

# 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)



## RECOMMENDATIONS FOR LPS

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;

- **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.

## References

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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
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