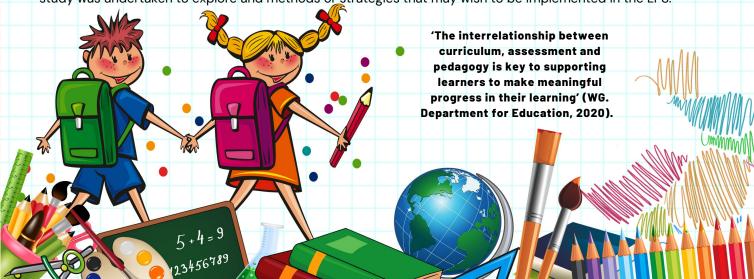


AFL IN AN INCLUSIVE CLASSROOM

Strategies and Implementation

Research Study - Outline and Focus

- Inclusive pedagogy is learner-centred and Assessment for Learning (AfL) uses processes that gather information about where learners are currently, and how they are going to get where they need to be (Chen & Bonner, 2020).
- This study focused on AfL strategies in an inclusive classroom.
- The reason for this topic was to explore strategies of AfL that can be implemented in an effective way for the inclusion of all students.
- The current literature on AfL practices accommodating students with additional needs in mainstream schools is limited, however the CAB entries chosen were peer-reviewed articles that discussed strategies and implementation of AfL in mainstream classrooms – focusing on inclusion and progression for all students.
- The LPS uses AfL as part of their day-to-day teaching as a method to enhance student's performance, therefore this study was undertaken to explore and methods or strategies that may wish to be implemented in the LPS.



Research Methods

- Critically Annotated Bibliography (CAB) analysing six relevant texts exploring the topic.
- Specific searches using key words such as; inclusion, AfL and primary school.
- Filters to ensure journal articles were peer-reviewed and under ten years old.

Limitations



- Lack of research specific to Wales.
- Lack of research in this specific area.
- Further research needs to be conducted to increase validity of the findings.

KEY RESEARCH FINDINGS



Increasing visual
imagery in questioning
and feedback
supports inclusion and
improves participation
for children with
additional needs (Tay
& Kee, 2020),
therefore promoting
inclusion.

Using a 'personalised' approach to teaching and including pupil voice when using AfL creates a comfortable environment where students are participants in their learning and feel included in the process (Kefallinou, Symeonidou & Meijer's, 2020).







Time-efficient
methods of
instruction should be
used to promote
participation and
inclusion (Clark,
2014). Efficiency
promotes
effectiveness.

Prompts should be used by the teacher for the various levels of understanding in the classroom, ensuring all learners are involved in a whole class approach (Westbroek et al., 2020)



FOR LPS

Tay, H.Y. and Kee, K.N.N. (2019). Effective questioning and feedback for learners with autism in an inclusive classroom. *Cogent Education*, 6(1)

Kefallinou, A., Symeonidou, S. and Meijer, C.J.W. (2020). Understanding the value of inclusive education and its implementation: A review of the literature. PROSPECTS, 49(3-4), pp.135–152

Heritage, M. (2018). Assessment for learning as support for student self-regulation. The Australian Educational Researcher, 45(1), pp.51–63

Clark, I. (2014). Equitable learning outcomes: Supporting economically and culturally disadvantaged students in "formative learning environments." Improving Schools, 17(1), pp.116–126

Westbroek, H.B., van Rens, L., van den Berg, E. and Janssen, F. (2020). A practical approach to assessment for learning and differentiated instruction. International Journal of Science Education, 42(6), pp.1–22

Bourke, R. and Mentis, M. (2013). Self-assessment as a process for inclusion. International Journal of Inclusive Education, 17(8), pp.854–867

Provide teachers with training to enhance their confidence in facilitating assessment for learning for all students – focusing on using strategies mentioned in the articles above;

RECOMMENDATIONS

- visual imagery
- a 'personalised approach'
- time efficient methods direct questioning and feedback
- Prompts to ensure understanding
- ensure consideration is taken with students that have additional learning needs - using visual prompts to ensure understanding
- using pupil-voice in AfL

TEXTS

These strategies may not all be put into place at once, and may take practice, but the overarching findings conclude that AfL can be inclusive and should be used to support learners of all varying needs and backgrounds. These strategies can be used within the LPS to promote inclusion, ensuring all students are progressing and showing positive outcomes in their learning.



Tay, H.Y. and Kee, K.N.N. (2019). Effective questioning and feedback for learners with autism in an inclusive classroom. *Cogent Education*, 6(1) Kefallinou, A., Symeonidou, S. and Meijer, C.J.W. (2020). Understanding the value of inclusive education and its implementation: A review of the literature. PROSPECTS, 49(3-4), pp.135–152

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Westbroek, H.B., van Rens, L., van den Berg, E. and Janssen, F. (2020). A practical approach to assessment for learning and differentiated instruction. International Journal of

Science Education, 42(6), pp.1–22
Chen, P.P. and Bonner, S.M. (2020). A framework for classroom assessment, learning, and self-regulation, Assessment in Education. *Principles, Policy & Practice*, 27(4), pp.372–303

pp.373–393.

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