

University of Wales Trinity Saint David

ECAD6007-C - Who am I teaching?

A critical evaluation and the identification of the next teaching and learning steps focusing on a case study of an individual learner or a group of learners based on an observed critical incident.

Author: Hannah James

6th November 2023

This assignment aims to critically evaluate and reflect upon an observed critical incident using Tripp's (2012) critical incident method. Relevant learning theories and educational literature have been explored concerning the incident and its significance for learning in greater depth. The reflection on the observed incident and consideration of its implications for teaching and learning in terms of how a student teacher may adapt their classroom approaches in response.

Tripp identifies a critical incident as "an interpretation of the significance of an event". An observation that prompts the researcher to question, challenge and reflect to improve practice and professional growth. The incident is not intended to be critical; rather, the research and reflection that follow it are regarded as critical. Tripp also acknowledges reflection's substantial impact on practice, a view shared by Zwozdiak-Myers (2012), who recognises reflective practice within the educational sector as an essential element of professional development. In 2019, the Welsh Government's *"Professional Standards for Teaching and Leadership"* were introduced to "underpin" the vocational growth of practitioners in Wales. The standard for "professional learning" prompts practitioners to engross themselves in deeper thinking and reflection, considering implications for their practice and pedagogy. Therefore, reflection within the teaching profession could be paramount to improving classroom practice.

Due to the sensitive nature of educational research, it is important to consider ethical guidelines. As suggested by BERA (2018), the participants of educational research have the right to anonymity and confidentiality, which has been upheld in the study for this assignment to protect the identity and dignity of those observed.

The research for this assignment was conducted in an English-medium primary school in the Vale of Glamorgan. The school is a large primary school with around 480 students on role. According to the last Estyn Inspection report in 2017, the school had an above-average number of free school meal pupils, almost double the national average at that time. Around 31% of pupils were identified as having additional learning needs, again higher than the national average.

The critical incident observed for this essay (see Appendix A) occurred in a year three classroom. The class had been split into different activities. Around half the class had been taken outdoors for an outdoor learning session whilst the other half stayed behind for a maths lesson. When the incident was observed, children sat at tables in mixed-ability

groups for a lesson based on addition. The class is led by a teacher and further supported by a teaching assistant engaged in the outdoor learning task during the observation. The nature of the critical incident observed within this class has determined the investigation and reflection upon the impact of ability grouping on learners in primary settings and evaluated its effectiveness as a pedagogical approach compared to a mixed-ability approach.

Ability grouping is “any form of regrouping based on some idea of ability” (Marks, 2016, p.4). Hallam and Parsons (2013) note that ability grouping has been an intensely debated issue over time, with those opposing arguing about the impact of inequality, whilst those in favour say that it allows for more successful teaching for the diverse abilities of learners. Some of the more prevalent issues will be explored deeply through relevant theory and literature.

Ability grouping for attainment has a differential impact on student achievement, with higher-ability learners benefiting more than lower-ability learners. An article written by Boliver and Munsech-Capsada (2021) acknowledged that long-standing research found ability grouping only marginally helps higher-ability learners. Ireson and Hallam (2001) researched the impact grouping has on learners. They discovered that lower-ability learners have been found to underachieve compared to those in a mixed-ability grouping. The evidence suggests that mixed-ability grouping is a better approach for most learners, as it minimises the negative consequences of ability grouping for lower-ability learners without significantly impacting the performance of higher-ability learners. Mixed-ability grouping could benefit learners through increased peer collaboration and social interaction opportunities.

The opportunity for peer collaboration through mixed-ability grouping promotes social interaction and learning from others. This view can be supported by critical social constructivist theorist Lev Vygotsky, who claims children’s learning is developed through social activity with significant people around them (Bates, 2016). Bates identifies that Vygotsky’s theory of the more knowledgeable other is better recognised as those we learn from, and the Zone of Proximal development should be seen as the process of learning through social exchanges. Gray and MacBlain (2015) align the idea of peer collaboration with Vygotsky’s concept of the more knowledgeable other, in which Vygotsky recognises lower-ability learners can benefit from the higher-ability learners. This idea is further

supported in a guide published by Smidt (2009), who refers to the views of Vygotsky and emphasises that a more experienced child could take on the role of the more knowledgeable other, whilst Rose et al. (2016) further add that the more knowable other can help bridge the learner's progression across the zone of proximal development. In conclusion, the evidence suggests that mixed-ability grouping is advantageous to lower-ability learners as it provides valuable opportunities for learning and collaboration with higher-ability peers. However, more research is needed to learn how mixed-ability grouping affects more able learners' social interactions.

Rose et al. (2016) recognise that ability grouping may be detrimental to learners' motivation if they find the tasks unachievable and that Bruner believed if learners considered a task too difficult, they would become demotivated and withdraw from it. Therefore, Rose et al. argue learning needs to be structured in such a way that it is scaffolded by being devised in smaller achievable steps or having the experience of a more knowledgeable other to build the learner's confidence and independence to work unaided. Gray and MacBlain (2015) argue that ability grouping learners does not have the same effect as mixed ability grouping regarding the scaffolding of learning. They recognise that by grouping higher-ability learners collaboratively, they bring no new knowledge to the task and, therefore, cannot assume the role of the more knowledgeable other. However, this argument does not consider that students of the same ability level could learn from each other through differing perspectives and ideas.

The ingrained labelling in ability grouping can create a negative classroom culture for the less able (Grigg, 2015). Based on this view, John (2022) suggests that labelling learners by their perceived academic abilities can harm their sense of self and could contribute to limiting potential and harming learners' self-esteem and self-efficacy, the latter a concept developed by Albert Bandura. Howard et al. (2020, p.70) refer to self-efficacy as "a child's feelings of actual and perceived competence", understood as the belief in one's capabilities. Challenging tasks can force learners with poor self-efficacy to disengage and reinforce their view of themselves as unable to succeed (MacBlain 2014). Perceived higher-ability learners are more disposed to have a positive sense of self-efficacy; positive awareness of their ability intrinsically motivates them to achieve well, as Howard et al. (2020) expressed. Therefore, it could be claimed that mixed-ability learning may benefit lower-ability learners. Bandura suggested learners could develop a sense of mastery through watching peers with higher self-efficacy. Mixed-ability grouping is likely to reduce

the adverse effects of labelling and provide lower-ability learners with opportunities to learn from and be inspired by their peers, which may benefit them academically and emotionally.

Teachers should carefully consider their attitudes towards learners and the possible negative implications for learners' self-concept in labelling them by ability. Considering this, teachers' outlook towards and expectancies of lower-ability groups can alienate lower-ability learners who already feel inadequate (Ireson and Hallam, 2001). Adey & Dillon (2012) recognise that there is a risk that teachers could deprive lower-ability learners of opportunities for cognitive development if they assume they cannot cope with challenging but achievable tasks. Dweck (Aubrey and Riley, 2022) made a connection between learners' self-concept, self-esteem and perceived ability, where learners with a fixed perception of their ability have a fixed mindset and learners having a flexible perception of their ability have a growth mindset. Grigg (2015) recognises that a growth mindset can enhance learning and that teachers should identify themselves as 'agents of change' and model a growth mindset to their learners. Teachers can aid the development of a growth mindset in their learners by praising efforts and resilience, encouraging learners to reflect on their failures using self-assessment and peer assessment and developing their learning through opportunities for challenge (Bates, 2016). With learner's self-esteem potentially being impacted by ability grouping, it is essential to consider the well-being of learners. Children's well-being has become more of a pressing issue post-COVID-19, and as a nation, we are likely to see worrying effects on our learners, according to Peer and Reid (2021). In 2021, the Welsh Government published a framework to develop a whole school approach to emotional and mental well-being. The framework upholds "core values" that include "belonging, efficacy and having your voice heard" (Welsh Government, 2021, p.7). The guidance emphasises the duty of care schools are to uphold in prioritising the well-being of all school-age learners. This implies that teachers must carefully consider their attitudes towards grouping learners and the connotations that come with labelling learners by grouping them by ability and how it could damage their self-esteem and well-being. A mixed-ability grouping approach could likely create a more inclusive classroom culture where all learners feel valued.

The review of educational literature and theories surrounding ability grouping in mainstream schools can directly relate to the critical incident observed. To set the scene, the critical incident occurred in a year three classroom with approximately ten children of

mixed ability. For the duration of the observation, the class was being led solely by a teacher; the class TA was not in the classroom at the time of the incident as she had taken the rest of the class for an outdoor learning activity.

The critical incident observed (see Appendix A) was linked to the maths and numeracy area of learning and experience, focusing on addition. Children were sat in various positions – some at tables, some working on the floor, but sat in clusters of around three children working collaboratively. The collaborative learning observed in this incidence could be linked to Vygotsky's theory of the ZPD and the importance of more knowledgeable others in bridging and scaffolding learning, as documented by Bates (2016). Furthermore, it appears that the children had the choice of who to work with or sit near during the task, with no limitations by fixed ability grouping. This enabled discussion between the more and less able learners to address misconceptions and misunderstandings and addressed the issue of labelling by Grigg (2015). It could also be suggested that the more able learners had the added challenge of explaining the methodology to their less able peers; this could be seen to solidify their learning as they systematically talk through the different methods.

Immediately upon entering the classroom, it was recognised that the learners were all engaged and on task. Still, they had all chosen different difficulty tasks and used various other resources to help them in their workings, including dienes blocks, empty number lines and hundred squares. The learners were all engaged because they were comfortable in an environment that could be described as inclusive. The use of resources in this task could be seen as a scaffolding method in that the resources can be used to break the task down into smaller steps, as mentioned in Bruner's theory (Rose et al., 2016). The variety of resources suggested opportunities for differentiation in offering learners different ways to learn new information, understand concepts and demonstrate their learning (Tomlinson, 2017).

The teacher had three columns of addition problems on the interactive board; above each column were stars that corresponded to the difficulty of each set of addition problems. The one-star column with more manageable addition sums using multiples of fives or tens, and the two-star column with larger numbers where the units did not add above ten. Finally, a three-star column with larger numbers with units that would add to more than ten. The teacher had thought about how to differentiate the task to make it achievable for all

learners, encouraging all children to succeed and thus developing their self-esteem and self-efficacy, which links to the work of Albert Bandura. After the observation, the teacher was questioned as to whether they assigned the lower tasks to the lower learners, to which they replied that all learners were encouraged to pick any of the challenges rather than limiting learners' potential from the beginning. The teacher also recognised that if the less able learners attempt the more difficult challenge, they usually conclude that the task is too tricky and choose another challenge with which they will have more success. This was particularly interesting as it relates to Tomlinson's belief in offering children choices of how they learn and what they learn (Bates, 2023).

The critical incident occurred when Child A was observed sharing their work with the teacher for marking having attempted the two-star addition problems. The teacher acknowledged Child A's efforts, which modelled Dweck's growth mindset and the importance of praising effort as much as success (Bates 2016). The teacher questioned Child A's methodology and subsequent answers and encouraged Child A to look at his work and where they may have gone wrong. It is assumed that this is the teacher's approach to formative assessment within this task by asking open-ended questions to assess Child A's understanding of the task and then encouraging self-assessment by allowing Child A to recognise his own mistakes. Weurlander et al. (2012) argue that formative assessment is essential for providing learners with the feedback they need to progress. The teacher then recommended Child A use a different resource to help them, suggesting an empty number line would help break the addition problem down. Child A returned to their seat with the number line and conversed with Child B about their challenges with the addition problems from the two-star column. After a few minutes had passed, the researcher asked how Child A was getting on; they replied: "It's been a bit tricky. Teacher A gave me this to help (points at number line). Child B is helping me. I jump up in tens first; then, I add the units. Look, it makes fifty-seven!" Reflecting on this interaction, Child A utilised the knowledge of a peer, therefore bridging the ZPD using a more knowledgeable other in his group to help his understanding of the task. Child A maintained enthusiasm for the task even though they had made mistakes, showing resilience and a positive self-concept. Child A's self-esteem and self-efficacy appeared to be unhindered through this approach to learning, as they were aware of their mistake but remained willing to attempt the corrections. This would support Bandura's idea that children can develop self-efficacy by observing more able peers with higher self-efficacy.

Critical reflection has made me consider my pedagogical choices, including mixed-ability grouping and collaborative learning, formative assessment during work to provide essential feedback and differentiation of the tasks using various methods to meet learners' needs. I will now give a more detailed discussion of these pedagogical methods in the following paragraphs.

Mixed-ability grouping observed in the critical incident opened an opportunity for collaborative learning, such as peer tutoring, where learners worked together to develop and deepen their understanding of the taught concept. Peer tutoring can be described as peers teaching peers (Aubrey and Riley, 2022). They also emphasise that more able learners can model good behaviour for less able learners, increasing motivation. Hattie (2012) recognises that peer mentoring can positively influence friendship, learning and feedback, making the school feel more welcoming. Hallam et al. (2002) also acknowledge that collaboration can benefit more able learners by giving them more responsibility. Collaborative learning could also be perceived to eliminate competition between the more able and less able; the whole class work together to develop a shared understanding and progress learning (Black et al., 2003). As realised by Black et al., some of the main limitations of peer tutoring are the time needed to support learners to become responsible and active peer mentors and the resentment less able learners may have towards their peers due to the more demanding change in workload. In this case study, peer mentoring positively impacted learners as the more able were competent in explaining and clarifying concepts to their less able peers in more interpretative language compared to the teacher. Black et al. also recognise that learners are more likely to ask peers for repeated help for understanding than they would a teacher for fear of being seen as unwise.

Despite grouping learners in mixed-ability groups, the teacher supported individual learning needs by employing a differentiated instruction approach to their teaching to accommodate the various needs of the learners within the group. Tomlinson (2017) suggests that differentiation creates a classroom environment that can meet the diverse needs of learners while fostering a collaborative learning environment to improve outcomes for the class and each learner. Tomlinson also contends that differentiation encourages all learners to recognise their limitless potential and challenges more able learners to support their peers. Hallam et al. (2002) argue that ability grouping facilitates teacher planning and instruction by reducing the need to prepare differentiated materials; Tomlinson counters this argument, claiming that differentiated instruction is about meaningful learning, not to be confused with individualised instruction, which would

require teachers to spend an excessive amount of time preparing individualised materials for each student. Therefore, ability grouping may be redundant if teachers ensure effective differentiated instruction that meets the needs of all learners. However, this could still present an issue of more planning and preparation time for teachers.

In conclusion, differentiated instruction is a practical and powerful approach to meeting the needs of all learners. However, it requires practitioners to be skilled in implementing the approach effectively. The teacher of the learners observed in the critical incident had carefully considered the differentiation of the task for all learners, which appeared to be well understood and set out for the learners. The teacher provided learners with various visual and physical resources and direct teaching to appeal to all learners and provide the opportunity for challenge by setting problems at different levels. The more able learners could also offer scaffolding roles as the more knowledgeable others. This engaged the more able learners in more profound thinking skills to explain and clarify their understanding to their less able peers; the learners received the scaffolding roles of the more able.

The use of formative assessment indicated that the teacher was aware of discrepancies in learning. Aubrey and Riley (2022) recognise that formative assessment can be a powerful tool in detecting misconceptions and misunderstandings before summative assessment when it is often too late to address them. Black and William (1998) argue that formative assessment is a formidable tool when used wisely. It can provide essential feedback for developing learners' understanding and focus on specific problems in their work, helping them to create realistic goals to address misconceptions. In this context, learners' self-efficacy and self-esteem are less likely to be damaged, which can be further limited by the positive impact of mixed ability grouping where less able learners observe more able learners with higher self-efficacy and learn from their peers, as mentioned previously. The teacher also used self-assessment, allowing Child A to recognise their mistakes. Black et al. (2003) identify that learners need to understand the task's learning intention and success criteria for self-assessment to work effectively.

Given that Child A could recognise his own mistakes, this implies the teacher had given clear guidance on the learning intentions and success criteria for the task observed. The most significant limitation of formative assessment and self-assessment is that they require more time (Bates, 2016), and teachers need to be explicitly clear in explaining the learning intentions and success criteria. Formative and self-assessment can improve

learner progression by providing feedback that addresses misconceptions and inconsistencies and empowering learners to take responsibility for their learning.

Based on my evaluation of crucial outcomes observed within the critical incident, I intend to discuss the implications of my research findings for my own pedagogical choices, as well as for my class, the participants, and the school, using supporting literature to evidence my intentions.

Upon reflection, the teacher observed various teaching methods and approaches, primarily focusing on collaborative learning and mixed-ability grouping. My research has shown that these two practices could create an inclusive learning atmosphere that engages learners and fosters peer support. Hallam et al. (2002) support this view, noting that 'pupils could help, inspire and motivate each other' (p.49). While their literature generally supports mixed-ability grouping, there are some potential implications for my classroom practice. They further acknowledge that not all learners are comfortable working in groups, and precise behavioural expectations must be established. Therefore, I would have to ensure that all learners have clear expectations for group work to provide equal opportunities for all learners. Hallam et al. also note that more able learners can resent helping less able learners. To mitigate this in practice, I would use a different, more knowledgeable peer in other areas of learning and experience.

During the critical incident, it was noted that the teacher used formative assessment techniques to ensure learners' understanding. Through further investigation of supporting literature, formative assessment is valuable in creating a supportive learning environment. During the incident, the teacher used formative assessment using open-ended questioning to establish whether the learner had understood the task and identify any support needed to meet the needs of individual learners. Black et al. (2003) emphasise that formative assessment helps teachers plan more effectively and deliver differentiated learning experiences. However, Aubrey and Riley (2022) acknowledge that teachers can become overly focused on identifying and criticising learners' weaknesses rather than providing feedback to help them improve their learning. Formative assessment is crucial to set and differentiate tasks effectively and appropriately to meet the diverse range of learners' needs. I would ensure that formative assessment is utilised correctly by providing feedback to help me differentiate and plan more effectively for future lessons. Grigg (2015) recognises that developing self-assessment skills is critical to becoming an autonomous

learner. I intend to incorporate peer and self-assessment into my teaching practice as a valuable tool to promote independent learning and learner accountability.

The differentiation within the task observed in the critical incident had been carefully considered in multiple ways. The teacher differentiated the challenge of the task but provided further differentiation in the form of scaffolding using the more knowledgeable peers within the group and a variety of physical and visual resources to aid learners' needs. Grigg (2015) recognises that differentiation is student-centred and helps all learners to achieve by removing barriers to learning. From this experience, I have gained valuable insight into how to differentiate tasks more effectively in my classroom, using scaffolding to break down tasks into smaller steps, peer collaboration where peers can help peers and consideration of quality resources that aid understanding. This would enable all learners to be challenged suitably while ensuring the challenge is achievable; as Grigg (2015, p.280) notes, "all pupils should find learning challenging but within their grasp".

In conclusion, this assignment has enabled me to develop and critically reflect on my understanding of theories of social learning, collaborative learning and scaffolding that support mixed-ability grouping. I have explored relevant literature and reflected on how I can use reflective practice to improve my teaching and professional development. This research study has helped me to develop a deeper understanding of pedagogical theory and to identify more effective teaching methods, which can be related to the Welsh Government *Professional Standards* (2021) for teaching and leadership, as discussed in the introduction of this assignment. I have learned the importance of holistic education and the need to be mindful of internal and external learning barriers, such as additional learning needs, poverty and language barriers. In preparation for this assignment, I found limited research on mixed-ability grouping, especially in primary schools. Critical educational theorists such as Vygotsky, Bruner, Bandura and Dweck support mixed-ability grouping because it provides opportunities for students to learn from each other and to develop their social and emotional skills. Mixed-ability grouping has been shown to benefit students of all abilities, and the potential challenges can be overcome with careful planning and implementation. This form of grouping promotes inclusion, self-esteem and self-efficacy of learners and removes barriers to learning. I intend to implement mixed-ability grouping in my classroom to encourage collaborative learning and differentiate my instruction to meet all learners' needs by providing various learning activities, resources and grouping configurations, such as small groups, whole-class teaching, and

independent work. I plan to employ formative assessment strategies that are useful for identifying learners who need additional support and underpin learner progression, such as teacher observation, open-ended questioning, and retrieval of prior knowledge. For learners to become more engaged and responsible for their learning, I would work with learners to develop the learning intentions and success criteria for tasks and to provide and receive feedback from peers and themselves. The incorporation of more group and collaborative work will create opportunities for learners to build relationships with each other, leading to a more positive classroom culture.

References

Adey, P. and Dillon, J. (2012) *Bad Education, Debunking Myths in Education*. Berkshire: Open University Press

Aubrey, K. and Riley, A. (2022) *Understanding and Using Educational Theories*. 3rd edn. London: SAGE Publications Ltd.

Bates, B. (2016) *Learning Theories Simplified and How to Apply Them to Teaching*. London: SAGE Publications Ltd

Bates, B. (2023) *Learning Theories Simplified and How to Apply Them to Teaching*. 2nd edn. London: SAGE Publications Ltd

Black, P., Harrison, C., Lee, C., Marshall, B. and William, D. (2003) *Assessment for Learning, Putting it Into Practice*. Berkshire: Open University Press

Black, P. and William, D. (1998) *Inside the Black Box, Raising Standards Through Classroom Assessment*. London: GL Assessment

Boliver V. and Capsada-Munsech Q. (2021) 'Does ability grouping affect UK primary school pupils' enjoyment of Maths and English'. *Research in Social Stratification and Mobility*, Volume 76, 100629, ISSN 0276-5624. Available at: <https://doi.org/10.1016/j.rssm.2021.100629>.

British Education Research Association (2018) *Ethical Guidelines for Educational Research*. 4th edn, London: BERA Available at: <https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018> (Accessed on 15th October 2023)

Deane, J (2009) *Organising Learning in the Primary Classroom*. 4th edn. Oxon: Routledge

Gray, C. and MacBlain, S. (2015) *Learning Theories in Childhood*. London: SAGE Publications Ltd

Grigg, R. (2015) *Becoming an Outstanding Primary School Teacher*. Oxon: Routledge

Hallam, S., Ireson, J. and Davies, J. (2002) *Effective Pupil Grouping in the Primary School*. London: David Fulton Publishers Ltd

Hallam, S. and Parsons, S. (2013) 'The incidence and makeup of ability grouped sets in the UK primary school'. *Research Papers in Education*, Volume 28, No.4, pp. 393-420, Available at: <https://www-tandfonlinecom.ezproxy.uwtsd.ac.uk/doi/full/10.1080/02671522.2012.729079> (Accessed on 15th October 2023)

Hattie, J. (2012) *Visible Learning for Teachers, Maximizing Impact on Learning*. Oxon: Routledge

Howard, C., Burton, M. and Levermore, D. (2020) *Children's Mental Health and Emotional Well-being in Primary Schools*. London: SAGE Publications Ltd.

Ireson, J. and Hallam, S. (2001) *Ability Grouping in Education*. London: SAGE Publications Ltd

John, E. (2022) 'Inclusion, Participation and Interaction, Challenging the Discourse of In-class Ability Grouping in Early Childhood Education', in Murphy, A., Conn, C., (eds) *Inclusive Pedagogies for Early Childhood Education: Respecting and Responding to Differences in Learning*. Oxon: Routledge, pp.151

Lynch, M. (2022) *A Guide to Mixed-Ability Grouping*. Available at: <https://www.theedadvocate.org/a-guide-to-mixed-ability-grouping/> (Accessed on 15th October 2023)

MacBlain, S. (2014) *How Children Learn*. London: SAGE Publications Ltd.

Marks, R. (2016) *Ability Grouping in Primary Schools: Case Studies and Critical Debates*. Northwich: Critical Publishing.

Peer, L. and Reid, G. (2021) *Special Educational Needs: A Guide for Inclusive Practice*. London: SAGE Publications Ltd.

Rose, J., Gilbert, G. and Richards, V. (2016) *Health and Well-Being in Early Childhood*. London: SAGE Publications Ltd

Smidt, S. (2009) *Introducing Vygotsky*. Oxon: Routledge

Tomlinson, C. (2017) *How to Differentiate Instruction in Academically Diverse Classrooms*. Alexandria: Association for Supervision & Curriculum Development

Tripp, D. (2012) *Critical incidents in Teaching*, Oxon: Routledge

Welsh Government (2019) *Professional Standards for Teaching and Leadership*. Available at: <https://hwb.gov.wales/api/storage/19bc948b-8a3f-41e0-944a-7bf2cadf7d18/professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc.pdf> (Accessed on 14th October 2023)

Welsh Government (2021) *Framework on embedding a whole-school approach to emotional and mental wellbeing*. Available at: <https://www.gov.wales/framework-embedding-whole-school-approach-emotional-and-mental-wellbeing> (Accessed on 15th October 2023)

Welsh Government (2021) *Introduction to Curriculum for Wales Guidance*. Available at: <https://hwb.gov.wales/curriculum-for-wales/introduction/#a-vision-for-every-school's-curriculum> (Accessed 8th October 2023)

Weurlander, M., Söderberg, M., Scheja, M., Hult, H. and Wernerson, A. (2012) 'Exploring Formative Assessment as a Tool for Learning: Students' Experiences of Different Methods of Formative Assessment'. *Assessment & Evaluation in Higher Education*. Volume 37, No. 6, pp.747-760. Available at: <https://web-s-ebscohost-com.ezproxy.uwtsd.ac.uk/ehost/pdfviewer/pdfviewer?vid=0&sid=4d8fcd3d-3159-40ca-9c3b-a1cbc8d2fc14%40redis>

Zwozdiak–Myers, P. (2012) *The Teacher's Reflective Practice Handbook*. Oxon: Routledge