

A written assignment critically evaluating how Assessment for Learning can be utilised in a series of learning opportunities to aid progression across chosen areas of learning and experience.

In this assignment, I will be critically evaluating the planned use of Assessment for Learning and how it can be used to support pupil progression. I will be using a series of three learning episodes which have been designed to develop children's skills and understanding by using Assessment for Learning strategies across three different Areas of Learning and Experience. Assessment for Learning is defined by the Assessment Reform Group as:

The process of seeking and interpreting evidence for use by learners and their practitioners to decide where the learners are in their learning, where they need to go and how best to get there (2002, p.g 2).

Assessment for Learning also contains three key central strands, or elements of progression, which must be incorporated in order to ensure successful Assessment for Learning and progression within the classroom. These three elements can be broken down into: where the learner is going, where the learner is now and how can the learner get there. These key elements are essential in structuring pupil progression, which is hugely important especially within educational settings. Without an awareness of pupil progression within the classroom, we are unable to "provide pupils with immediate feedback, relevant next steps, suitable support and personalised targets" (Qualifications and Curriculum Development Agency, 2010, p.g 12) nor are we able to gain an overview or "clear sense of whether pupils are able to use the knowledge, skills and understanding they have developed in different contexts" (Qualifications and Curriculum Development Agency, 2010, p.g 12).

Assessment for Learning is argued to be hugely important for a variety of reasons, and it is agreed by the majority of educators that using Assessment for Learning within schools is essential to ensuring pupil success within a classroom environment, as national and international evidence suggests that "the application of AfL principles improves the classroom experience for learners and practitioners and improves learner progress and achievement" (Welsh Government, 2013, p.g 6). As well as this, Assessment for Learning is "proven to give students more control over their learning, helping boost motivation and ultimately improve their exam performance" (Steele, 2019) and teachers are able to "gain insights into [their] students' level of understanding of a particular concept or topic. [which] helps [them] to support individual students to progress" (Steele, 2019). However, other perspectives, such as David Didau's, argue that some Assessment for Learning elements are flawed, for example, he has stated "if I ask pupils to spend a lesson working things out in groups, that is a lesson I cannot spend teaching them" (2014). Whilst this is a very controversial statement, I will be using his and others similar views in order to critically evaluate the use of planned Assessment for Learning to support pupil progression.

In my evaluation, I have designed my learning episodes to be based off of previous learning in order to create an experience that will extend pupil's prior knowledge and retrieval practice which as a result will help aid pupil progression. My learning episodes are designed for a mixed Year 3/4 class of 34 pupils aged between 7-9 years, containing a wide mix of ALN and MAT pupils, whose progression I have also planned for by differentiating between the different abilities within the class and adapting activities to be more hands-on, as this particular class shows more engagement when participating in practical activities. My three learning episodes cover the Expressive Arts, Health & Wellbeing and Mathematics & Numeracy Areas of Learning and Experiences.

In this class, prior knowledge involved some very limited understanding on emotions and some basic understanding on money and which coins are equivalent to which value. Therefore, my learning episodes fit in with an overall scheme of work to help develop and

progress pupil's emotional intelligence by using the Health and Wellbeing and Expressive Arts Areas of Learning and Experiences as well as develop pupil's money skills, with a focus on using the Literacy and Numeracy Framework as part of the cross-curricular skills framework (Welsh Government, 2019) alongside the Mathematics and Numeracy Areas of Learning and Experience. These learning episodes involve a practical money session (which includes opportunities to handle and add and subtract money) and a Health and Wellbeing lesson, which focuses on understanding emotion and exploring how these emotions can be expressed, as well as an Expressive Arts session, which will look at creating freeze frames and extending previous knowledge from the Health and Wellbeing learning experience to further explore facial expression and body language, using specific Assessment for Learning skills and tools to ensure progression in understanding within these areas.

Assessment for Learning is a social constructivist approach used by teachers and educators in order to create feedback to establish where learners are in terms of the three steps of progression (where the learner is going, where the learner is now and how the learner can get there) and plan for their progression and next steps. The constructivism approach was first put forward by Jerome Bruner in 1966, and the theory supports the idea that "people construct their own understanding and knowledge of the world, through experiencing things and by reflecting on those experiences" (Akpan et al, 2020, p.g. 49) . Bruner's theory led to a change in education which resulted in teachers becoming more concerned over "how a learner is thinking as opposed to the material that is taught" (Conway, 2007, p.g. 58) as well as supporting the idea that "knowledge is not independent from the experiences of the learner" (Conway, 2007, p.g. 58).

This movement led to other theorists, for example, Lev Vygotsky, developing Bruner's idea of constructivism further into what we know as the social constructivism approach that Assessment for Learning is based off of today. Social Constructivism looks at the idea of recognising "teacher-and-student and student-and-student interactions as the fundamental social contexts of teaching and learning" (2007, p.g. 831). The idea of social interactions within the classroom being fundamental to students learning was arguably responsible for developing a vast number of new teaching and classroom strategies, most notably including Assessment for Learning and the strategies that come alongside with it.

Assessment for Learning is based around three ideas of progression which assess where learners are in terms of their learning and attainment and plan for the development of these factors. In order to successfully help learners to progress, Assessment for Learning suggests this can be done by including the four main elements of Assessment for Learning (sharing criteria with learners, quality of questions and quality of talk, use and quality of feedback and peer and self-assessment). These four elements can help to identify where learners are in terms of the three steps of progression and plan for the next steps in which both the teacher and learners need to take in order to secure learner's success and progression. For example, sharing criteria with learners "helps learners to see what they are aiming for and what they need to do to achieve those aims" (CAIE, 2019) and "effective questioning [helps] teachers to gauge what individuals have learnt during a lesson [which generates] evidence of learning" (CAIE, 2019) which can be used in order to assess where the learners are "now" and work out where they need to go next. D. Royce Sadler has highlighted the importance of sharing criteria with learners, stating that "the indispensable conditions for improvement are that the student comes to hold a concept of quality roughly similar to that held by the teacher" (1989, p.g. 121) This comes under the opinion that by having a clear understanding of the quality required from their work, pupils are then able to assess their own work against the standards set by the teacher, and are therefore more likely to meet them and make significant progress. Sadler's theory and Assessment for Learning link in heavily with the new style assessment in

the Welsh Curriculum, with the Welsh Government's assessment guidance stating that learners should be supported and encouraged in order to be able to "understand where they are in their learning and where they need to go next" (2022) and "review their progression in learning and articulate this both individually and with others" (2022). In fact, AfL, and learners having a good understanding of their progress plays such a critical role in the development of pupil progression that it is one of the twelve pedagogical principles within the Welsh Curriculum, with the seventh principle stating that "good learning and teaching means employing assessment for learning principles" (2023). This principle illustrates the importance of Assessment for Learning both within the classroom and in wider education as well as fitting in significantly with the requirements of pupil assessment within the curriculum. The Welsh government suggests that in order to achieve good assessment within the classroom, a shared understanding of progression is required, which "focuses on understanding what it means to make progress in a given area or discipline" (2022) and therefore leads to pupils "mak[ing] links across their learning and apply[ing] this in new and challenging contexts" (2022). Paul Black and Dylan Wiliam also discuss how vital it is for pupils to understand their progress, and to develop a shared understanding of this through teacher's support and their use of Assessment for Learning strategies within the classroom. They state that "Teachers need to know about their pupils' progress and difficulties with learning so that they can adapt their own work to meet pupils' needs" (1998). Black and Wiliam also go on to suggest that "Teachers can find out what they need to know in a variety of ways, including observation and discussion in the classroom and the reading of pupils' written work" (1998). These methods describe the four main elements of AfL, further highlighting the true importance it plays in helping pupils to progress in academic abilities. The impact Assessment for Learning has on pupil progression, is agreed by the majority of educators to be extremely successful. Dylan Wiliam's 2009 research suggests that AfL, when used correctly, achieves an extra eight months of learning, and Estyn states that the impact of Assessment for Learning shows that "pupils make very good progress in their literacy and numeracy skills and all pupils have individualised targets" (Estyn, 2017) they also state that "when staff or pupils identify any issues, they usually address them promptly, therefore maximising pupils' learning opportunities and enabling them to engage fully in the next step of their learning journey" (Estyn, 2017). This helps to reduce the spread of attainment within classes and across schools, as pupils have individualised targets which raise standards in order for them to all achieve the same goal. Whilst the effectiveness of Assessment for Learning is not widely debated amongst educators, when not used correctly, it can lead to problems, for example if "a teacher's formative comment is copied by a student, without any opportunity for the student to implement the feedback" (CAIE 2019) then it is unlikely that progress will be made. Therefore, it is essential that when incorporating Assessment for Learning practices, they are carefully planned and have a purpose within learning sessions.

In my learning episodes, I have decided to focus on the Health & Wellbeing, Expressive Arts and Mathematics & Numeracy Areas of Learning and Experiences. I have chosen these three Areas of Learning and Experiences as I wanted to create a series of learning episodes that would focus on the theme of Life Skills in order to help develop this area of learning, specifically their financial literacy and emotional intelligence skills, as these were areas that I identified as needing more support and development in within the particular class I was teaching.

For my Mathematics & Numeracy learning episode (See Appendix 1), I have decided to plan for the What Matters Statement 2.5.1 (The number system is used to represent and compare relationships between numbers and quantities). Within this learning episode, I will be using

progression steps one to three, which form the base of my success criteria (See Appendix 1). Within this learning episode, I would like to see learners progress in terms of their ability to understand the value and equivalence of coins and notes, as well as add and subtract different amounts of money. When planning for this learning episode, I wanted to ensure that I included a very practical, hands-on approach as evidence suggests that “the average retention rate of learning by lecture is 5% while that of practice by doing (activity-oriented) is about 75%” (Obanya, 2012). As well as this, learners are able to engage in an interactive way using all of their senses, which include “visual (seeing and perceiving), auditory (hearing and speaking) and tactile (touch and movement)” (Young, 2015), which “increases the likelihood of both storing and retrieving the information” (Young, 2015). In this learning session, I have planned to use the Assessment for Learning approaches of sharing criteria and self-evaluation. This is because I believe these will be the best approaches to use to ensure attainment and progression as well as evaluate learner’s understanding in order to decide on the next steps for future learning sessions. Within this learning episode, I will incorporate sharing criteria with learners during my lesson starter, as this way pupils will have a clear understanding of the quality and skills I would like them to have by the end of the lesson, and I am able to combine this Assessment for Learning approach with self-evaluation by using ‘pit stops’ throughout the lesson (See Appendix 1), getting learners to rate their understanding using ‘thumbs up, middle or down’ (See Appendix 1) to indicate how close they believe they are to fully achieving the success criteria. This allows learners to set their own targets in response to the given criteria, which has been shown to improve pupil performance “since they are more satisfied with their performance when they can evaluate their work” (McMillan & Hearn, 2008, p.g. 45) as well as this, “providing clear steps enables them to reach their goals and results in higher levels of self-efficacy” (McMillan & Hearn, 2008, p.g. 45) which will help ensure pupil progression within this session. Another reason for choosing to include the Assessment for Learning strategy of self-evaluation is that “when students are able to self-assess, they take control of their learning and realize when they need to ask more questions or spend more time working on a concept” (Loveless, 2024). This allows the teacher to gain a much clearer understanding of how well learners have understood a concept, as feedback is coming directly from how learners personally feel they are doing. However, although research into sharing criteria and self-assessment suggests that it can be hugely successful, there are some limitations to be cautious of, for example “it takes time, patience and commitment to develop self-assessment” (Royal Society of Chemistry, 2008). And if pupils aren’t able to confidently self-evaluate this can lead to the teacher making misconceptions into how well pupils have understood the skills being taught. Nevertheless, when carefully considered and planned for, when self-evaluation is used to assess success against a criteria and when this feedback is collected throughout a lesson, teachers are able to adapt or change a learning session to cater specifically for the class or group they are teaching and any common misconceptions that arise can be addressed, helping to reduce the attainment gap throughout the class or group being taught.

To further fit in with my theme of Life Skills, I have designed a learning episode which incorporates the Health & Wellbeing Areas of Learning and Experience, which focuses on the What Matters Statement 2.2.2 (How we process and respond to our experiences affects our mental health and emotional well-being). This fits in with the theme of Life Skills, as my aim is for learners to come out of the learning episode with a much clearer understanding of emotions and body language, and how this can be identified and recognised. This is something that I picked out using the three steps of progression in Assessment for Learning as perhaps requiring more support, as learners in the present moment were able to list emotions, such as ‘happy’ or ‘sad’ but couldn’t identify features that helped them to recognise

these emotions. Therefore, I decided that it was important for learners to get to a stage where they were able to recognise, as well as demonstrate these emotions through two learning episodes which gradually introduce the concepts and skills in order for learners to achieve this.

I decided to include two of the four main elements of Assessment for Learning, quality of talk and quality of questioning when planning this learning episode (See Appendix 2) as I felt there was a clear link between emotions and communicating through talking and exploring questions. As well as this, a study done by the Education Endowment Foundation [EEF] in 2017 showed that when teachers were trained in strategies that enabled them to develop quality of talk and used this within the classroom, consistent, positive effects were found that were “equivalent to about 2 months additional progress” (EEF, 2017). This study demonstrates the importance of quality of talk and the potential huge benefits of using it within the classroom, especially with studies such as this one demonstrating that months of learning can be added to a child’s knowledge. A way to further extend and improve quality of talk within the classroom is to include and plan for quality of questions. I have decided to include these in my lesson plan (See Appendix 2) as a way to boost discussion opportunities as well as encourage learners to develop their own questions. This can be done through using open rather than closed questions, which “invite students to engage in conversation and thus help to increase students’ understanding and reasoning” (Svanes & Andersson-Bakken, 2021, p.g. 234). Open questions not only increase learners' engagement, but they also allow learners to answer questions without being limited to specific answers and allow teachers to assess understanding. This provides teachers with the opportunity to “use questions to scaffold learning carefully [and adapt teaching] to help individuals and groups make progress” (CAIE, 2023). Whilst open questions and quality of talk can be an important and useful tool to use within the classroom, it is essential to consider whether particular students, who may be considered lower ability within a class, are able to access the questions and conversations within the classroom, as a limitation of these particular Assessment for Learning approaches are that in order to engage with quality of questions and talk, pupils need a certain level of vocabulary in order to express themselves and share ideas. However, this can be counteracted by adapting questions and using conversation prompts, as well as adjusting language to suit individual learners.

Following on my my Health & Wellbeing session, I have decided to plan a learning episode to continue developing learner’s skills and understanding of body language and emotions. I have chosen the Expressive Arts Areas of Learning and Experience and am focusing on the two What Matters Statements 2.1.2. and 2.1.3 (responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts and creating combines skills and knowledge, drawing on the senses, inspiration and imagination). My aim is for learners to use prior knowledge gained from the previous session in order to develop their use and exploration of body language so that they are able to identify, describe and demonstrate what emotions might ‘look like’ on themselves or their peers. To help learners achieve this aim, I have planned to use peer assessment, using ‘two stars and a wish’ and provide live feedback to help learners progress and reflect on their skills within the lesson (See Appendix 3). I have chosen to combine peer review with this teacher feedback, as this allows the teacher to assess how well learners have understood the concepts being taught as well as promoting learners’ metacognitive skills and self-reflection (Gaynor, 2019, p.g. 759) as understanding will be highlighted depending on what feedback learners give to each other when asked to reflect. By combining student’s peer review in order to give overall feedback as a teacher, this allows for learners to be given the opportunity to create their own reviewed targets and develop their own learning as a class, as well as giving the teacher an opportunity to address any

misconceptions or misunderstandings that may come up. Peer assessment also helps to prevent the potential limitation that can sometimes come when students do not engage with feedback, as the suggestions for improvements come directly from peers rather than the teacher, so students are more likely to engage with suggestions given and act upon them, making it a useful Assessment for Learning strategy to use within the classroom.

Overall, the benefits of using Assessment for Learning within the classroom cannot be denied, as there is a huge range of evidence to demonstrate the enormous positive impact that Assessment for Learning has on learners' progression, attainment and learning. Whilst there can arguably be limitations when using some aspects of AfL, this is often only seen when Assessment for Learning strategies are used incorrectly or are not planned for. For example, providing students with feedback but then not providing learners with an opportunity to act upon this feedback. This is the reason why it is so essential for teachers to make sure that they plan for where they will use Assessment for Learning strategies within their lessons in order to enhance them, as Assessment for Learning helps to ensure that “assessment is not an afterthought but a seamless component of the curriculum that aligns with the learning objectives” (McNulty, 2023) and assists in aiding pupil’s progression significantly within schools, as lessons can be planned for and adjusted to give learners specific targets so they are able to be given the best possible change of progressing within their schools and making the most attainment possible for them as individuals.

Appendices

Appendix 1:

Student-teacher:	Ffion Winfield	Class / Group:	Year 3/4
AoLE or Subject:	Mathematics & Numeracy	Date <i>(please note that this may be a continuous session):</i>	20/11/23
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)	- Mathematics & Numeracy WMS 2.5.1 The number system is used to represent and compare relationships between numbers and quantities. - Progression Step 1: - I have used money, and the language of money, in play and real-life situations and I can understand that I need to exchange money for items. - Progression Step 2: - I can understand the equivalence and value of coins and notes to make appropriate transactions in role play. - Progression Step 3: - I can demonstrate an understanding of income and expenditure, and I can apply calculations to explore profit and loss.		
Meaningful links across the curriculum <i>Links to other AoLEs or the Cross-curricular skills frameworks</i>	- Literacy & Numeracy Framework: - Numeracy: understanding the number system helps us to represent and compare relationships between numbers and quantities - Financial Literacy: - Progression Step 1: - I can exchange money for items and use the language of money - I can demonstrate an awareness of the purpose of money through role play and in real-life situations. - Progression Step 2: - I can use different combinations of money to pay for items up to at least £2 and calculate the change. - I can order and compare items up to £10. - Progression Step 3: - I can add and subtract totals less than £100 using correct notation, e.g. £28.18 + £33.45.		

○ I can make comparisons between prices and understand which is best value for money??				
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) • Appropriate level of challenge given to the children – outline my expectations by having WAGOLL learning to show. • Feedback to children to facilitate deeper understanding of learning • Propose a new approach to delivery if not successful in first attempt or if the children do not understand. • To develop the use of questions to extend and challenge pupil understanding				
Learning Intention <i>'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.'</i> (Crichton, H., and Mcdaid, A. 2016 p. 196)				
Identify and understand the value and equivalence of coins and add (and subtract) money.				
Success Criteria <i>What the pupils need to demonstrate to successfully meet the Learning Intention.</i> • Be able to identify and understand the value of coins/notes. • Be able to understand the equivalence of coins e.g. 2 x 50p = £1 • Be able to add up different combinations of money to pay for items up to £1/£5/£10. • Be able to identify and understand which coins can be added to reach the total price with the least number of coins. • Be able to add and subtract money and work out how to calculate change.				
Planning for misconceptions: <i>Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.</i> • Pupils become distracted/disruptive. ○ bring pupils back to focus by using open ended questions to re-engage them with the task. ○ use the behaviour management policy in line with my placement school and mentor's classroom. ○ try to incorporate some of the skills in my behaviour model, if these are in line with the school's policy. • Pupils do not understand the value/equivalence of money. ○ bring them back to the lesson starter, encourage them to order the coins low to high and vice versa and see if they can remember the value of the coins, if not, give them queues to help memory recall. ○ if pupils continue to struggle, provide them with a 'cheat sheet' once they become more confident, remove this. • Pupils struggle to add money together to reach a specific total. ○ use other ways to explain this by linking money to number addition ■ e.g. 100 dienes = £1, 10 dienes = 10p, 10 x 10 dienes = £1 ■ use numicon e.g. 2 = 20p				
• Pupils struggle to understand or work out how to use the lowest number of coins. ○ link back to number addition ■ e.g. if I have to make 100 using only 1s, 2s, 20s and 50s what is the quickest way to do this? • Pupils struggle to subtract money and work out how to calculate change. ○ link back to number addition/subtraction ■ e.g. what do I need to add to 70 to make 100?, what do I need to take away from 100 to make 70?				
SEQUENCE OF TEACHING & LEARNING <i>(Add or remove rows below as appropriate)</i>				
Timing: Break down timings into groups if appropriate. ensure pupils are 'doing' quickly and that transitions are taken into account	Role of the teacher & support staff: <i>e.g., key questions, retrieval of prior learning, modelling and explanations, checking understanding, planned use of additional adults.</i> <i>Choice of pedagogical model or of the 12 pedagogical principles</i>	Pupils' learning and activities: <i>What will the pupils be learning to do and what activities / resources will facilitate this?</i> <i>Please refer to Foundation Learning planning document for details of continuous provision.</i>	Inclusive Strategies (including differentiation): <i>Reasons for and details of scaffolding.</i> <i>Types of representation in tasks.</i>	Check what pupils know, understand, and can do: <i>Key questions, types of retrieval practices, self and peer assessment opportunities, purposeful AfL strategies, live marking opportunities, planned feedback.</i>
Opening/ Starter	• teacher should encourage pupils to be curious, and ask pupils to identify why they think each coin has the value it does, and how they can tell, as well as explaining this. • teacher should work through a number of questions, modelling the answers and explaining why the answers are correct using a number of different methods. • teacher should provide verbal feedback to answers and go back to demonstrate the correct answers if pupils initially give incorrect answers.	• pupils will be introduced to large cut outs of coins and be asked to identify which coin has which value. • pupils will then have a 'mystery bag' passed around with real coins and be asked to feel the coins without looking and guess which coins they are feeling. • pupils will then have an opportunity to look and feel the real coins. • pupils will then be introduced to the LI and the concept of adding money together to reach a total and a few examples will be worked through together using mini whiteboards.	• for LA groups, a 'cheat sheet' can be used if they struggle to remember the value of coins. • for LA, MA and HA/Year 4 students, the totals will be changed to be higher/lower.	• by starting off with cut outs of coins and asking pupils to identify them, this checks for pupil's prior knowledge and extra steps can be taken to ensure pupil understanding if prior knowledge is not there. • sharing the LI with pupils links to AfL strategies and helps pupils to understand what successful
Lesson	• teacher should have a bank of suitable questions to use with answers prepared and a variety of different resources to help pupils who are struggling. • verbal feedback should be given and answers corrected with the pupil to ensure understanding. • teacher should create WABOLL answers and get pupils to correct them as well as working through them modelling how a correct answer would be reached.	• pupils will be handed laminated 'purses' and a number of laminated/plastic coins. • they will then be given 'totals' for different items and asked to put the correct amount of money in their purse in order to 'buy' the items. • once the pupils have answered each question, the answer will be discussed as a group about the different combinations of coins which can be used in order to reach the total. • pupils will then be asked to reach the totals using the fewest number of coins.	• for LA groups/pupils who are struggling, different ways of explaining how to add up money can be used, e.g. numicon, dienes, HTU columns. • for HA/Year 4 groups, ES notes can be introduced and after working out lowest number of coins they will be moved on to subtracting money and calculating change to extend the task.	• questions will be used throughout to extend or break down questions depending on pupil's ability. • verbal feedback will be given to help ensure understanding and correct any errors or misunderstanding. • when questioning, purposeful wrong answers will be given as a chance for pupils to work collaboratively in order to work out the answers, this checks for pupil understanding and is a way of gaining pupil feedback and having learners take responsibility for their learning.
Closing/ Transitions	• teacher should use a variety of questions for retrieval practice. • teacher should make a note of pupil responses and save these for future lessons.	• pupils will be questioned on which coins have which value and what happens when you add certain coins together. • pupils will choose either thumbs up, middle, or down to show their understanding.	• Ending questions will be adapted in order to suit ability.	• questions at the end of the lesson are used as retrieval practice to check pupil understanding. • thumbs up, middle, down are used as pupil feedback and help the teacher get

			an idea of how well pupils understood the lesson.
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Appendix 2:

Student-teacher:	Ffion Winfield	Class / Group:	Year 3/4
AoLE or Subject:	Health & Wellbeing	Date <i>(please note that this may be a continuous session):</i>	22/11/23
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)	- Health & Wellbeing WMS2.2.2 How we process and respond to our experiences affects our mental health and emotional well-being. - Progression Step 1: - I can notice and communicate how I am feeling. - I have an awareness of the feelings of others. - I am aware of when others are kind to me and when I am kind to others. - Progression Step 2: - I can notice and communicate my feelings. - I am beginning to notice when I need help to manage my feelings. - I can pay attention to the feelings of others and I am learning to think about why they may feel that way. - Progression Step 3: - I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being. - I can ask for help when I need it from people I trust. - I can empathise with others. - I can understand how and why experiences affect me and others.		
Meaningful links across the curriculum <i>Links to other AoLEs or the cross-curricular skills frameworks</i>	- Languages, Literacy & Communication WMS2.4.3 Expressing ourselves through languages is key to communication. - Progression Step 1: - I am beginning to take turns in conversations, following the topic. - I am beginning to ask and answer questions to clarify my understanding. - Progression Step 2: - I can adopt a range of roles and manage my contributions appropriately. - I can change how I communicate, depending on where I am and who I am with. - I can use spoken language for different purposes. - Progression Step 3: - I can ask and answer questions and exchange ideas and information. - I can respond to others' points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen.		
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) - classroom management- setting clear boundaries and expectations. - classroom engagement- level of challenge & adapting tasks to ensure children are engaged at all times. - incidental Welsh. - use open questions/ask pupils to elaborate on their answers.			
Learning Intention <i>'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.'</i> (Crichton, H., and Mcdaid, A. 2016 p. 196)			
Identify and understand different emotions and explain what they might look like in terms of body language.			
Success Criteria <i>What the pupils need to demonstrate to successfully meet the Learning Intention.</i> - be able to identify different emotions. - be able to explain how different emotions make us feel. - be able to explain how somebody else might look when experiencing different emotions. - be able to understand the concept of body language. - be able to identify and explain which body language can be related to which emotions.			
Planning for misconceptions: <i>Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.</i> - Pupil(s) struggle to/don't understand the concept of emotions/body language. - Explain what body language is "things we do with our body that can show somebody else how we're feeling". - Refer back to what pupils already know, use questions in order to get pupil(s) to work out the answers for themselves ("what might somebody have on their face which means they are sad?", "what do you do with your body when you are happy?" "how might somebody move if they are angry?") - Pupil(s) struggle to recognise body language. - Show them a widget/example of their chosen emotion, point out a feature e.g. smile, cheering. Ask them to choose/point out a feature, show them another widget, ask them to point out any similarities/differences between the original photo and this photo. - Pupils become distracted/disruptive. - bring pupils back to focus by using open ended questions to re-engage them with the task. - use the behaviour management policy in line with my placement school and mentor's classroom. - try to incorporate some of the skills in my behaviour model, if these are in line with the school's policy.			

SEQUENCE OF TEACHING & LEARNING (Add or remove rows below as appropriate)				
Timing: <i>Break down timings into groups if appropriate, ensure pupils are 'doing' quickly and that transitions are taken into account</i>	Role of the teacher & support staff: <i>e.g., key questions, retrieval of prior learning, modelling and explanations, checking understanding, planned use of additional adults.</i> <i>Choice of pedagogical model or of the 12 pedagogical principles</i>	Pupils' learning and activities: <i>What will the pupils be learning to do and what activities / resources will facilitate this?</i> <i>Please refer to Foundation Learning planning document for details of continuous provision.</i>	Inclusive Strategies (including differentiation): <i>Reasons for and details of scaffolding.</i> <i>Types of representation in tasks.</i>	Check what pupils know, understand, and can do: <i>Key questions, types of retrieval practices, self and peer assessment opportunities, purposeful AfL strategies, live marking opportunities, planned feedback.</i>
Opening/ Starter	- PP11: supports social and emotional development and positive relationships (lesson looks at exploring emotions within groups) - Teacher should ensure questions are thought out and are carefully chosen to be appropriate to the individual class/group.	- Starter- pupils will be introduced to a range of different emotions (photos) - Pupils will be asked to identify the emotions shown on these, and match them with the corresponding 'word'. - Questions will be asked to establish pupil's understanding in these areas "how do you know this person is angry?" "what makes you think that?"	photos shown can be adapted depending on learners ability, e.g. lower ability pupils shown emotions that are easier to identify such as happy and sad, more able pupils are shown emotions such as jealousy and confidence	- photo match up and questioning helps to establish where pupils are in terms of their knowledge surrounding emotions and facial expression/body language. - AfL- quality of questioning.
Main Activity/ Lesson	- PP6: creates authentic contexts for learning (by having pupils relate learnt content to their real life experiences) - Quality of talk should be carefully considered, prompts should be	- Pupils will be asked to get into groups, and each group will be given a sand tray. - One pupil from each group will be given a 'secret emotion' and asked to draw a face showing the emotion in the sand tray, the	lower ability pupils or pupils who may struggle drawing what their given emotion may look	AfL strategies- quality of talk, pupils will be encouraged to expand and elaborate on their ideas through the
	- thought out to cater for different groups. - PP12: encourages collaboration (pupils will be put into a number of different groups throughout the lesson and encouraged to collaborate in a number of different ways). - Questions used should be used strategically, and teacher should take time to step back and observe at particular moments rather than guide discussion entirely. - Teacher should encourage pupils to ask questions	- rest of the group will have to guess what emotion has been drawn in the sand. - pupils will then reveal the answer and groups will discuss how they knew, and if the answer was incorrect, why they identified the emotion as what they did. - this activity will continue until all pupils in each group have had a turn at drawing an emotion. - each group will then be given a large sheet of paper and marker pens. - groups will be asked to identify and write down an emotion that they have experienced before, and then ideas will be analysed as a class to identify what made them feel that way, what other things make them feel that way, what might make someone else feel that way etc. - coping strategies and where to find help if any pupils are struggling will also be discussed.	- like can be provided with 'cheat sheets' which may give them a better idea of things they could incorporate, e.g. smile, frown, tears. - if pupils are struggling with the discussion, questions and discussion prompts can be adjusted in order to make this more accessible.	- use of questioning, e.g. open questions, wait time, encouraging students to ask questions, providing discussion opportunities. - By observing pupil's discussions, this will check for understanding, as well as their ability to relate new knowledge with personal experiences.
Closing/ Transition	teacher should used open questions when checking for learnt knowledge, especially when checking retrieval practise.	- Emotion bingo- links back to starter, pupils will be placed into new groups and be given a grid containing photos used in the starter, a photo matching one of the photos on a grid will then be shown. - first group to fill their board shouts 'bingo' and wins the game.	emotions used on the boards can be adjusted depending on ability.	checks for retrieval and understanding in comparison to the beginning of the lesson.

Appendix 3:

Student-teacher:	Ffion Winfield	Class / Group:	Year 3/4
AoLE or Subject:	Expressive Arts	Date (please note that this may be a continuous session):	6/12/2023
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)	- Expressive Arts WMS 2.1.3 Creating combines skills and knowledge, drawing on the senses, inspiration and imagination. - Progression Step 1: - I can communicate my ideas, feelings and memories in my creative work. - I can share my creative work. - Progression Step 2: - I can communicate ideas, feelings and memories for an audience and for purposes and outcomes in my creative work. - I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, inspired by a range of stimuli and experiences. - I am beginning to demonstrate resilience and flexibility in approaching creative challenges. - Progression Step 3: - I can combine my knowledge, experience and understanding to plan and communicate my creative work for a range of different audiences, purposes and outcomes. - I can perform, produce, design, exhibit and share my creative work in formal and non-formal contexts, considering the impact of my creative work on the audience. - I can identify and respond creatively to challenges with resilience and flexibility. - Expressive Arts WMS 2.1.2 - Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts. - Progression Step 1: - I can listen to and respond to views about my own creative work and that of others. - I am beginning to talk about my moods and emotions and use these to impact upon my creative work. - Progression Step 2: - I can give and accept feedback as both artist and audience.		

	■ I can consider, with guidance, how moods, emotions and ideas are communicated both in my own creative work and in the creative work of others. ○ Progression Step 3: ■ I can give and consider constructive feedback about my own creative work and that of others, reflecting on it and making improvements where necessary. ■ I can reflect upon how artists have achieved effects or communicated moods, emotions and ideas in their work.			
Meaningful links across the curriculum <i>Links to other AoLEs or the Cross-curricular skills frameworks</i>	● Health & Well-being WMS 2.2.3 Our decision-making impacts on the quality of our lives and the lives of others. ○ Progression Step 1: ■ I have developed an awareness that my decisions can affect me and others. ■ I can take part in group decisions. ○ Progression Step 2: ■ I can recognise that my decisions can <u>impact on me</u> and others, both now and in the future. ■ I can take part in group decisions and I understand why some decisions need to be made as a group. ○ Progression Step 3: ■ I can recognise that some decisions I make will have a long-term impact on my life and the lives of others. ■ I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.			
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) ● classroom management- setting clear boundaries and expectations. ● classroom engagement- level of challenge & adapting tasks to ensure children are engaged at all times. ● incidental Welsh. ● use open questions/ask pupils to elaborate on their answers.				
Learning Intention <i>'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.'</i> (Crichton, H., and Mcdaid, A. 2016 p. 196)				
Understand and demonstrate a variety of different types of body language and facial expression.				
Success Criteria <i>What the pupils need to demonstrate to successfully meet the Learning Intention.</i>				
● be able to identify emotions and describe what these might look like on a person. ● be able to demonstrate what these emotions might look like using body language and facial expression. ● be able to use context and prior knowledge to identify character's emotions from the play. ● be able to collaborate as a group in order to create a 'freeze frame'. ● be able to contribute ideas and suggestions within groups and as a member of the class.				
Planning for misconceptions: <i>Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.</i>				
● Pupil(s) struggle to/don't understand the concept of emotions/body language/facial expression. ○ Explain what body language/facial expression is "things we do with our body that can show somebody else how we're feeling". ○ Refer back to what pupils already know, use questions in order to get pupil(s) to work out the answers for themselves ("what might somebody have on their face which means they are sad?", "what do you do with your body when you are happy?" "how might somebody move if they are angry?") If pupils are still struggling, demonstrate or ask other pupils in the class to demonstrate and ask the pupil to pick out what they notice, and ask questions throughout to ensure their learning/understanding. ● Pupil(s) struggle to demonstrate or recognise/ facial expression/body language. ○ Show them a widget/example of their chosen emotion, point out a feature e.g. smile, cheering. Ask them to choose/point out a feature, show them another widget, ask them to point out any similarities/differences between the original photo and this photo. Ask them to try and demonstrate the same emotions using their expression/body language, what are the differences between their expression/body language and the widgets? How can they change theirs so it is more clear? ● Pupil(s) become upset during peer feedback on their drafts. ○ Reassure pupil(s), refer back to the success criteria, reiterate the importance of why we look for ways to improve, and that improvements aren't a bad thing. Look for and identify positives in their freeze frame, and share this with them, encouraging them to use what they have done well and what they can improve on in their final freeze frame. ● Pupil(s) can't remember the context behind the characters they are representing ○ Have copies of the script (with images) on hand to recall pupil's memory. ○ Ask pupil(s) to 'phone a friend' and ask for ideas. ● Pupils become distracted/disruptive. ○ bring pupils back to focus by using open ended questions to re-engage them with the task. ○ use the behaviour management policy in line with my placement school and mentor's classroom. ○ try to incorporate some of the skills in my behaviour model, if these are in line with the school's policy. ● Pupils struggle to collaborate with others/become upset if they feel their ideas aren't being heard or included by their peers. ○ If necessary, stop the group and ask if they feel everyone is being heard/included, ask if they have any suggestions as to how the group can make sure they are including everyone. ○ use the main class value of 'being kind' as an incentive for them to collaborate with each other. ○ encourage/ask pupils to take it in turns contributing if they continue to struggle, or step in and help to break up ideas and get pupils to individually contribute ideas one at a time.				
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 AfL strategies, live marking opportunities, planned feedback.</i>
Opening/ Starter 15 mins (9:45)	● PP3: means employing a blend of approaches including direct teaching. (a practical and direct approach will be used) ● PP4: means employing a blend of approaches including those that promote problem-solving, creative and critical thinking. (pupils will be encouraged to use creative thinking to adapt their movements) ● Teacher should ensure to demonstrate a wide variety of different types of movement so that children are able to develop their own movement	● Warm up- floor, stretch, jump, electric shock. ● Pupils will be introduced to the activity by spreading out and standing on the spot. ● Teacher will go through the movements, demonstrating each one, getting pupils to have a go. ● Teacher will then call out the movements and pupils will have to do the corresponding movement, pupils will be encouraged to complete the movements in as many ways as possible. ● Once pupils feel confident, the activity will progress so that instead of standing on the spot, pupils will move around the space, which also prepares them for the next activity.	● warm up allows for different types and variations of movement so pupils are able to decide what they feel comfortable challenging themselves with.	● warm up helps to gauge where pupils are in terms of their response and movement abilities, meaning main tasks can then be adapted to help them move forwards.

Main Activity/ Lesson 40 mins (split into two 10 minute activities and a 20 minute activity) (10:25)	- PP2: challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them (pupils will reflect on what they have done well and how they can improve by challenging themselves to come up with new ideas for their freeze frames) - PP5: sets tasks and selects resources that build on previous knowledge and experience and engage interest (this lesson will build on from a previous lesson and will help give a new perspective on the script that was looked at) - PP6 & 11: creates authentic contexts for learning, supports social and emotional development and positive relationships (this lesson allows pupils to explore emotions/body language & facial expression using authentic context and developing pupils knowledge in regards to how emotion is expressed physically helps to support their emotional development) - PP12: encourages collaboration	- Pupils will gather in a large circle, and go over a brief recap of the play, using retrieval questions to jog their memory. - This will then lead into a discussion about the different emotions experienced by the characters at different points during the play, which will lead onto a discussion regarding body language/facial expression - Prior knowledge/context will then be assessed using questions and an appropriate explanation will be given to explain what body language/facial expression is and how it can be used to show different emotions. - pupils will then walk around the space, this time being asked to demonstrate things such as 'walk like you are happy' 'walk like you are scared' and this will progress to events linked to the script e.g. 'walk like Jed on the ship' 'walk like the animals when they get their new house'. - The class will be paused at different points to observe WAGOLLs from the pupils and give feedback to each other regarding facial expression and body language. - pupils will then be grouped and an explanation of what a freeze frame is will be given. - pupils will then be asked to create a freeze frame from a moment in the script on the pirate ships within their groups (hats and eye patches will be given out) - groups will then be stopped and two stars and a wish will be given from each group. - groups will then work on a final freeze frame using improvements.	- questioning on prior knowledge of body language and facial expression will be had, this allows the explanation to be adapted for pupils who don't have as much prior knowledge so ensure a better understanding. - widgets and an emotion wheel can be supplied to any pupils who are struggling with the task (detailed in planning for misconceptions). - instructions for the 'walk like an emotion' task can also be adapted to make them more simplified/challenging to suit abilities e.g. 'group one walk like you are sad and group 4 show me how the bird in the script would be feeling about his nest'	- key questions and retrieval practice allows for a recap on prior knowledge and helps check for pupil understanding from the previous lesson. - a check on prior knowledge before starting main tasks means that the lesson can be adapted based on what pupils already know and where they need to go next. - peer and self assessment opportunities throughout the lesson allow for pupil reflection and self challenge, helping to improve understanding. - group work and collaboration allow for individual feedback from peers and self feedback. - planned feedback means that developments can be made during the lesson as well as after.
Closing/ Transition 5 mins	Teacher should lead the activity to ensure that games are adapted into a warm down.	- pupils will complete a thumbs up, middle and down review to see what they thought of the lesson. - pupils will then be given the option of playing simon says or floor, jump, stretch, electric shock, but these will be adapted into a warm down e.g 'how slowly can you stretch?', 'how calmly can you touch the floor?'	thumbs up, middle down allows a quick representation of how pupils found the lesson, and can be used to gauge where pupils feel they are.	self-evaluations allow for AFL inclusion and for teachers to establish where pupils are and where their target is moving forwards.

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