



<u>AFL Strategy</u>	<u>Evidence in Practice</u>	<u>Useful websites</u>
<p><u>Priority Pyramid</u> The learners organise statements or ideas in order of importance. They discuss and formulate their opinions and present their decisions giving verbal reasons. This is used as a discussion tool. It encourages children to form opinions and discuss ideas with their peers. It develops debating skills and helps them to understand that other people can have different viewpoints to their own. It allows the learners to discuss and reflect on ideas or to open ideas for a new topic.</p> <p><u>Diamond Ranking</u> Additional steps added in for further reflection and</p>	 	<p>https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/Active%20Learning%20and%20Teaching%20Methods%20for%20Key%20Stages%201%20and%202.pdf</p>

discussion as a class,
group or individual basis.

KWL

Padlet

Jamboard

Post-it Notes

This is often used as a fact-finding tool to allow all children to participate and showcase their knowledge. It encourages less articulate children and helps them to understand that their ideas are valued and important. It enables teachers to identify areas for improvement as well as acting as a baseline for what children already know. This then informs planning and allows for us to develop a plan to explore prior to learning a topic or subject.

Additionally, it allows learners to select their own method of enquiry and be more engaged in the planning of their own learning.



<https://www.lucidchart.com/blog/what-is-a-kwl-chart>

The class can also monitor their own success criteria. It is also easier for us to track their outcomes. Furthermore, it encourages the learners to find different sources of information.

Additionally

Feedback of learning can also be collated to assess how much impact it has made.

The image shows a digital learning tool interface. The top section is titled "What I want to learn about Winter and Penguins" and contains a grid of search queries such as "How is snow made?", "Where do penguins sleep?", and "Why do penguins swim?". The bottom section is titled "Pirates..fact or fiction?" and contains a grid of search queries such as "How did pirates get their treasure?", "Where did pirates hide their ships?", and "Who was the first pirate?".

Pit-stop

Pit stop plenaries allows for learning to be assessed in the moment. It helps to dismiss common misconceptions and improves outcomes by also ensuring frequent modelling and examples of fulfilment of criteria.

Misconceptions can be rectified within that lesson.

Modelling WGLL with the class in an instant.



Pit-stop plenary



<https://www.teachertoolkit.co.uk/2020/05/22/plenaries/>

In-the moment feedback

Throughout the lesson constant verbal feedback/praise/positive comments are used. This allows the child to have an immediate response.

It is more credible and allows immediate action or change. It allows the learners to achieve higher levels of work and allows for the learners to pause,

think and engage with us. Giving positive verbal feedback with modelling and cascading allows for further improvements and refining work.

Working-wall/ Effective displays

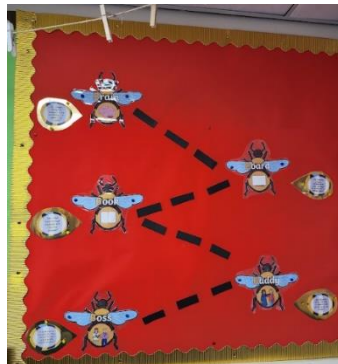
These are used as prompts and provide effective frameworks to ensure that children develop self-help skills that is used in conjunction with the "3 before me" or "5 bees" These walls encourage the children to be independent. Allows the children to take ownership of their work and be more engaged in their learning. The children can use the walls with their current knowledge and reinforce their understanding of their work.



<https://rb.gy/ac8l2z>

Growth mindset

4B's / 3B's before me.
It allows for the teachers to see the children's problem solving skills. It allows for learners to take more ownership of their work and retain the knowledge for longer. It allows for the children to reinforce their understanding of the topic. The learner also finds a range of content that we provide to tackle a problem and challenge ideas. Develops lots of transferable skills such as working out a dispute in school and negotiating/communicating

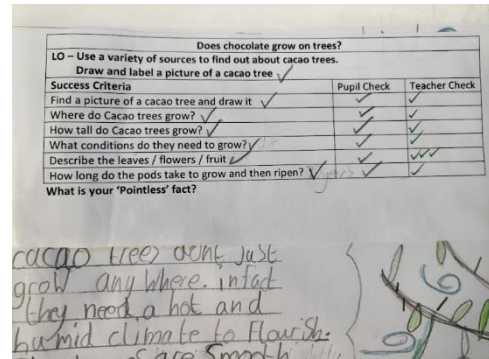


<https://www.prodigygame.com/main-en/blog/advantages-disadvantages-problem-based-learning/>

Self-assessment

Traffic light
Coloured dots
Smiley faces
Thumbs up, thumbs down

The children are encouraged to reflect on their own learning by providing feedback to the teacher using these strategies. This ensures that all the children have a means of communicating their attitude to learning and helps them to begin self evaluation and become more aware. This also encourages the children to critically reflect their own learning and performance, helps the children develop their self-assessment skills, without the peer pressure when students evaluate each other. Additionally, it encourages the children to be more responsible for their own learning and



<https://develop.clf.uk/wp-content/uploads/2020/10/Effective-Peer-and-Self-Assessment-VGF-1.pdf>

make improvements on their next piece of work.

The Legend of Culwch and Owen

LO - To write a legend

Success Criteria	Pupil Check	Teacher Check
To include all of the facts of the story	●	✓
To use similes	●	✓
To use effective adjectives	●	✓
To write any speech on a new line	●	—
To remember capital letters for proper nouns	●	✓

Dw i'n hoffi
Da iawn, Iacob, an excellent version of the story including all of the facts and adding your own descriptions and similes. I particularly like your description of Culwch "he was as brave as a dragon".

Amser nesaf
Begin to divide your work into paragraphs. You can do this by starting a new line for each new part of the story. I have written //Newline to show you where.

Pupil Comment
OK thank you next time I will break my work into paragraphs.

Ydy god Iacob I liked your description of Culwch.

Comments/ Feedback

Feedback can be given in a variety of ways including written and verbal. If written the teacher often uses the framework ;
 "Dw i'n hoffi: and "Amser Nesa' which translates as "What I like" and "Your next steps". Some pieces of work may be photocopied and the teacher will highlight aspects of the piece which is then discussed with the child before the child then gives their own peer assessment. Some tasks have written comments and some have

Bendegedig	Brilliant
Da iawn	Very good
Ardderchog	Excellent
Gwaith da	Good work
Dw i'n hoffi	I like —
Amser nesa	Next time —
Cofiwch	Careful
Ymdrech dda	Good effort

.Hunny

Mrcheu

Gwaith da Daew
good work speaking today.

2 Mochyn Daear 3 Cadno 4 Draenog 4 Wiwer

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>

<p>been given verbal feedback.</p> <p>The aim is to have a star and a wish and leaving a stamp for when verbal feedback has been given.</p> <p>The learner can ask for help or show that they feel secure with a concept.</p> <p>We use positive incidental Welsh comments throughout marking.</p>		
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Other aspects to explore:

Ideas for us

Look at progression through our progression step.

Priority pyramid / Diamond Ranking - Year 1 have 4 ideas for a pyramid in order of importance working in pairs. Year 2 using a pyramid with up to 6 ideas discussed in a group. Year 3 to use Diamond ranking using 9 ideas. RP use diamond ranking using 9 ideas in groups supported by an adult where necessary.

New strategies to try

Double Bubbles - Year 1 could compare penguins with owls, Year 2 could compare life at sea through their pirates topic and Year 3 could compare houses and homes. RP will trial using religion.

Memory diagrams - Year 1 could use it for labelling a penguin, Year 2 could use for a pirate ship/galleon, Year 3 could use it for Celts, RP could use it for labelling a skeleton.

Odd one out - Year 1 could use life cycles, Year 2 could use endangered animals, Year 3 could use habitats, solids and liquids or maths.