imperative to plan meticulously for everyone. My initial assumption before starting placement here was that assessment for learning strategies would be beneficial in a class with so many diverse needs as they would thrive from their peers and the environment. This was backed by a study by (Nind & Wearmouth, 2006) who acknowledged how the learning environment and social interactions play an important role in children's learning.

Child one as shown in table 1, was eager and engaged throughout the lesson. He was eager to start off the 'talking partners' task by demonstrating his prior knowledge to his peers. However, as he has a high academic level, he finished his discussion on the topic quickly and proceeded to engage in unrelated chat, subsequently disrupting others. He remained eager throughout the lesson. Finishing his work quickly in order to show me so he could receive feedback. During the interview he acknowledged the importance of teacher feedback for him, saying 'it makes me happy and want to do more' His dedication to working and completing tasks is signified by his need for feedback, and positively reflects how engagement can be monitored through assessment for learning. Child 1 portrayed no defiance on any of the assessment for learning strategies used throughout the lesson. However, he did show frustration when his name wasn't called out during 'lolly pop sticks' a questioning technique used during the lesson. As stated in the reflective model shown in (Appendices 8), my fellow researcher acknowledged using higher order questioning as a way of challenging the children could be beneficial here. (Nappi,2017) highlights the importance of using higher order thinking questions as a way of developing children's critical thinking to deepen their understanding.

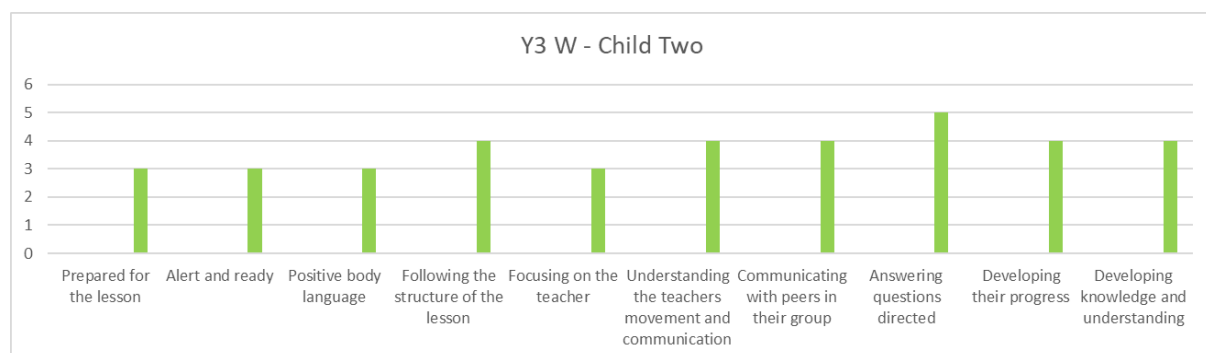
Like child 1, child 2, flourished in all areas of the lesson and engagement could be seen throughout. She is a more able and talented child and is always keen to learn. Having said this, referring to table 2, at the start of the lesson she was not as alert and ready as child 1. Unlike child 1, child 2 could often be seen throughout the lesson portraying a less than enthusiastic demeanour. During the interview she stated 'I always get chosen to answer questions because teachers know I will always have the answers' Her statement suggests her frustration in being the source of knowledge for the class. The strategy 'lolly pop' sticks

for her would mean she isn't getting signalled out and instead as she indicated in the interview 'a fair way'. It enables engagement from all students and indicates that all students are worth hearing and diminishes the notion of favouritism (Goodrich, 2012). This was acknowledged in the reflective model (appendices 8) where the notion of using differing questioning techniques throughout lessons benefits all learners and increases engagement.

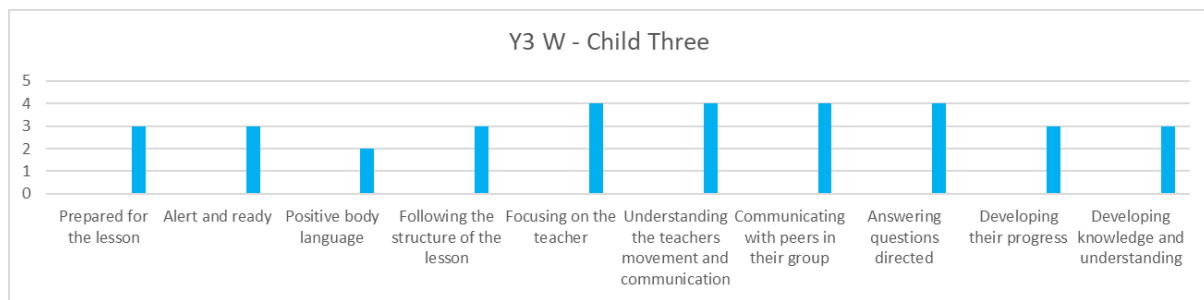
Child 2 did however display signs of higher engagement when it came to develop her progress and understanding. She stated in the interview (appendices 3) 'I love getting praise from the teacher and I love a next step challenge' Illustrated in the reflection model, (appendices 8) both myself and my fellow researchers acknowledged next step challenges would be beneficial for all learners in developing learning and assessing engagement. I marked work within the lesson, and indicated in the marking their next step challenge, while also dealing with lower ability children who needed extra attention, as a consequence not all children were provided with a next step challenge due to timing of the lesson. For next step challenges to involve all children and retain engagement through assessment for learning it would be beneficial to provide these challenges to the class at the start of the lesson should they finish their task early and are needed. This would help keep children engaged and on track throughout. This could have then increased the progress of child 3, who showed limited confidence throughout the lesson even though she is more than capable academically. She appeared reluctant to approach me as the teacher through fear of disrupting me. Child 3, a middle ability child showed signs of low confidence throughout much of the lesson. She is more than capable but thrives off her peers for guidance and knowledge. She showed enthusiasm when discussing teacher feedback during the interview, claiming it makes her happy and 'want to do more' however, during this lesson that chance was not given to her. As the teacher I could have better helped this child if I was to approach her during the lesson and provide her with feedback, rather than her having to come to me. I have understood from this child that feedback plays an important part in a child's learning and to maintain engagement the knowledge of how to implement it correctly is crucial.



(Table 1, Data taken from observation of lesson study of a High ability child)



(Table 2, Data taken from observation of lesson study of a More able and talented child)



(Table 3, Data taken from observation of lesson study of a middle ability child)

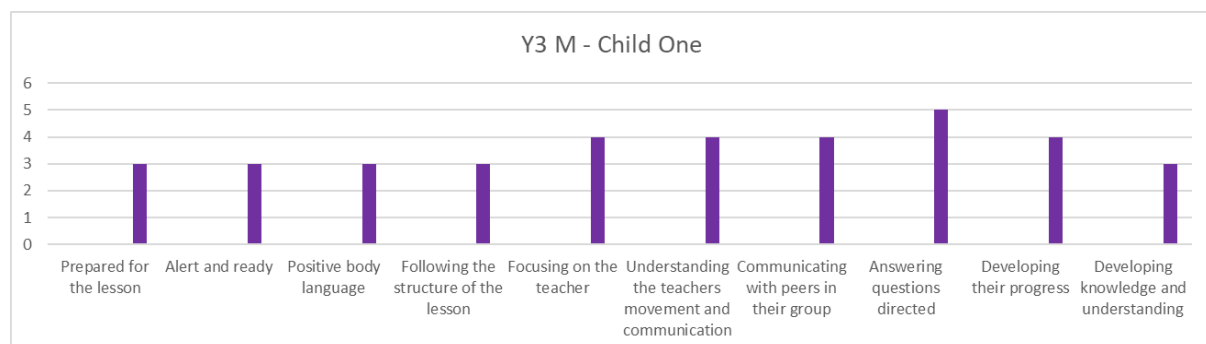
Lesson Study 2

The second class I collected and analysed data, came from another year 3 class in a two-form entry primary school. Child 1 and 2 are middle ability children while child 3 is a more able and talented child. The learning objective of the lesson was to complete a comprehension piece on a book read together as a class. The agreed AFL strategies used throughout the lesson were, talking partners, questioning and self- assessment. As shown in table 4, child one showed relative engagement throughout the lesson. Her level of engagement peaked when having direct contact with the teacher or her peers. As can be seen in the table the development of knowledge and understanding is moderate however she appeared more engaged when being supported. During the observation child 1 appeared eager and willing to learn however showed some signs of limited confidence until the teacher recapped learning objectives and was given the chance to interact with her peers. During the 'talking partners' element of the lesson child 1 benefited from taking a viewpoint and answer from her friend. She was then able to utilise this new knowledge when chosen to answer a direct question from the teacher. Shown in table 4 'answering questions directed' was when child 1 portrayed her highest level of engagement. It was evident from both the observation and interview that child 1 is a child eager to learn and finds her confidence from her teacher and her peers. She displayed the same level of engagement in the interview process. She often waited for her friends to answer before she developed her own response. Talking partners is a great assessment for learning strategy for this child as it helps a child's understanding develop through the aid of their peer. She claimed 'it helps develop your own answers' This theory is supported through work of Vygotsky's More Knowledgeable other. More knowledgeable other (MKO) is according to (McLeod, 2014) is a self-explanatory concept where a child will look for support from someone or something that has a higher understanding of a topic in question. To further support this theory, when child 1 engaged in the peer and self- assessment aspect of the lesson the findings in table 4 suggest her engagement minimised when she was faced with a task that required independent work. Although in contrast to this she stated in the interview that she felt comfortable doing the peer and self-assessment saying 'there are no right or wrong answers' however this statement came after child 3 had first made a similar statement of 'you can make your own choices and there are a lot of possible answers.' Another example of how peer interaction aids learners and how using assessment for learning that complements this in the classroom could increase learning and engagement.

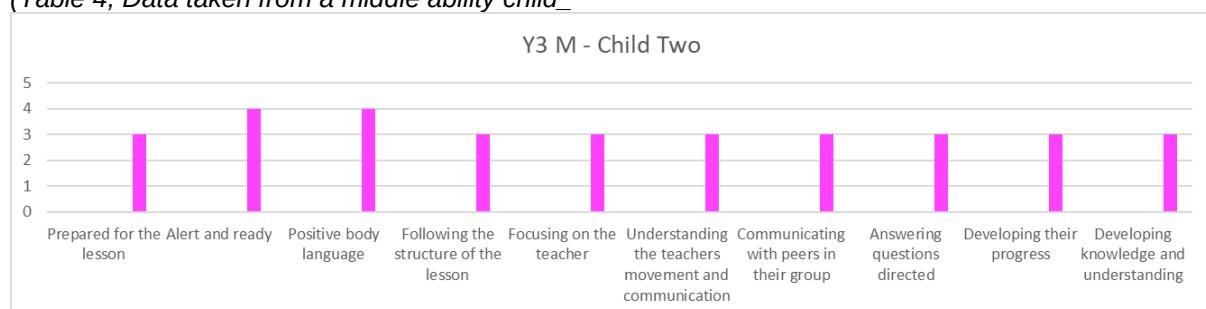
Child 2, was engaged during the lesson however appeared less as enthusiastic to partake in direct question answering as child 1 and 3. Child 1 and 2 are of the same intellectual ability however child 2 portrayed limited confidence even after being given the opportunity to discuss the topic with their peers. Within the interview she contributed the least. Having

observed the three children in the lesson and during the interview I feel this is because the other children are bigger characters compared to her. I didn't see the lack of engagement as a limitation of her knowledge but more being out shone by her peers and the idea of answering wrong. She excelled in the plenary, assessing her own work and stated in the interview that she felt comfortable doing this because 'there were loads of different answers to give and she didn't feel any pressure'. This indicates that this child works better alone as opposed to child 1 who benefited from listening to other opinions in order to better her own response. She completed the task and reached the learning objective the same as both the other participants, however possibly found the lesson more stressful in terms of the assessment for learning used which is why it is becoming clear that different strategies should be used throughout lessons in order to make learning accessible for all learners. (Donaldson, 2014) refers to this is his 'Successful Futures' report stating assessment for learning is beneficial, but the teaching and resources need to be adapted to meet the needs of individuals. (Williams, 2007) as stated in (Donaldson, 2014) claims assessment for learning can be beneficial when it is implemented appropriately. Individual needs must be the for front of planning and implementation of lessons.

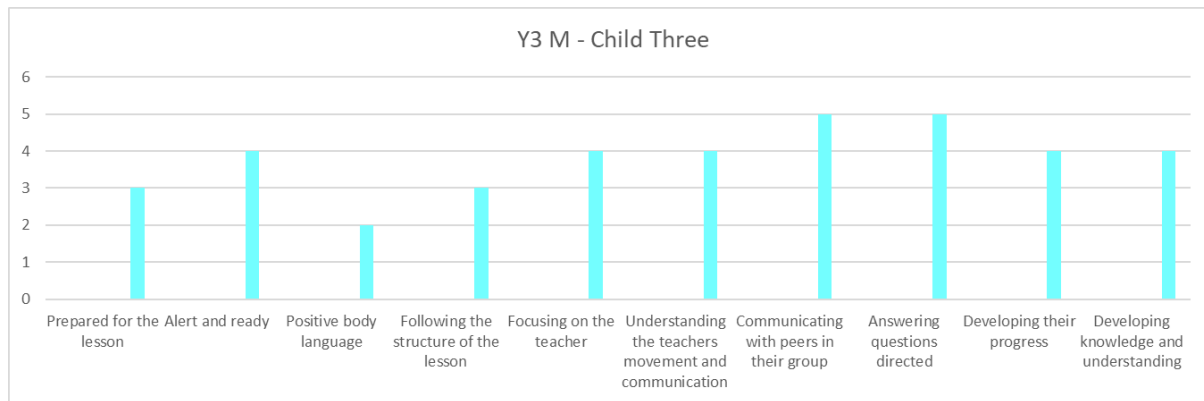
Child 3 demonstrated the most engagement across all observations. She is a higher ability child and clearly demonstrated confidence when completing the task and partaking in the interview. She took on the role of leader in the interview, being the first to answer most questions that were asked of the group. When discussing the use of 'lolly pop sticks' as a questioning tool technique she confidently claimed 'they make me feel like I have to think more about what we are doing as I have to have an answer' she also said 'it's not the end of the world if you get the answer wrong' This statement is starkly different to child 2's thoughts and feelings. Child 3 portrayed more confidence and therefore thrived in all assessment for learning strategies used within the lesson. Referring to child 1 and Vygotsky's theory of a more knowledgeable other, this child took on the role of the more knowledgeable other. Her knowledge and understanding aided her fellow pupils. During the observation she completed the self-assessment task quickly and then proceeded to help her fellow pupils.



(Table 4, Data taken from a middle ability child_



(Table 5, Data taken from a middle ability child)



(Table 6, Data taken from a middle ability child)

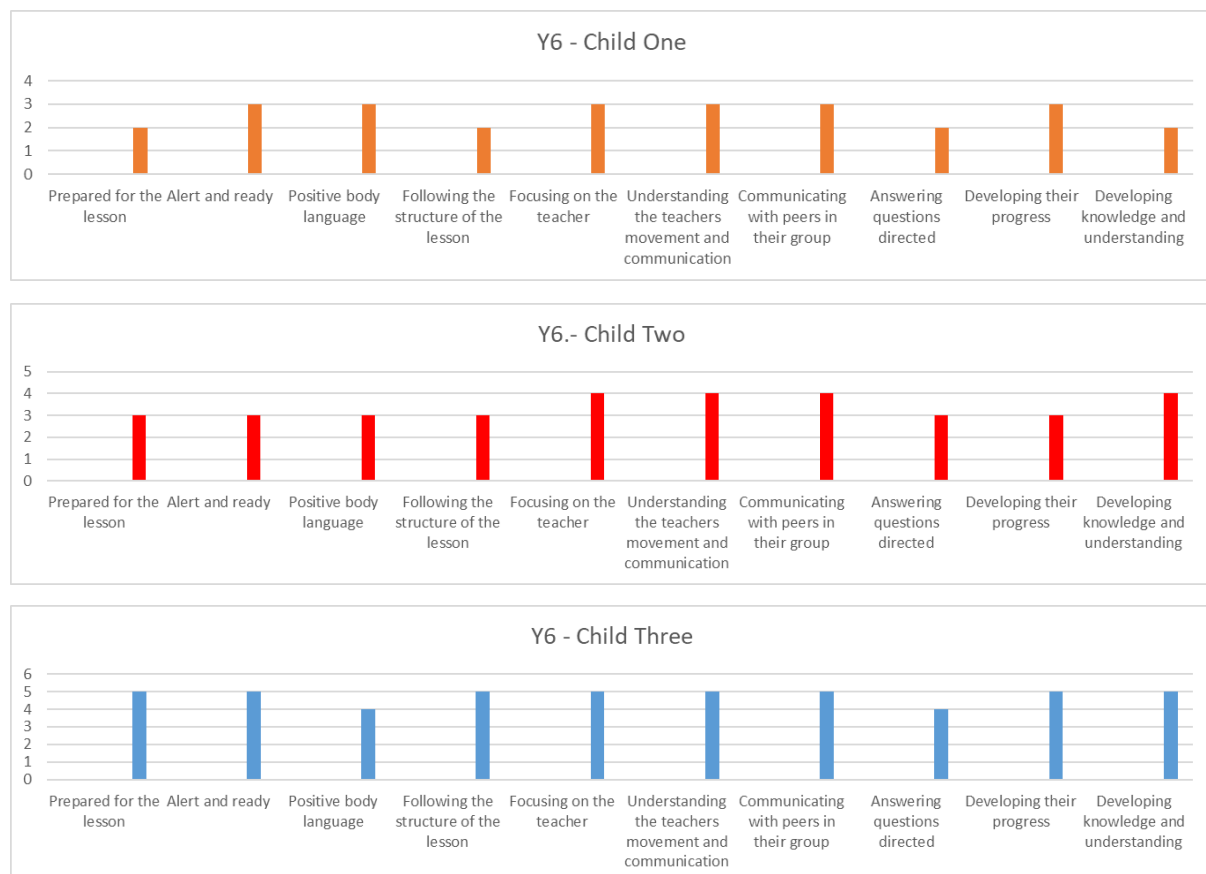
Lesson Study 3

The final lesson observation took place in year 6 class, covering a timeline of significant World War Two events. As the previous two classes had involved 7 to 8-year olds it was interesting to see if age played a part in engagement with assessment for learning. Like the previous two lessons, 'lolly pop' sticks were used as a questioning technique where all children chosen were able to answer correctly, however during the interview with 3 participants, they highlighted their nervousness when the teacher brings these out. This could be down to their current level of knowledge of the lesson, or how much engagement they were portraying during the lesson. Child 1 caught my interest; we hadn't had the opportunity to observe lower ability children in the other two lesson studies, so it was interesting to see the effects assessment for learning had on her engagement. As can be seen in table 7 this child displayed lower levels of engagement across the whole observation schedule to all the other participants in the study. Child 1, highlighted in the interview her uncomfortableness of being picked to answer questions during a lesson and stated 'talking partners is my favourite because me and my friends can share ideas and it helps me'. Interestingly though when it came to peer marking, child 1, indicated her dislike for this method as she doesn't like marking her friends work or friends marking her work and would prefer a comment from a teacher as it gives her more confidence. This would suggest that assessment for learning strategies that involve peer interaction during a lesson work well, however when it comes to the final product of a child's work, the validity of a teachers understanding better benefits children's learning.

There is a recurring issue throughout this lesson study of children not being fully comfortable with the notion of random selection for questioning, however each child has a different coping strategy to this. Child 2 is a middle ability student, whom we were able to observe positive engagement in assessment for learning during the lesson. At the start of the lesson the teacher asked the children to discuss with their partners what their prior knowledge was to the topic. Child 2 demonstrated positive relationships and discussions with his peers, and we were able to assess where their understanding of the topic was. As noted in the reflective cycle in (appendices 10) the children were more engaged when actively involved with a task that the teacher was directly involved with. During the main task, however some children got distracted when left to work independently and chose to discuss off topic conversations with their peers. Interestingly, referring to table 8 child 2's developing progress was at a lower scale to other areas of observation. My fellow researcher and teacher of this lesson, as indicated in (appendices 10) believes this was due to the children struggling with the level of challenge set. This could suggest the reason for child 2 often coming off topic. This observation was recognised through an assessment for learning strategy of quick recapping and questioning during intervals of the lesson. Once more using assessment for learning, in

this case recapping and questioning we were able to monitor engagement and understanding.

As can be seen in table 9, the more able and talented child (child 3) in the year 6 class portrayed higher levels of engagement throughout all the observations during the lesson studies. Likewise, child 3, also unlike the other children in the study, preferred to use self-assessment as she said it gives her a chance to reflect on her own work and her own mistakes. She displays the confidence to do this independently which is contrary to the opinions of the other children within the study. I would suggest this is down to a higher maturity level and less of a need for nurture which is more prevalent in younger years. Research into brain development and how at the age of 11 brain reorganisation takes place to equip us better for social interactions and risk evaluation (Smith,2002) could suggest the differing approaches to learning throughout all participants in the study. The children from year 3 all appeared to display higher levels of enthusiasm throughout the lesson and remained engaged as opposed to the older children who appeared more confident to reach their learning objective independently.



Discussion of research findings

After careful consideration of all data taken from each lesson my main finding is that assessment for learning is enjoyed by all children however each individual child thrives on different strategies and therefore this must be considered when planning lessons. It is clear from the observations and findings that children's academic engagement can be monitored through assessment for learning. All children were seen to be involved in the lesson and all reached their learning objective. Discussions around the children's learning were had between all three lessons and each child demonstrated an ability to share their knowledge

and understanding. Assessment for learning allows a child to be actively involved in their learning process and demonstrate their understanding during the teaching process and accept feedback to determine their next step (Flottman, Stewart & Tayler, 2011). Teaching followed by subsequent tests can often leave children who have not progressed the same as others behind (Chappuis & Stiggins, 2002). I discussed earlier the diversity of needs within my class. I believe, when implemented correctly and consistently assessment for learning is a beneficial teaching tool that helps meet the needs of all learners. According to (William, 2007) as cited in (Donaldson, 2018) the biggest challenge is teachers being open to assessment for learning and implementing correctly and efficiently into their practice and classroom. All three classes within the research study included children who were confident and excelled in their learning and understanding and children who were less confident and needed extra support. An assessment for learning strategy such as 'talking partners' would benefit each individual as it creates a platform for confident more able children to perform and excel as well as building up the courage of an individual who requires support. Referring to the research question it also enables the teacher to assess where each individual understanding is before progressing with the lesson. A similar study by (Lundmark, 2019) looking at what effect random questioning has in a classroom, found that although not all children are keen to participate, she found that all taking part in class discussions did benefit in their learning. Likewise, for my research study. Some of the children discussed their discomfort in answering when chosen however this strategy captured engagement and understanding as children felt they had to follow along in case they were chosen. Evidenced in the interviews, in (appendices 3, 5 & 7) there was also an overriding perception amongst pupils that it didn't really matter if an answer was wrong, there would be no consequence other than understanding where they went wrong and how to achieve the correct answer when chosen again.

Within this research we had the opportunity to assess the effects differing approaches to feedback has on children. Peer and teacher feedback were used in two year three classes. While both were welcomed by the participants, from observation of reaction during the task and the discussion during the interviews it would appear teacher feedback has a more profound effect on children's engagement and learning. A study by (Ruegg, 2015) came to the same conclusion that most children paid more attention to teacher feedback as it pushed them to make better revisions. One reason for this could be as indicated in the interview process the feeling of confidence that a teacher understands more and enables them time to reflect on comments and make corrections. By contrast, (Ruegg, 2015) also discovered that ability levels can influence the engagement and success of peer marking. She found that some children flourished from feedback that was at a level that she claims, children are more 'developmentally ready' to build on.

Conclusions

Questioning and feedback are the main areas which bring about, discussions amongst teachers and students and provide teachers with links to children's knowledge and understanding (Black et al, 2007). My fellow researchers and I focused heavily on both these assessment for learning strategies within our lesson studies and can therefore agree with (Black et al, 2007) they are distinct areas to develop formative assessment. We gathered data through non-participant lesson observations followed by interviews where we could discuss the lesson with the children along with other ideas or opinions, they had on using assessment for learning in the classroom. As stated earlier on in this research, children being observed can bring about unnatural responses and create invaluable data, however none of the children during the study appeared phased by extra individuals in the classroom, so I feel our findings were accurate and true to nature. We had pre prepared interview questions, however following the lesson and children's responses we adapted questions as we went along, this enabled us to gain a deeper understanding and come to a better

conclusion. I feel we suffered a great limitation within our study which was not gaining enough reliable evidence on the effects assessment for learning has on lower ability children. Prior to this research the intention was to use one child from each ability group, however, from the consent forms that were sent out there were none returned for that group therefore due to confidentiality and consent they couldn't be use. In addition to this we cannot generalise our findings as our sample size was small and only involved 3 pupils from each class. Consequently, I don't feel we have been able to develop a whole deeper picture of how academic engagement can be monitored through assessment for learning for all learners. (Donaldson, 2018) believes education should be accessible for all learners and unfortunately within this research project we have been unable to identify this fully. For this reason, if I was going to carry out research again within an educational setting, I would ensure that consent forms were sent out earlier for parents and guardians to have more time available to sign and return. I have used assessment for learning many times within the classroom but never really appreciated the benefit it has on developing a child's learning and understanding until examining more closely in this research project through observation and the use of (Brookefields,1995) four lenses reflection model, allowing an insight from more than one perspective. It has heightened my confidence for my future practice that through different AFL strategies engagement can be monitored and therefore provide the necessary knowledge, understanding and capability of individuals to better my teaching practice. I believe the use of assessment for learning will allow me to better the learning journey for the child, knowing when to progress further or when to readdress previous taught material.

Recommendations

Considering this research project, it is evident how academic engagement can be monitored through assessment for learning in key stage 2. I would recommend the most important issue teachers need to be aware of when implementing assessment for learning in the classroom is the importance of the individual child. As we have discovered, not all children benefit from the same AFL strategy as another and therefore not all children will have the desired engagement. Granted it would be nearly impossible to include an AFL strategy within every lesson that benefited all children, however there is the ability to implement them throughout a school term or year so that every child has the opportunity to engage in learning that they feel more confident in. The individual child must be considered when planning for assessment for learning in the classroom, in turn this will better equip a teacher for monitoring engagement.

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