

Leading the learning: What, how and why am I teaching?

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Structure

Introduction

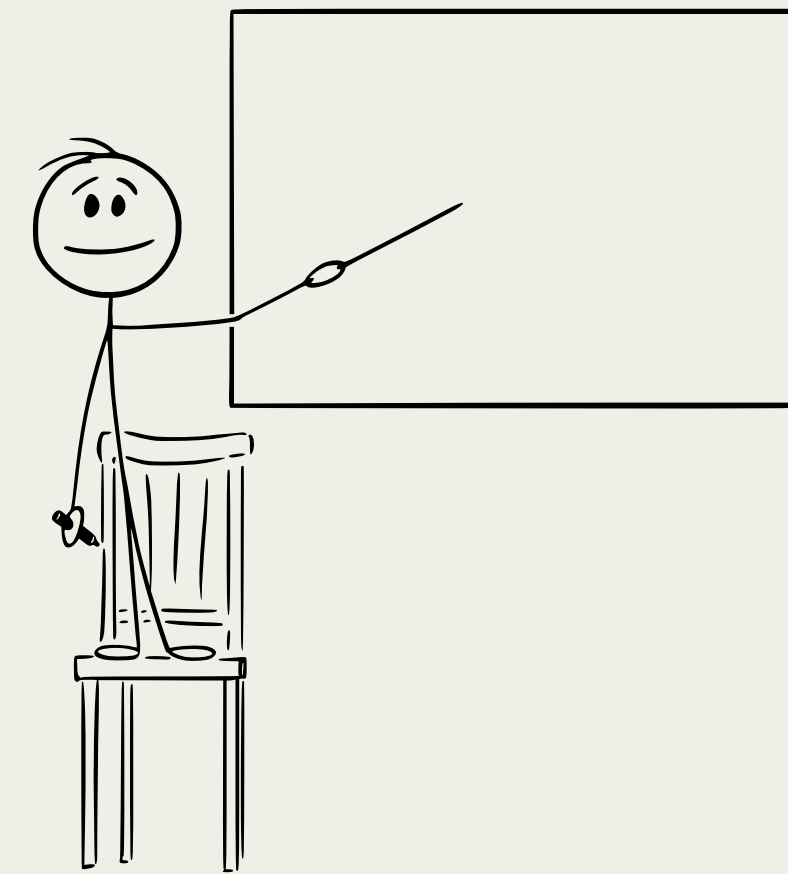
- What is Assessment for learning and why is it important?
- A brief outline of my class.

Review of Literature and lesson planning decisions

- Background context of Assessment for Learning.
- Planning for my learning episode within my chosen AoLE.
- Critical evaluation.

Conclusion

- Final summary.
- Further recommendations.
- 10 minute questions and answers.



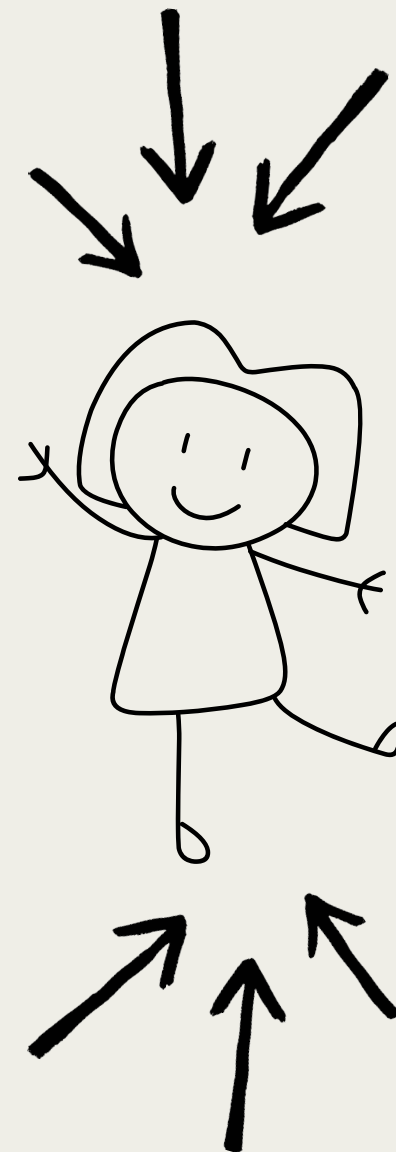
What is Assessment for Learning?

The three roles of assessment

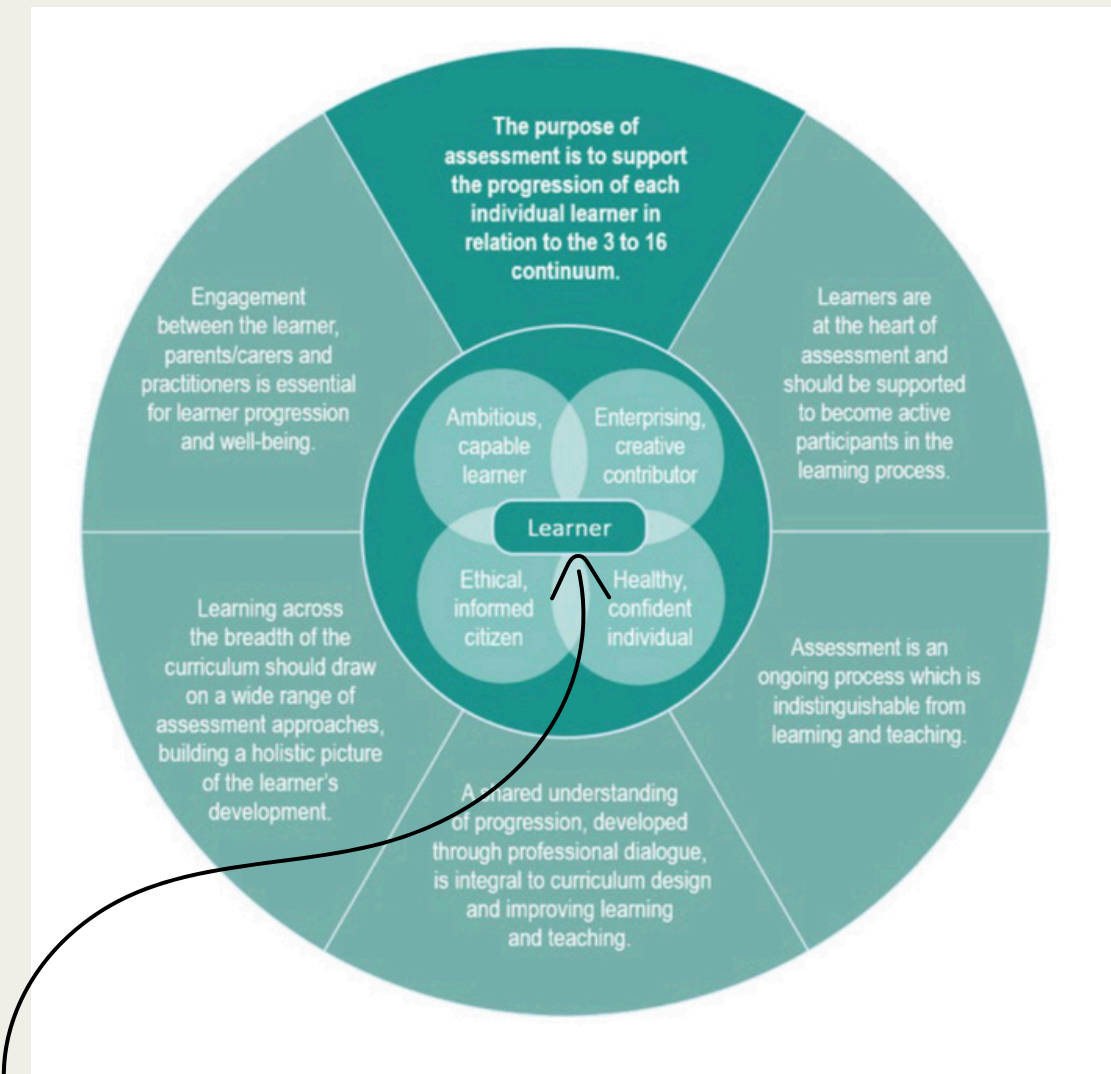


hwb.gov.wales

The learner at the core of assessment



The purpose and principles of assessment



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Alllearnersnetwork.com

Formative assessment



Independent.co.uk

Summative assessment

“Assessment should be part of a continuous dialogue with learners that helps them to improve, rather than the final word on different topics.”

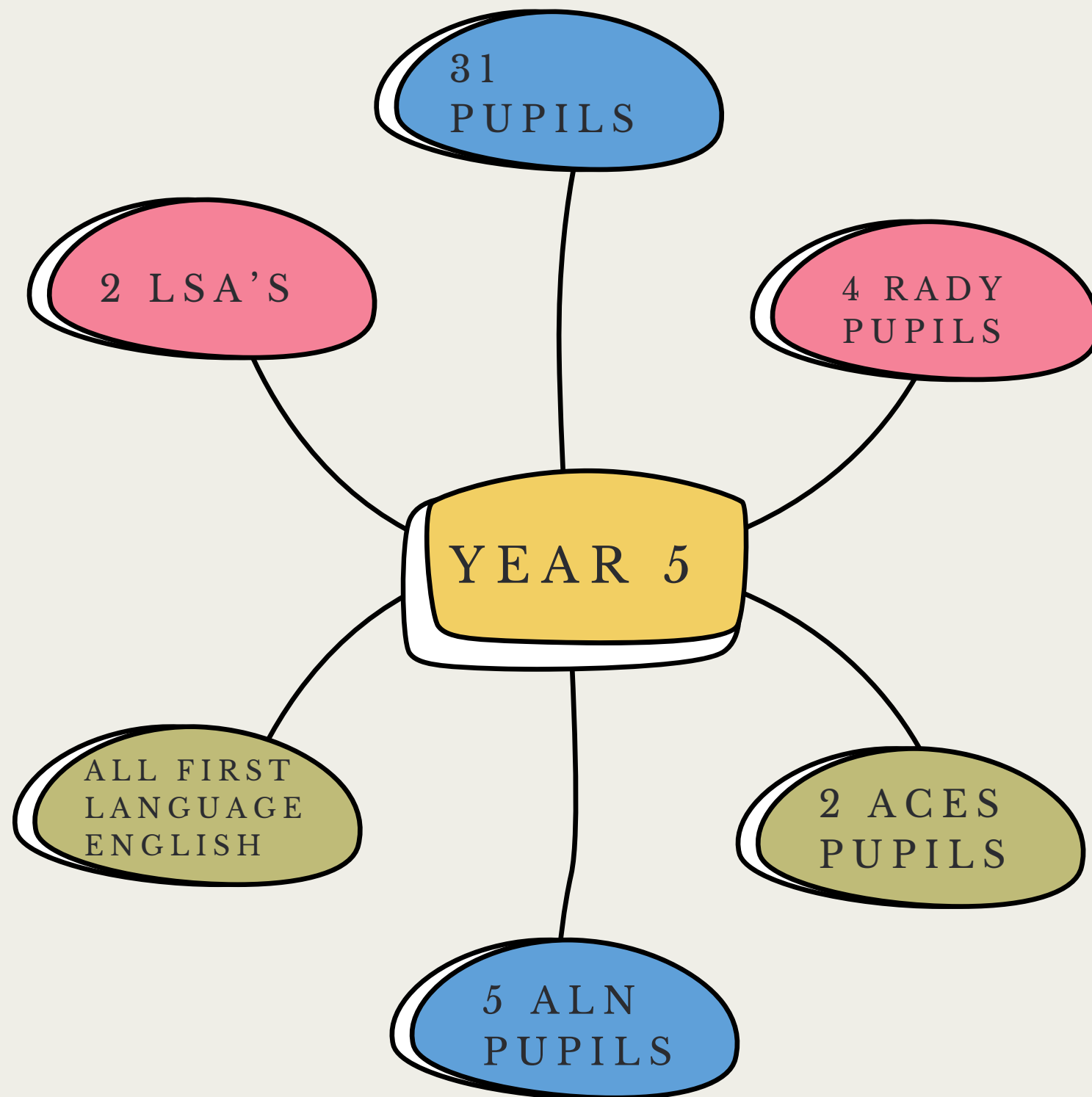
D. Wiliam (2007)

MEET THE CLASS

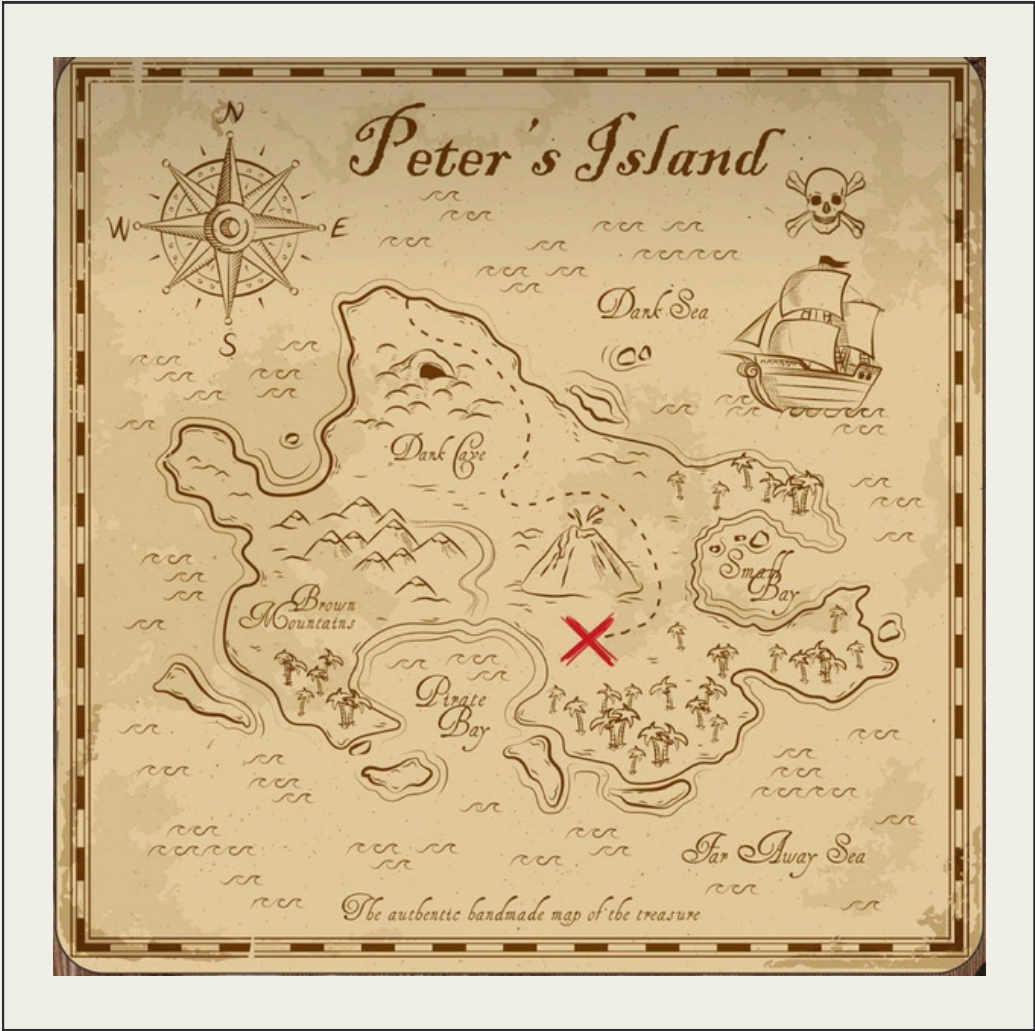


Context

- Currently 31 pupils, with one classroom LSA and a one to one LSA.
- All pupils in class are first language English.
- Two pupils who have been exposed to an adverse childhood experience.
- Four children from disadvantaged backgrounds.
- Five pupils in the class have additional learning needs and require tailored instructions, structured tasks and support focus and emotional regulation.



PREVIOUS LEARNING



Uk.Pinterest.com



Communityplaythings.co.uk



Featherdown.co.uk

AREA OF LEARNING AND EXPERIENCE



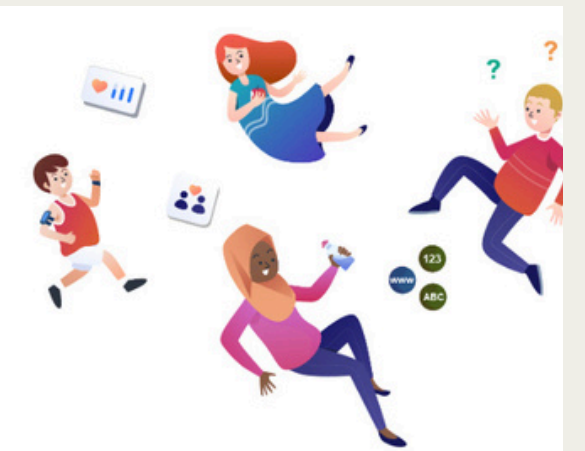
Forestexplorers.weebly.com

I chose health and Well-Being as my AoLE for this learning episode as it promotes holistic growth and can encourage teamwork and collaboration. This focus was particularly relevant for my Forest schools activities, where pupils engage with nature, develop sensory awareness, and build teamwork and empathy. By integrating health and well-being, the lesson supports not only academic success but also the overall personal growth of pupils, fostering resilience and rich experiences in nature.

AREA OF LEARNING AND EXPERIENCE

Health and Well-being

Guidance to help schools and settings develop their own curriculum, enabling learners to develop towards the four purposes.

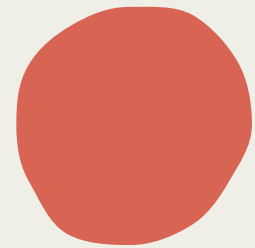


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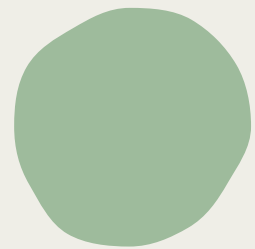
WHAT IS ASSESSMENT FOR LEARNING



Assessment for Learning refers to a range of practices aimed at using assessment to inform and improve students' learning (P.Black & D.Wiliam, 1998)



Central to AfL, formative assessment is used to provide feedback to students and teachers about learning progress (Sadler, 1989).



Effective formative assessment includes clear learning objectives, feedback that promotes learning, and involvement of students in their own assessment (P.Black & D.Wiliam, 1998).



AfL faces challenges such as the need for teacher training. Also criticism that AFL is not consistently implemented across educational settings (Bennett, 2011).



HOW AFL AIDS PUPIL PROGRESSION



As emphasised by Hattie and Timperley (2007) one of the core aspects of AFL is the provision of immediate, specific, and activate feedback hat helps pupils understand their current performance and the steps needed to improve.



According to Nicol and Macfarlane-Dick (2006) AfL also encourages the development of self-regulation and meta cognitive skills. By involving pupils in self and peer assessment, AfL empowers them to take responsibility for their learning.





THE LEARNING EPISODE

The second activity involves pupils working in groups to build dens, however they could only use one arm, simulating physical limitation. Through this activity, pupils develop team work and communication skills as they collaborate to overcome the physical challenge. Additionally, this task promotes empathy by encouraging learners to consider the experiences of those with physical disabilities, aligning with the inclusive and support nature of Forest Schools.



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Penpolschool.co.uk

One activity I planned for within my learning episode was a task where learners guide their blindfolded peers to a tree, then later identify it using their other senses. This aligns with the principles of sensory learning emphasised by Gardner (1983) in his Multiple Intelligences theory, which highlights the importance of engaging various senses in the learning process.



SNOWBALLING



What is snowballing?

Snowballing is a collaborative learning strategy that can be used as part of Assessment for Learning to encourage active participation, peer to peer learning and critical thinking.

Why Snowballing for my learners?

One of the primary reasons for selecting snowballing at this point in the lesson was to support a pupil with speech and language difficulties. I chose to use this strategy as the pupil's speech and language therapist previously recommended introducing discussion within smaller groups to build up to whole class discussions. This strategy creates a structured yet flexible environment where the pupil can begin by discussing her thoughts in a safe, one-on-one setting.

The benefits and risks

Snowballing encourages all learners to articulate their thoughts and listen to their peers, fostering inclusivity by ensuring every voice is heard. The gradual increase in group size helps pupils develop confidence in their ideas and communication skills. However, there are aspects to be cautious about, such as ensuring that every pupil feels safe and valued in their contributions. Care must be taken to prevent dominant voices from overshadowing quieter pupils.



SUCCESS CRITERIA CARDS



What is success criteria cards?

Success criteria cards are an AfL strategy where pupils use visual checklists to self-assess their progress during a task. This approach helps them stay focused on learning objectives, fostering engagement, autonomy, and accountability. It supports structured learning, particularly benefiting pupils who need clear, visual guidance to understand and achieve their goals.

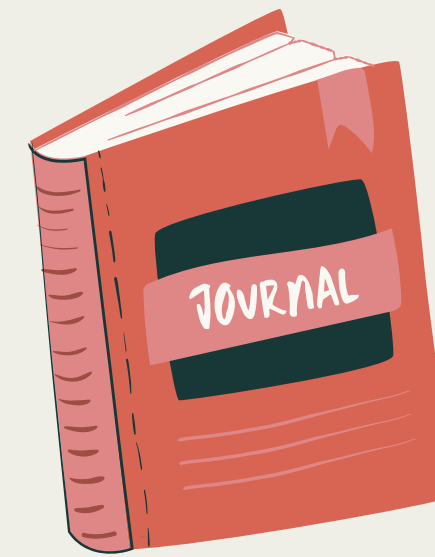
Why success criteria cards for my learners?

I chose to use success criteria cards for my learners for a number of reasons. The main reason for this was to support my pupils with autism, both learners benefit from visual aids and clear, predictable routines.

The benefits and risks

Success criteria cards offer clear guidance, helping pupils stay on task, self-assess, and take ownership of their learning. They are especially beneficial for pupils needing structured support. However, risks include over-reliance on the cards, potentially limiting deeper engagement with the task, and misunderstandings of the criteria without proper explanation.

SELF REFLECTION JOURNALS



What is self reflection journals?

Self-reflection journals as an AfL strategy involve pupils writing about their learning experiences, including their progress, feelings, and suggestions for improvement. This promotes metacognition, self-regulation, and personalized feedback, enhancing learning and teaching. It fosters inclusivity by providing a quiet, reflective space for diverse learners to express themselves.

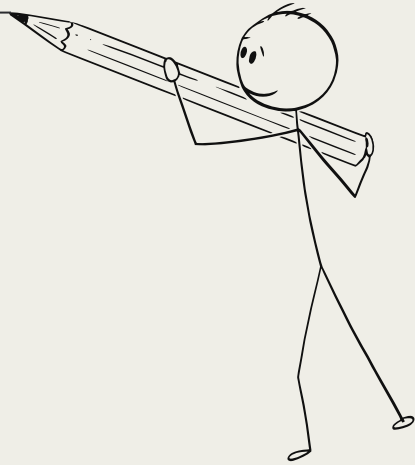
Why self reflection journals for my learners?

The decision to use self-reflection journals is supported by educational theorists like Dewey (1933), who emphasised the importance of reflection in learning. Encouraging pupils to think about their learning process fosters metacognition, helping them become more aware of their strengths, areas for improvement, and learning strategies.

The benefits and risks

Self-reflection journals enhance metacognition, self-regulation, and personalized feedback, aiding pupil progression. However, risks include pupils struggling to articulate thoughts and potential misunderstandings without proper guidance or clear prompts.

CONCLUSION



- The literature review highlighted the importance of Assessment for learning strategies.
- Validation of lesson planning and use of AFL decisions.
- Strengths.
- Further recommendations.

Thank you!

WHAT ARE YOUR QUESTIONS?

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