



AFL-

HOW ASSESSMENT FOR LEARNING CAN
BE UTILISED IN A LEARNING EPISODE TO
AID PROGRESSION ACROSS A CHOSEN
AREA OF LEARNING AND EXPERIENCE.

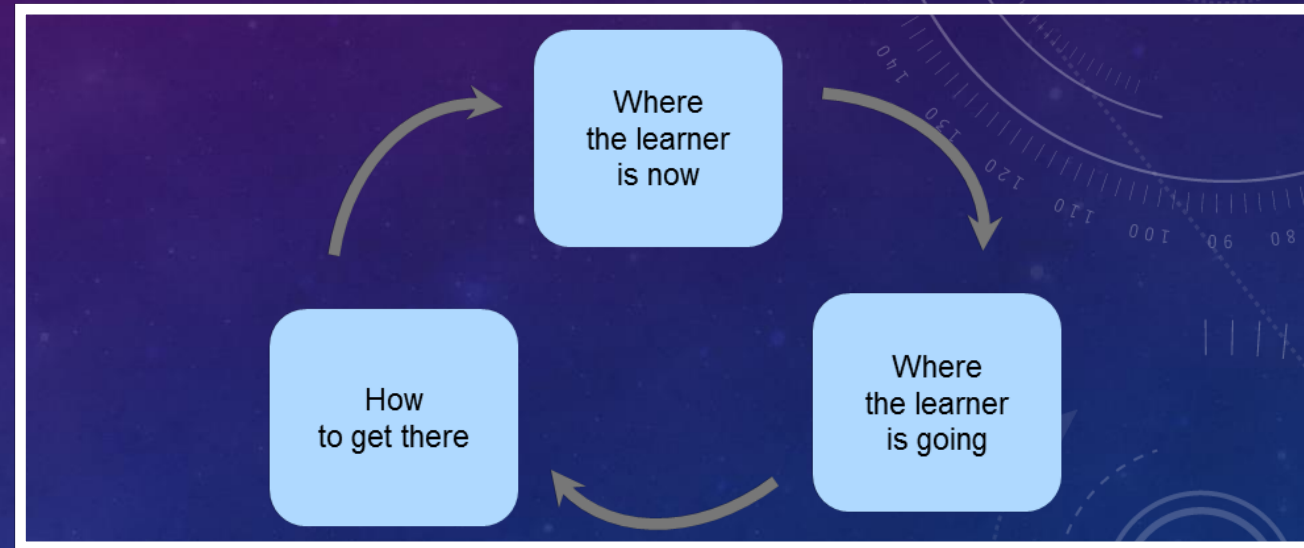
BY LUCY WILLIAMS

STUDENT NUMBER:2305328

WHAT IS AFL?

- AFL stands for assessment for learning. Which is an approach teachers use as an assessment tool to enhance children's learning in real time. Rather than looking at the books or piece of work and assessing after its complete which is sometimes known as a formative assessment.
- It creates feedback which is then used to improve student performance.
- AFL helps both the student and the teachers as it shows how the learning is progressing as it is progressing. Meaning they can see if any support is needed during the lesson and can make changes when and if necessary.
- AFL also helps students become active within their own learning as they can see where they are at in their learning and where they need to go next. (Cambridge Community (n.d.)

Cambridge Community, 2025



WHEN CAN AFL BE USED?

- In my opinion AFL can be used in every lesson you teach as you can always assess the learning and use certain techniques or strategies when needed. According to (Hannah Hawthorne,2022) “AFL can therefore be used on a regular basis to guide the learning process – to assess, to inform teaching, and to provide impactful feedback.
- Different strategies can be used for different things, some can be used to intervene and stop the lesson so you can re cap something if you feel like the learners need it. Or AFL could be used to push the learners by using self reflection.
- Another time AFL could be used within the classroom could be to retain engagement. When the engagement level starts to decrease you could use an AFL strategies to bring the attention back and to re- visit the topic or lesson you are on and then let them carry on with their activity or make appropriate modifications to your lesson.

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Partnersiaeth Dyngus Proffesiynol Yr Athrofa Yr Athrofa Professional Learning Partnership Rhwydweithio Dyngus i Gynnal Cydlynwch Sgwyddwch

Student-teacher:	Miss Williams	Class / Group:	Year 5/6			
AoLE or Subject:	Humanities/ History	Date (please note that this may be a continuous session):	Thursday 21 st November			
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)	Progression step -I have an understanding that the past can be divided into periods of time. What matter statement- " <u>Understanding the sequence of historical events through timelines helps us see how past events are interconnected and shape the present, allowing us to better understand the causes and effects of history.</u> "					
Meaningful links across the curriculum Links to other AoLEs or the Cross-curricular skills frameworks	Mathematics/ numeracy					
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)						
Learning Intention 'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.' (Crichton, H., and Mcdaid, A. 2016 p. 196)						
To learn key dates that happened in Adolf Hitler's life by putting them in a timeline/sequence						
Success Criteria What the pupils need to demonstrate to successfully meet the Learning Intention.						
The success criteria will be different for each group as they are all doing slightly different variations of a timeline to make it better suited to their learning needs.						
Planning for misconceptions: Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.						
They may not know where to start the timeline or how to draw one. I will be using the camera and whiteboard to demonstrate how to make one, I will draw one in the demonstration book for them to see.						
Strategies to support learners' Welsh language development						
I will use incidental Welsh throughout the lesson such as <u>eisteddych pawb</u> - sit down class.						

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MY LESSON

Progression step- I have an understanding that the past can be divided into periods of time. Welsh Government (n.d.) *Descriptions of Learning: Humanities.*

What matter statement- understanding the sequence of historical events through timelines helps us see how past events are interconnected and shape the present, allowing us to better understand the causes and effects of history. Welsh Government (n.d.) *Statements of What Matters: Humanities*

PEDAGOGICAL REASONING.

Progression step

- The reason I chose I have an understanding that the past can be divided into periods of time as my progression step was because I was linking my history lesson to maths/ numeracy, I wanted to include something about maths and a timeline was the best way of doing this because the children had to sort the dates out into chronological order. Which was challenging for some.
- Another reason I chose this progression step was because it was liked to both AoLE/ subjects and was the best progression step to fit the lesson that me and the class teacher could find.
- The final reason I chose this progression step was because I felt like my highest ability group would be able to push themselves to meet it and that my lower ability group would be able to push themselves and understand it.

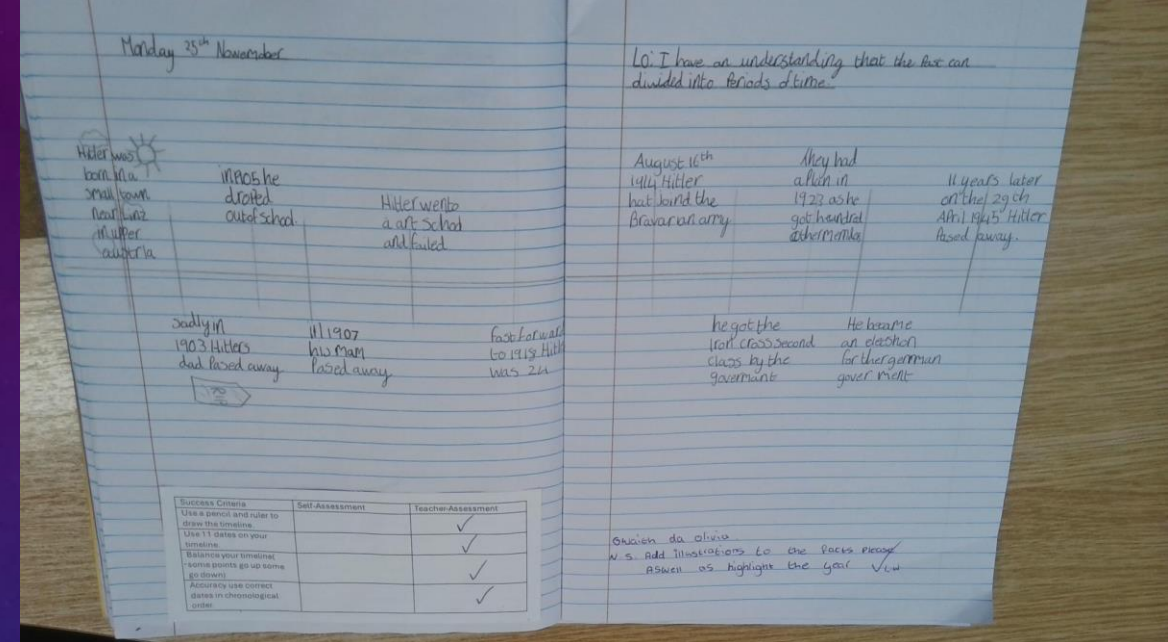
What matters statement:

- The reason I chose understanding the sequence of historical events through timelines helps us see how past events are interconnected and shape the present, allowing us to better understand the causes and effects of history was because I felt it best fit my lesson I had planned as well as having skills in that the pupils needed to work on.
- I Also chose it as my what matter statement because I felt like in linked both numeracy and humanities which is what I wanted.

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>
Wiwer	• Show the fact file sheet on the board briefly for students to see. • Demonstrate how to set up books and create the timeline using the camera and board. • Ask students to indicate their understanding with a thumbs up (up, middle, or down). • Based on their response, provide further clarification if needed.	• Begin the lesson with a brief PowerPoint on Adolf Hitler to recap prior knowledge and explain key events in his life. • Students will use a prepared fact file sheet on Adolf Hitler to highlight key points and dates for their timeline, starting with his birth and ending with his death. • After the demonstration, students will work independently on their timeline at their tables. • If students finish early, they can use computers to create their own fact file sheet.	Students will complete the task independently after initial guidance on setting up their books. Staff members will be available for support, but students must ask three peers for help before approaching a teacher. To challenge students, they will have their own success criteria to stretch their abilities.	Use a range of AFL strategies, including effective questioning and thumbs up, middle, or down to gauge understanding of the task as well as using pit stop if necessary. Provide a success criteria for students to stick in their books, outlining key elements to include in their work.

DETAILS OF MY LESSON

This lesson was the first lesson I taught whilst being on this placement and it was a history lesson based on Adolf Hitler where the children were given a fact file on Hitler, and they had to sort the information onto a timeline. This was the work that the top two ability groups had to complete. They received support and guidance as I went through a PowerPoint with the whole class on Hitler and they could ask as many questions as they wanted throughout the PowerPoint. I then sent the class of to their tables and set the Llygoden and Draenogs of on laptops to do Mathletics whilst I showed the wifers and cnoceally coeds using the board camera and a demonstration book how a timeline looks and how I want their books to look. I left the example up on the board for the children to look at throughout their lesson.



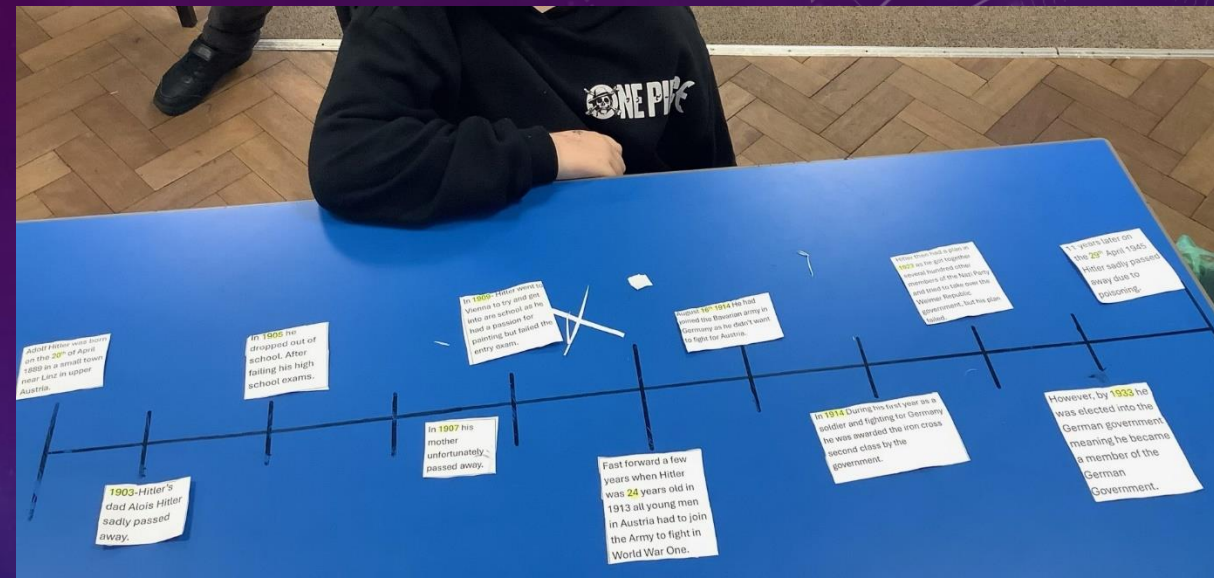
THEORIES LINKED TO MY LESSON

- When planning my lesson on Adolf Hitler I wanted to think of the best way to do this as the children did have some prior knowledge but not loads. So, I started to look at literacy and read into the best ways to help children understand the order historical events happened. I found some literature that supported timelines in helping children understand historical events. "The idea of scaffolding and building upon prior knowledge is crucial when using timelines to enhance students' understanding of historical events" **Bruner, J. (1960). "The Process of Education"**
- timeline after reading this I decided a timeline would be the best way to show the children how historical events happened and what order they happened in.
- There was also critics one that I read was from Sweller, J. (1988). Who suggests that too much information, especially presented in a linear fashion, can overwhelm learners. Whilst this isn't directly talking about a timeline, I did take it into consideration whilst teaching the children about the timeline and showing them how much information I expected on each point.

  	<u>Llygoden</u> • A staff member will support the group with ordering the timeline and maintaining focus. • Each child will have a large timeline on their desk, and the whiteboard can be used for group guidance. • Completed work will be photographed and uploaded to Seesaw. • Faster students can be challenged by writing the timeline on paper to stick in their books. • The group will have a fact file, with dates and key facts pre-cut for ordering	• The group will watch the PowerPoint for a recap and to learn new facts about Hitler. • They will receive all necessary resources: dates, key facts, and a fact file. The teacher will draw timelines on the tables, with some students sharing half the table for their work. • The group will receive as much support as needed, including reading the fact file together and individually ordering the dates. • As an extension, students can write their timeline on paper, like the next group's task. • Some students will complete the initial task and have their work photographed for Seesaw.	• This group will receive the support they need to reach their full potential. • They will have their own success criteria to differentiate the task and match their ability level. • The aim is to challenge the learners without overwhelming them.	• Start the lesson with a prepared PowerPoint, allowing time for questions and checking understanding. • Use AFL strategies like questioning and thumbs up/middle/down to gauge comprehension. I will also be using pitstop if necessary. • Provide success criteria for students to stick in their books, showing key elements to include in their work.
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LLYGODEN

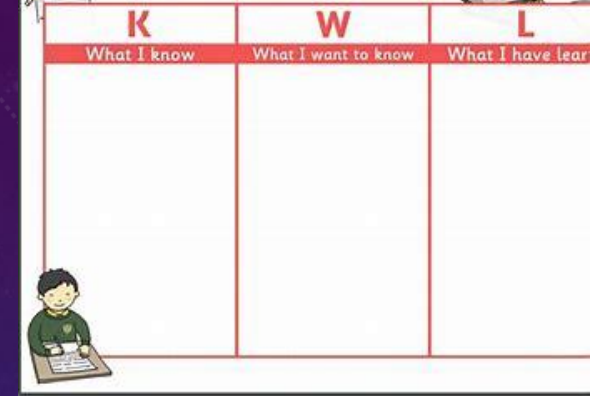
This group also watched the PowerPoint at the start of the lesson sat at the carpet, so all the children felt included. They went on to have some time on mathematics approximately 10 minutes so I could set the other group off and make sure the TA was aware of their task and make sure both the students and TA were happy before I went on to the Llygodens and Draenogs to start their history task the first thing we did as a little group was read the fact file on Hitler together as some of the students really struggle with their reading. The children then highlighted the dates on the fact file so they could see how many dates there were before they cut out the dates that I had made for them as their task had been modified and made for them. Once they cut the dates out, they could start putting the dates in chronological order on the timeline I had Pre drawn on the tables before the lesson started. Some of the children moved on to writing the dates onto a timeline I printed out, but some were pushed to their furthest ability at this task.



AFL STRATEGIES I USED WITH THE CLASS

- There was a few different AFL strategies that I used during this lesson some of them I liked and used again during my placement and some I tried didn't like so much and slightly modified them and tried them again. During the lesson and my time on my first half of my placement I used a wide range of AFL strategies but in this PowerPoint I'm only going to be talking and going into depth looking at literature and critics about 2 of them and briefly talking about one that I tried.
- The first AFL strategy I used in this lesson was thumbs up thumbs down or thumbs in the middle. I used this strategy right at the start of the lesson just after I finished the PowerPoint and carpet time. I used the thumbs to show how much they understood about the PowerPoint and if they understood what was expected from them next.
- At first this AFL strategy looked although it worked as all the children answered and I gave the children with a thumbs in the middle or thumbs down extra supports. And despite explaining to the children before they showed their thumbs that weather, was based on if they understood the task and not if they think its going to be hard or want to do it most of the children answered depending on weather, they think it is going to be hard or easy.

KWL GRIDS



What is a KWL grid?

- A KWL grid is a grid that is used throughout the duration of the lesson. The grid is split up into three sections. The first section is the K which is the Know section what the children already know about the subject so in this case it would be either Hitler or about a timeline. The next section is what the pupils want to know, and the final section is what the children learnt. The way the KWL grid works is by doing the first two sections at the start of the lesson and finish the lesson off with letting the pupils finish of their KWL grids by saying what they learnt.
- I Liked the KWL grid and thought it worked well for my Lower ability groups as it helped refresh the knowledge they had previously learnt as well as making them reflect on the lesson and take in more of the information by writing it down at the end.
- I also think it works for the pupils in my class because there is no pressure to do the KWL grid as I wasn't marking them I just read them as the lesson was happening.

LITERATURE TO SUPPORT KWL GRIDS

- Some literature states that KWL grids can encourage students to become active thinkers while they read. So according to Carr and Ogle if you give students something specific to look at, they can reflect better once they have finished reading. Carr and Ogle were also the creators of KWL grids back in 1987 so their viewpoint could be biased. (Carr& Ogle, 1987).
- Tharp and Gallimore,(1988) Also support KWL grids as they enhance student engagement in the learning process. They also state how KWL grids encourage children to think critically about their prior learning and knowledge as well as the new information they encounter.
- The final piece of literature I'm going to look at that supports KWL grids is by (Flavell, 1979) who says metacognition is a strategy of self questioning that involves the cognitive process. It shows how pupils can be motivated and active readers by using techniques that help them self question as it ensures they can comprehend the texts they are reading. He believes KWL grids helps activate background knowledge and provide an opportunity for students to set their own learning objectives.

CRITICS OF KWL GRIDS

- Some people have a different viewpoint of KWL grids and think that they can take too much time away from the intended learning of the lesson. Sometimes classrooms can be a very busy environment and there just isn't enough time to complete them to a high standard. – Ablison.
- Some educators also believe that pupils may not be able to effectively summarise or reflect on what they have learnt for the last section of the KWL grid which may defeat the objective of the grid. This critique of the KWL grid could link to Vygotsky's theory that learning is most effective when learners are able to actively engage in self regulation and problem solving. It's not a direct link to KWL grids but it could suggest that a KWL grid isn't the most effective way for children to reflect in the way that Vygotsky believed was necessary for deep cognitive development.

PIT STOP

What is Pit Stop?

- Pit stop is an AFL strategy that is used as a formative assessment checkpoint to check the pupils understanding and to see where they are at in the learning to help the teacher see where the learning needs to go next and what they need to do next. -Jessica Richards.
- Pit stop can be used at any point in your lesson for different reasons it can be used to bring back the classes' attention, saying if they've lost their engagement or focus you can stop the learning for a couple of minutes and either do a quick game or use that time to recap what the children were learning and check the pupils understand their task.
- Pit stops are also used for the teacher to assess the learning and lesson if the lesson isn't going to plan the teacher might stop the learning for a discussion with the pupils where they can then assess the children's understanding of the lesson so that the teacher can either carry on with the lesson or stop and change the way the children are learning to make their learning more effective.

LITERATURE TO SUPPORT PIT STOPS

- There is literature that says there are a great way of using formative assessment to provide feedback to students as well as teachers by helping identify the learning gaps and help adjust the teaching strategies. Although this isn't directly linked to Pit stops i think that its what you do within your pit stop naturally. Black & William (1998) also state how formative assessment should be used regularly in the classroom and I think this is an easy way to include it in your lessons.
- Like Black and William Hattie & Timperley (2007) say that feedback is a critical role in students learning. They argue that feedback provides students with information on where they are in their learning journey and how they can improve which is what a Pit stop can do. The article discusses feedback as an ongoing process rather than a one-time event, supporting the idea of formative checkpoints within a lesson.

CRITICS OF PIT STOPS

- Some critics say that pit stops can increase cognitive load for students as they can cause unnecessary disruption to the learning potentially overwhelming the students rather than benefiting them in any way because too taking away from the learning they are currently doing. Sweller, J., Ayres, P., & Kalyuga, S. (2011).
- Some critics also say that pit stops can take valuable skills away such as pupils independence and problem-solving skills. Wiliam, D. (2011). States that overuse of pit stops or pit stops that are to “heavy” can have an affect holistically on pupils hindering other skills they may need.

WHAT I LIKED ABOUT THE AFL STRATEGIES I USED

- I liked the KWL grids because It gave the pupils a chance to reflect on their prior knowledge as well as having control on what they wanted to learn. I think a KWL grid could be used before a lesson so the teacher can use the children's input to make me the lesson. For example, if you gave the children a topic of under the sea you could see what the children want to know about it and then base your lesson off what's going to engage the children.
- I also liked the KWL grids because I think it helps embed the information for the children. It gives them a chance to look back at the information from the lesson and then write it down again, so they are re capping what they have done.
- I really liked using the Pit stop because it made my job easier as I noticed a few of the children laying out the timeline wrong so instead of going around the class loads of times correcting the children I stopped the learning for the two groups and recapped how a timeline should be laid out as well as using one of the children's books as a WAGOLL (what a good one looks like)
- Another reason I liked pit stop was because it gave me a chance to assess where the learners were without having to individually go around all the books. I could get feedback from the children as the lesson was happening to see if there was any changes I needed to make or anything I needed to explain further in a different way to which I did at the start.

WHAT DIDN'T I LIKE ABOUT THE AFL STRATEGIES I USED?

- I didn't like the KWL because some of my children found it difficult to think of what they want to learn because they don't necessarily know much about that topic.
- I also found that some children just didn't want to engage with the KWL grid as a whole because they felt like it was extra work they didn't need to do and they personally couldn't see the benefit of doing it.
- The things I didn't like about pit stop was that some of the pupils were really engaged with their work and a large proportion of the class wasn't because they were struggling so I stopped the lesson to explain some misconceptions that the children had made. Although it was beneficial to the whole class it did ruin the focus for some children.
- Another thing that was potentially challenging is that it does take time out of the lesson so the children don't have as much time to complete their work as I had planned for. So sometimes I had to find extra time later in the day or another day to complete the task

LITERATURE ON AFL AS A WHOLE.

- According to Dylan William & Paul Black if you raise the standard of Formative assessment you use in the classroom you will raise the standard of learning done within the classroom as well. Meaning if you make sure the AFL strategy you use has meaning and can give you formative feedback then the level of work will improve academically. In the book Inside the Black Box by black and William it also states how it has been proven with studies that AFL strategies can help with the attainment in the class and has been shown to increase attainment within the learners.
- On the other hand, there are critics who say you can't rely on AFL because you can't assess the learning achieved by students you can only assess the performance by the students which could be different as they might not have taken any of the learning in. - Harris. D. (2015)

CONCLUSION

- Overall, I think AFL is really important for both the teacher and the students as it provides useful feedback that can be used to enhance performance and lessons. Teachers can use AFL strategies to ensure pupils learning is on the right track and pupils can use it to push their learning and aim for targets.
- AFL was also a really important factor to my teaching as it helped me assess where the learners are and showed me how I could change my lessons to meet the needs of the students and go at their pace instead of pushing them and moving on with the lessons if they were not ready.
- I think AFL has changed the world of teaching as its better suited for the children, you can use a range of different strategies to assess the students instead of using tests and other assessment tools which could be stressful for the pupils so they don't show their best ability.



Thankyou for Listening
What are your questions?

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