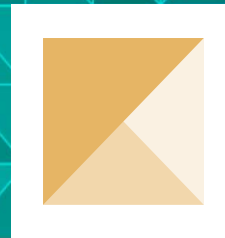
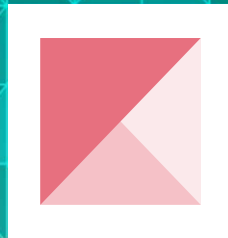




Formative Assessment- reviewing main principles

Gwenno Jones, GwE April 2023



- [Fleas in a jar \(similarity in fleas and human behaviour\) - YouTube](#)

Fleas in a jar (similarity in fleas and human behaviour)

YouTube [↗](#)

YouTube · MMM Global School · 3 Mai 2015



Assessment in the Curriculum for Wales

As schools consider assessment in Curriculum for Wales, they need to have regard for



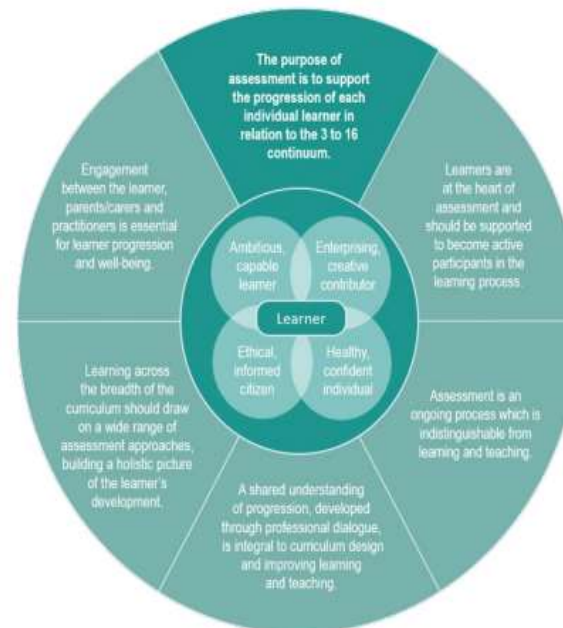
ADDYSG CYMRU
EDUCATION WALES
cenhadaeth ein cenedl | our national mission

Uywodraeth Cymru
Welsh Government

The three roles of assessment:



The purpose and principles of assessment:



This supporting material sets out:

- » The roles and purposes of assessment in Curriculum for Wales
- » What assessment should and shouldn't do under Curriculum for Wales
- » Ideas for how schools can identify, capture and reflect on learners' progress over time
- » Questions and prompts to support the development of high-quality assessments

It draws and expands upon a range of guidance documentation:

Supporting Learner Progression: Assessment Guidance

Designing your Curriculum: developing a vision for curriculum design

It is vital that schools do not think about and plan assessment in isolation; **assessing progression** must be considered as part of **curriculum design**.

Supporting individual learners on an ongoing, day-to-day basis



When practitioners need to identify, capture and reflect on individual learner progress over time and understand group progress in order to reflect on practice, the principles of progression can be used as an organising framework for the considerations.

This can then be further supported by the practitioner's professional judgement as to the appropriateness of the pace of that individual learner's progress (in light of their expectations for that learner).

Supporting individual learners on an ongoing, day-to-day basis should allow practitioners to respond to the individual needs of the full range of learners within their classroom. When designing a range of assessment methods and approaches, practitioners must consider carefully the inextricable link between the pedagogical understanding of **curriculum design, progression and assessing progress**.

Focus on the individual learner, identifying strengths and areas for improvement (and, where relevant, any barriers to learning).

Ascertain next steps required to move learning forward, including any additional challenge and support required.

Achieved by embedding assessment into day-to-day practice in a way that engages the learner and makes it indistinguishable from learning.

Establishing clear learning intentions which shape the learning activities (engaging learners in this process, where possible).

Evaluating learning, including through observation, questioning and discussion.

Reflecting on own practice to inform next steps in teaching and planning for learning.

Creating a culture which promotes learner well-being through assessment practice.

Providing relevant and focused feedback that moves their learning forward and which actively engages learners, encouraging them to take responsibility for, and reflect on, their learning.

As learners progress, supporting them to think about their own learning more explicitly, and develop their skills in planning, monitoring, and evaluating their learning.

Assessment- Curriculum for Wales

- ‘Assessment is **essential to curriculum design**. Its overarching purpose is to **support every learner to make progress**. Assessment should always focus on **moving learning forward by understanding the learning which has already taken place** and using this to ensure that each learner is **challenged and supported appropriately**, according to their individual learning needs.’
- ‘It requires **partnerships among all those involved, including the learner**. It should recognise the individual learning needs and backgrounds of each learner and **encourage a holistic view of each learner’s development**. Accordingly, both practitioner and learner should develop an **understanding of how the learner learns** and their **attitude and approach to learning**, in order to support them to **continue to progress and to foster commitment to their learning**.’

Why Assessment for Learning/ Formative Assessment?



“When implemented well, formative assessment can effectively double the speed of student learning (Dylan Wiliam, 2007).”

FORMATIVE VS SUMMATIVE ASSESSMENT

FORMATIVE

- Occurs during the learning process
- Allows teachers and students to pivot their strategies mid-stream.
- Identifies areas for improvement.
- Gives opportunities for students to implement feedback.

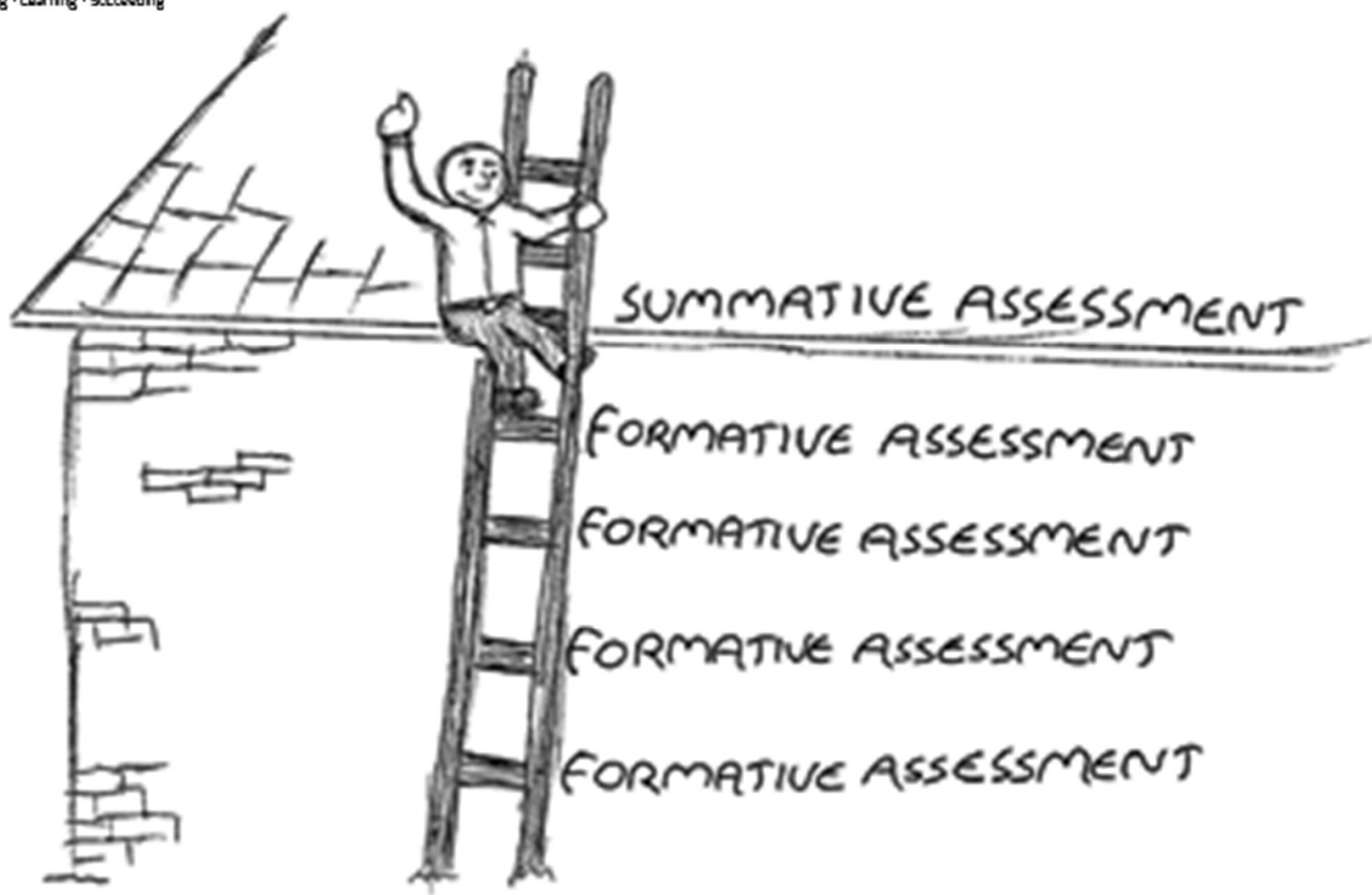
SUMMATIVE

- Occurs at the end of the learning process
- Provides a final evaluation of knowledge and skills.
- High-stakes testing that often involves ranking of students.
- Provides students with a grade



GWE

Cydwathio · Dysgu · Llywddo
Collaborating · Learning · Succeeding



The User Testing Battle

Formative



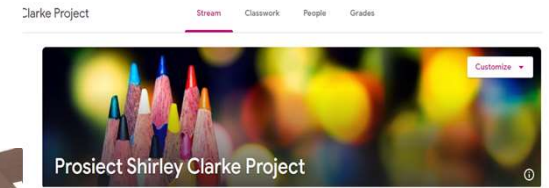
When The **Chef**
Tastes The Noodles

Summative



When The **Guest**
Tastes The Noodles

Action research project- GwE with Shirley Clarke





- 89% regional schools
- 96% primary
- 80% secondary
- 70% special

	SCHOOLS	TEACHERS
Tier 1	27	54
Tier 2	193	386
Tier 3	140	261
TOTAL	360	701

Research areas- over a year

Growth mindset,
Learning Powers,
Learning Zone Diagram-
bullseye

Talk Partners

Effective questioning to
ascertain prior
knowledge

Learning Objectives- out
of context, when to
present, how to record,
open/ closed

Success criteria- co-
constructed,
compulsory/ optional
SC, how to exemplify
'excellence'

Feedback- verbal and
written, before/ during/
after lesson .

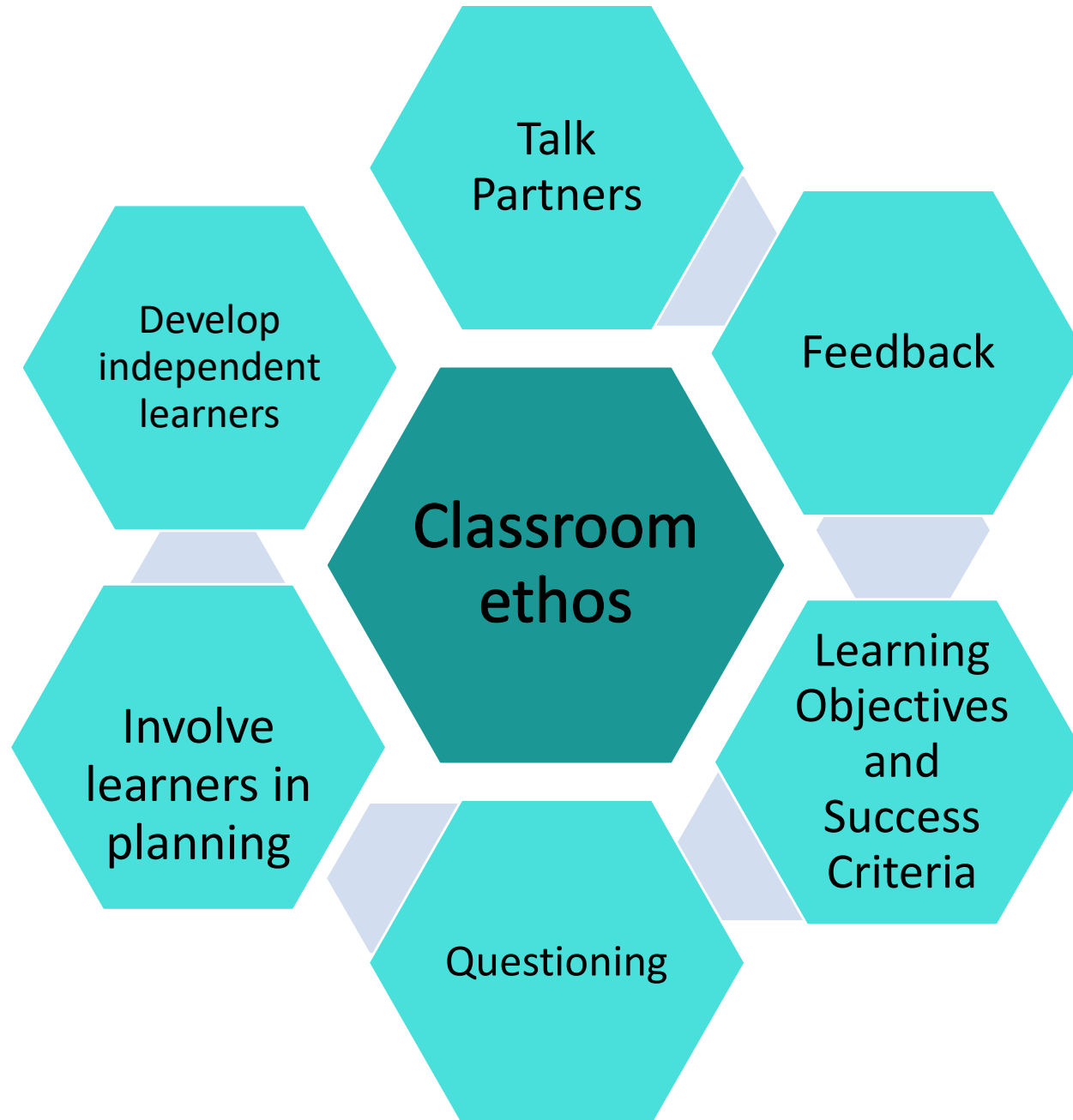
Eliminate ability
grouping

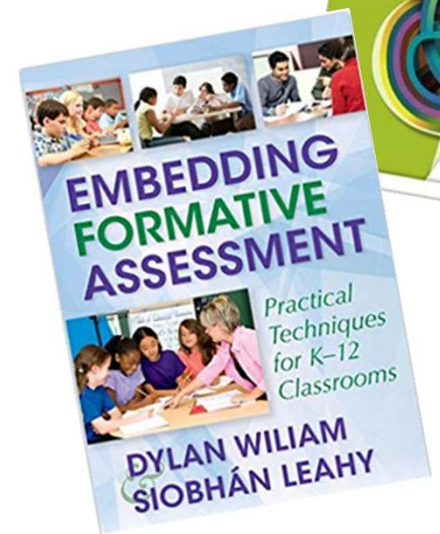
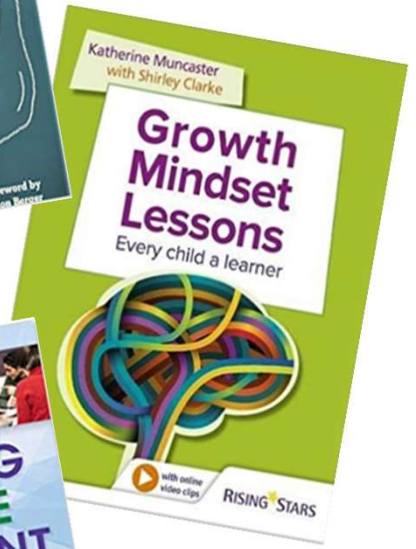
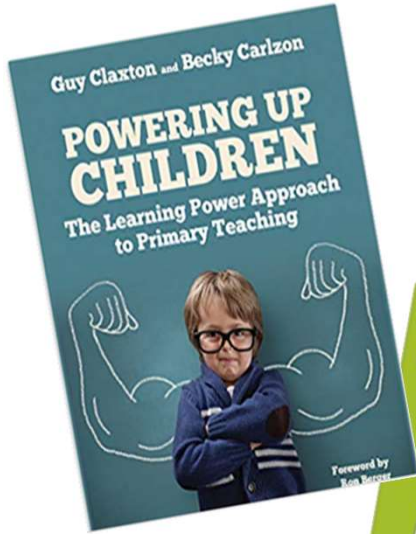
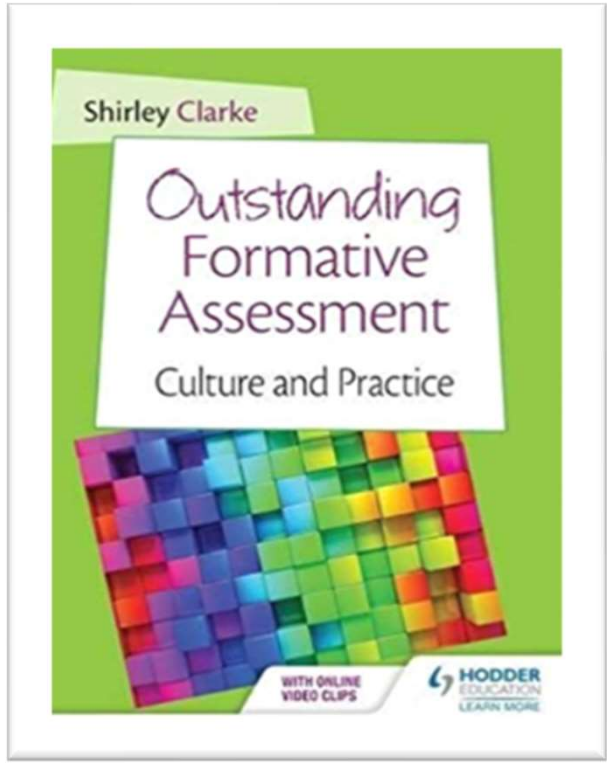
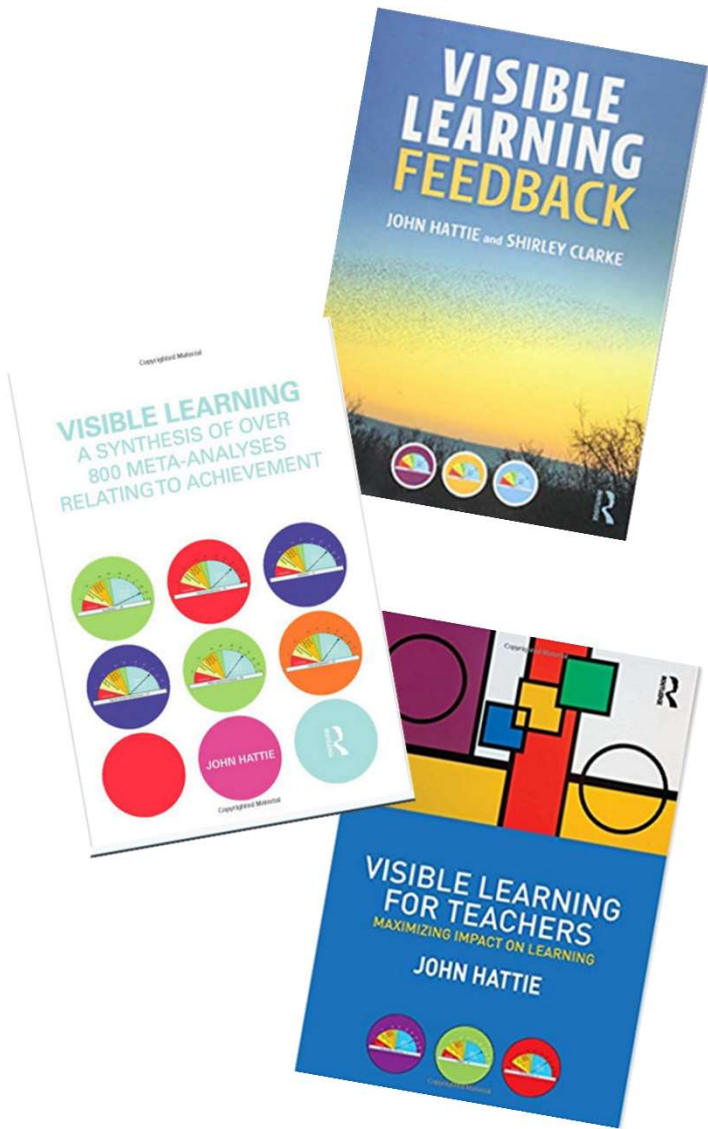
Eliminate rewards

Reduce cognitive load

Visible Learning- John Hattie...

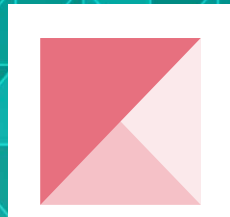
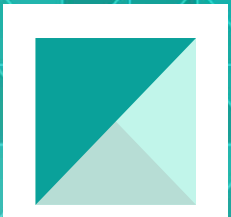
Assessment literate students	1.44
Providing Formative evaluation	0.9
Classroom discussion	0.82
Teacher/ student relationships	0.75
Feedback	0.72
Meta-cognitive strategies	0.69
<hr/>	
Homework	0.29
Class size	0.21
Matching styles of learning	0.17
Ability grouping	0.12
Moving schools	-0.34







LEARNING CLIMATE



Metacognition

- Think about the way I think, aware of my own knowledge, understand my understanding
- Understand the ways in which we learn best, e.g. 'learning to learn' sessions. BUT important to discuss in all lessons





Tuag at Ragoriaeth
Towards Excellence

CAROL DWECK

FIXED / GROWTH MINDSET



Insight #3

**In the fixed mindset,
when you fail; you're a failure –
In the growth mindset,
when you fail; you're learning**

Famous Failures

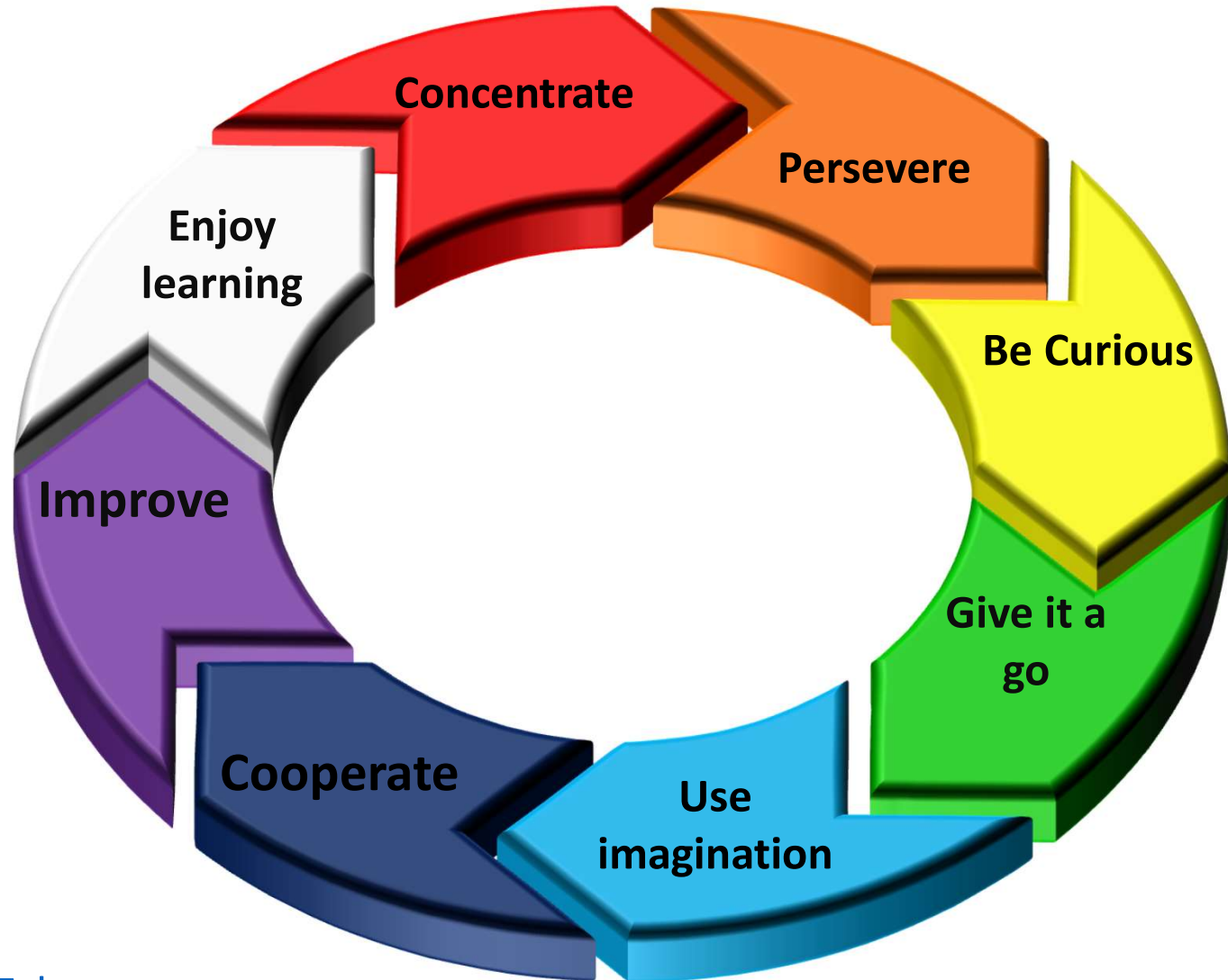


1,000

5,126

9,000

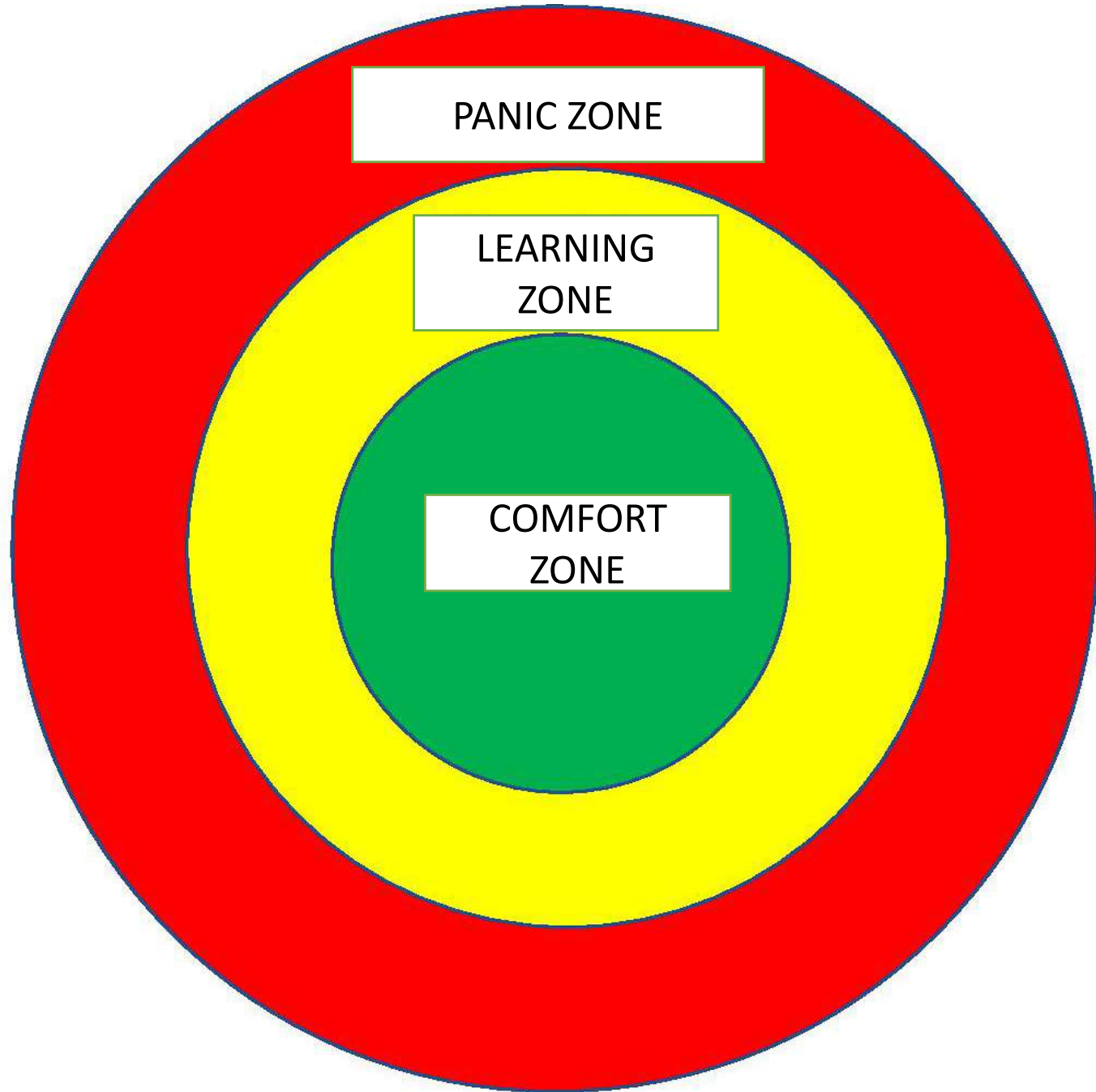
Learning Powers...





GWE

Cydwathlo · Dyegu · Lhwyddo
Collaborating · Learning · Succeeding



STUFF TO DO
NOW

The Learning PIT

I DID IT!

LET'S WORK
TOGETHER!

UH OH!

I DON'T
UNDERSTAND

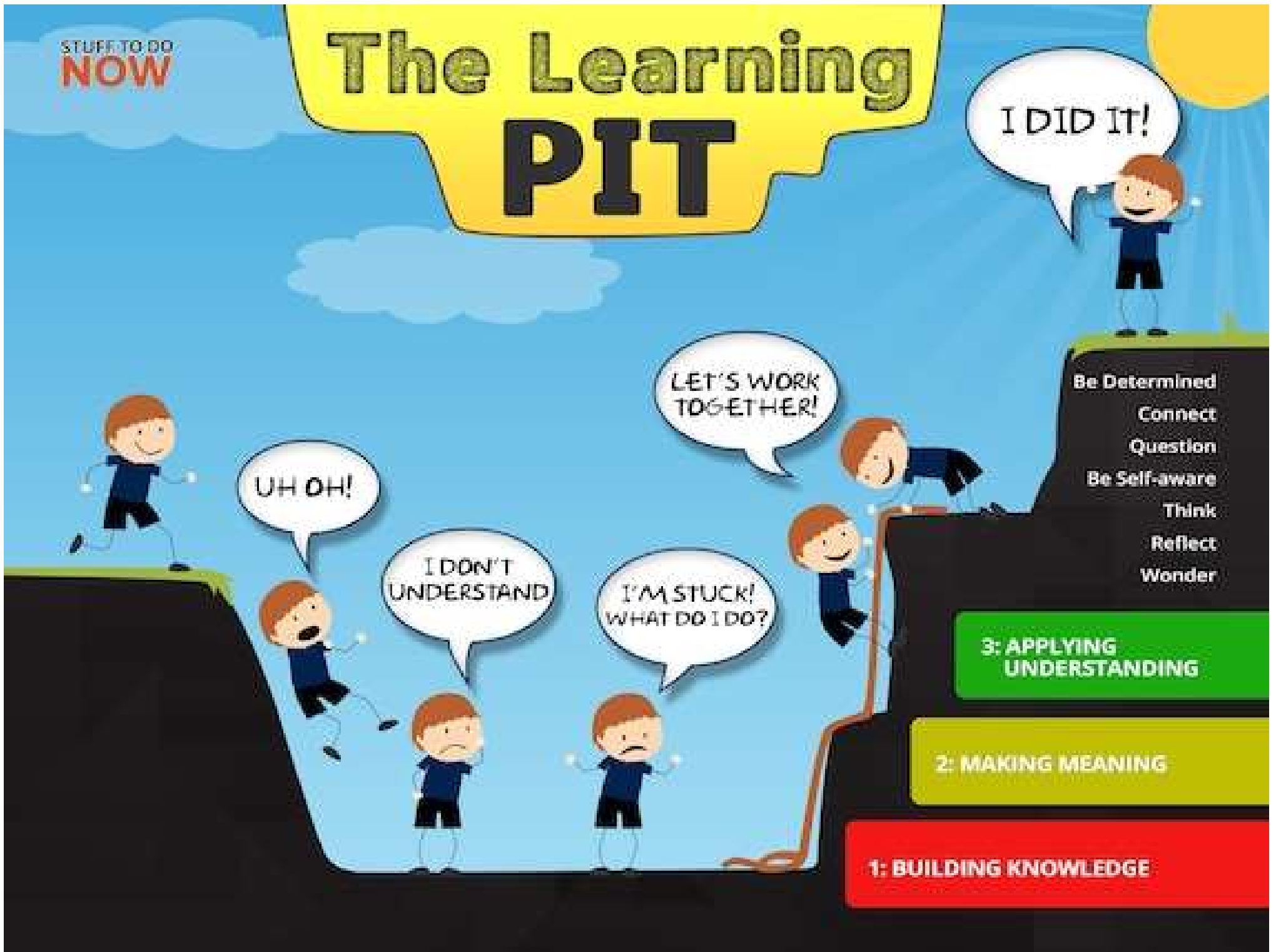
I'M STUCK!
WHAT DO I DO?

Be Determined
Connect
Question
Be Self-aware
Think
Reflect
Wonder


3: APPLYING
UNDERSTANDING

2: MAKING MEANING

1: BUILDING KNOWLEDGE



Effort

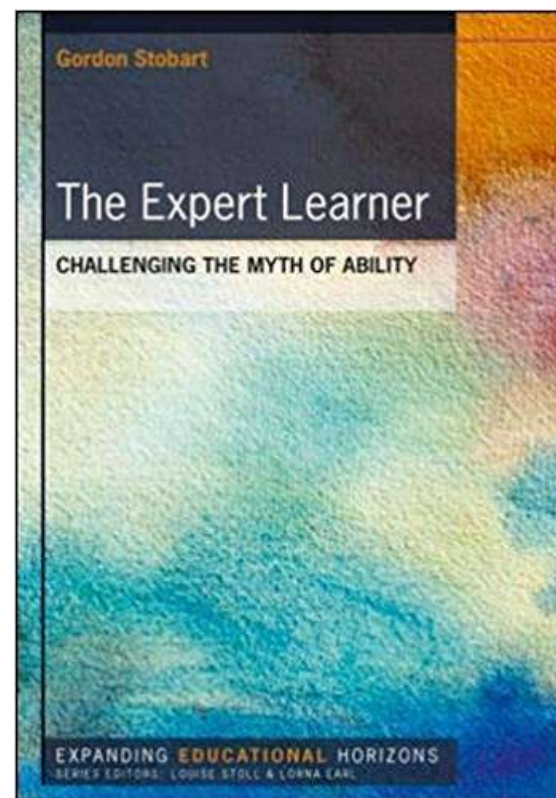


"My secret is practice. I have always believed that if you want to achieve anything special in life you have to work, work, and then work some more."

David Beckham

Downbrook

Learning together, achieving for



Mindset at school

- **EVERYONE** aspires to think with a Growth Mindset
- Embrace mistakes as a way to learn
- Metacognition lessons
- Feeding through all lessons and school life in general
- Change ways of praising

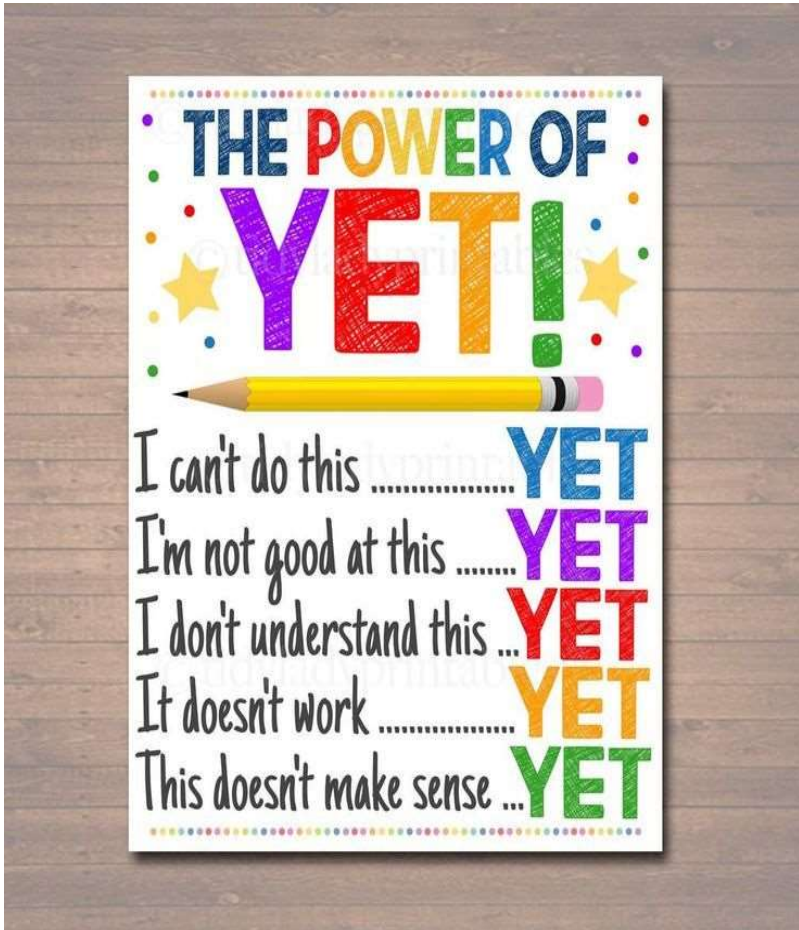
X feedback on....

- Ability
- Speed
- Getting everything right without trying

Feedback on...

- Achievement
- Effort
- Mistakes revealed
- Using strategies to overcome difficulties
- Facing a challenge

How to encourage learners:



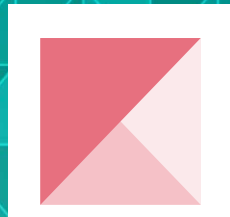
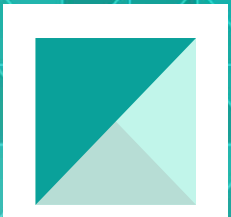
DEVELOPING A GROWTH MINDSET



INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them



TALK PARTNERS



VISIBLE LEARNING- John Hattie

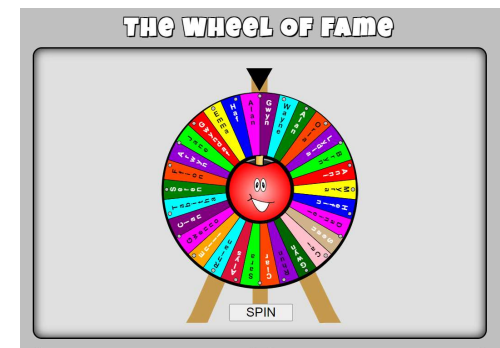


Assessment literate students	1.44
Providing Formative evaluation	0.9
Classroom discussion	0.82
Teacher/ student relationships	0.75
Feedback	0.72
Meta-cognitive strategies	0.69
<hr/>	
Homework	0.29
Class size	0.21
Within class grouping	0.16
Ability grouping	0.12
Moving schools	-0.34

Why?

- Classroom discussions- impact on the 'learning' high- 0.82
- Give more time to think
- Positive influence- cognitive and social
- Mixed ability
- Improving behaviour
- Better quality written work (discussions are good practice to write)
- Inclusion (no 'hands up')
- Develop respect
- Making new friends, less 'cliques'
- Great support for those learning a new language
- Develop confidence to speak in front of everyone
- Learn from each other through discussion/ peer support
- Better focus and listening

How?



[Random Student Generator \(transum.org\)](https://www.transum.org)

- Looking for various ways to randomly select partners
- Explain the routine to learners (help learn better, make new friends, learn from each other)
- Start on Monday morning. Change where to sit weekly
- Co-constructed Success Criteria-display. Modelling by adults
- Appreciation cards at the end of a week
- No hands up- just to ask a question
- Discuss one thing at a time- short time- more effective

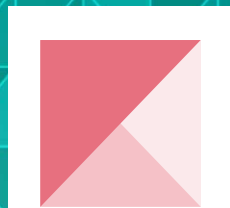
[ClassTools.net: Free Tools for Teachers and Students](https://www.classroomtools.net)





TALK PARTNERS - SUCCESS CRITERIA

- Good eye contact
- Take turns
- Listen carefully
- Be polite
- Wait for your partner to finish
- Tell your partner what you liked about working with them.



Effect on learners:

I like sitting with my talk partner because I listen better and don't play silly!

4 year old

When we're working with a talk partner it's good because she's got double the ideas and your work is double better!

8 year old

Talk partners work well because you share ideas and compromise. You understand things better

14 year old

I think it's good that we can work with anyone, you get a chance to work with everyone, not just your friends but with kids you're not used to working with

11 year old

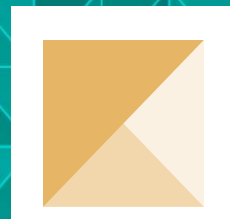
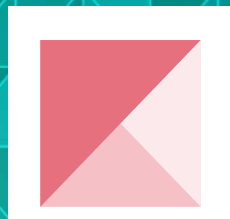
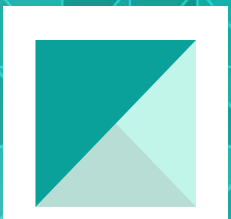
Children are more tolerant of each other; the language they use has changed and we seem to be on the same team. There is less hierarchy in the class and everyone's ideas are valid, not just the higher achievers. The children have realised that they are more equal and more willing to work with anyone

Teacher



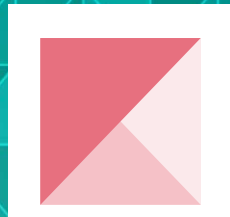
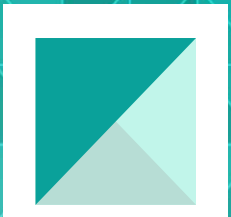
Suggestions...

- Parental contact
 - Weekly change
 - Varying reporting
 - Excitement at changing partners
 - Don't be tempted to change the choice of partners
 - Trial triads
 - Experiment with moving tables- U shape
 - Look for excellence and model
- Introduce more sophisticated elements into the S.C, e.g. Consider how to compromise, how to hold your ground, how to persuade, listen well to your partner
 - Connect the S.C with learning powers, eg. Resilience, collaboration, concentration, perseverance and overcoming challenges
 - Develop self-assessment and peer assessment at the end of the partnership
 - Present a card with a ?- to be placed on the desk when more assistance is needed





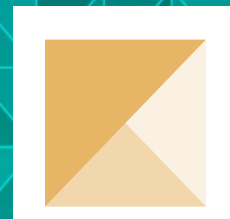
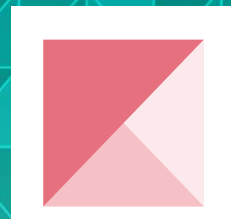
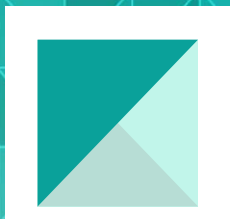
ABILITY GROUPING





Ability Grouping

- Detrimental to the progress of most learners and has a direct, usually negative, impact on their mindset
- Grouping by ability- expectations set- prone to idleness. Learner achievement aligns with expectations
- Exploring higher level learning- learners often surprise teachers- exceed previous expectations
- Lower Ability group= self- belief is negative
- Higher ability group= too satisfied, fixed mindset, fear of failure

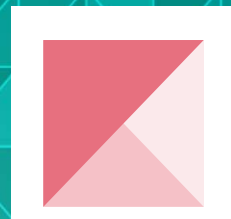
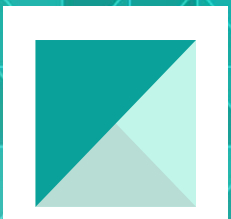


VISIBLE LEARNING – John Hattie

Assessment literate students	1.44
Providing Formative evaluation	0.9
Classroom discussion	0.82
Teacher/ student relationships	0.75
Feedback	0.72
Meta-cognitive strategies	0.69
<hr/>	
Homework	0.29
Class size	0.21
Within class grouping	0.16
Ability grouping	0.12
Moving schools	-0.34



'Researchers in England (Dixon. A Editorial FORUM, 2002) found that 88% of children placed into ability groups at age 4 remain in the same groupings until they leave school. This is one of the most chilling statistics I have ever read'
Joe Boaler, *The Elephant in the Classroom*, 2009



HERIAU GWAHANIAETHOL/ *DIFFERENTIATED CHALLENGES*

**ddim yn sbeislyd, sbeislyd,
POETH**



Slightly spicy, spicy, HOT

Anhygoel/ *Amazing*

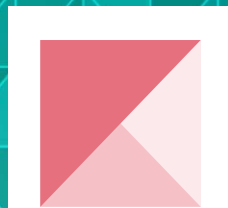
Gwych / *great*

Syfrdanol/ *astonishing*



SUGGESTIONS

- Essential that the classroom climate of learning is robust
- Need to teach based on what learners already know – often at the beginning of a lesson is the time to find this out; pre-grouping learners can be an unsuitable arrangement
- Practice skill through differentiated challenges activity. Present the different challenges e.g. on a leaflet or in a pack to learners giving them the freedom to choose the challenge level
- Challenges at 3 levels to be available to learners but make problems available at each, rather than the lowest challenge practicing the skill, the middle applying it and the highest solving problems. Each layer needs to be a mixture of all three
- Vary the challenges and their names regularly so that it is not obvious to learners what the level of challenge is to encourage independent learners, or no name at all

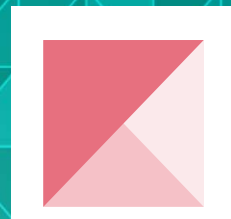
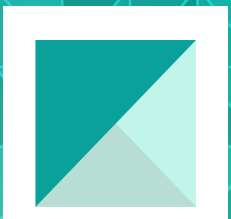




EFFECT ON LEARNERS

I feel happier with no groups. Some children were unhappy because they were in the bottom group and felt labelled and unable to choose what to do

I like not being in a group because when you're in a lower group you think you're not smart enough!





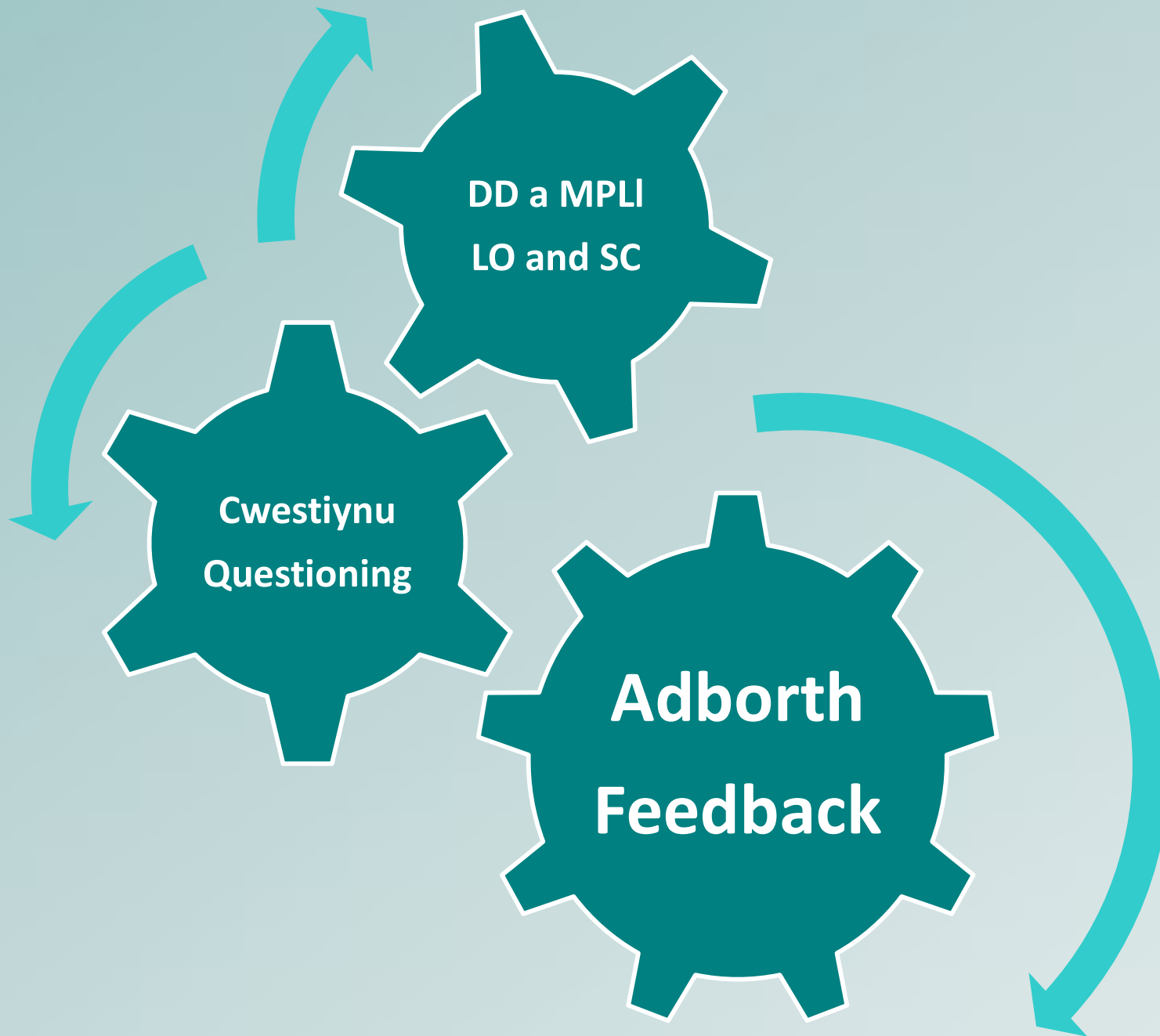
Cydwethlo • Dysgu • Llwyddo
Collaborating • Learning • Succeeding

Learning Objectives and Success Criteria



VISIBLE LEARNING...

Assessment literate students	1.44
Providing Formative evaluation	0.9
Classroom discussion	0.82
Teacher/ student relationships	0.75
Feedback	0.72
Meta-cognitive strategies	0.69
<hr/>	
Homework	0.29
Class size	0.21
Within class grouping	0.16
Ability grouping	0.12
Moving schools	-0.34



Learning Objectives:

The skill or knowledge for a lesson/ piece of work

e.g.

Learn how to write a newspaper report

Success Criteria:

What needs to be done to successfully achieve L.O

Needs to be co- constructed

Basis for feedback, discussion and progress

Success Criteria

What needs to be done to successfully achieve L.O

- To nail the skill... to develop the knowledge/understanding
- **Co- constructed by pupils**
- Ability to Be **Open or Closed**
- Generic Success Criteria
- Basis for verbal and written feedback

Pupils can shape them from a very young age given the opportunity.

Co-constructed Success Criteria - how?

- Excellent example analysis
- Compare good and not so good examples with whole class
- Show steps how to do something (quietly) from the front e.g. Maths skill - what did I do ? What did I do then?
- Doing something wrong
- Finding the error
- Putting SC in order
- Eavesdropping on talk partners co-constructing SC- share with whole class



Mandatory/ closed Success Criteria('rules')

Specific

L.O: Learn how to use quotation marks

Remember:

Start each new person's conversation on a new line

Put quotation marks before and after what is being said

A conversation always starts with a capital letter

Put full stops, exclamation marks, etc. before closing the quotation marks



Optional/ open Success Criteria (‘tools’)

More open-ended.

L.O: learning how to create tension

Select....

Show rather than say (e.g ‘the knot in her stomach’ rather than 'She was scared')

Short sentences to build tension (e.g. 'He slowly turns towards me. Threatening.')

Keep the danger secret or don't show it (e.g. 'He could hear something scratching')

Place any characters in scary locations (e.g. alone/in the dark)

Recording L.O/S.C

The principle - don't waste pupils' time copying/recording

Options

- Pupils identify L.O as a short title in the books
- Recording SC on flip chart/ whiteboard- teaching assistant or teacher
- Pupils continue to record in their books

MUST be visual IN THE ROOM all the time
No one is saying not to use LO and SC



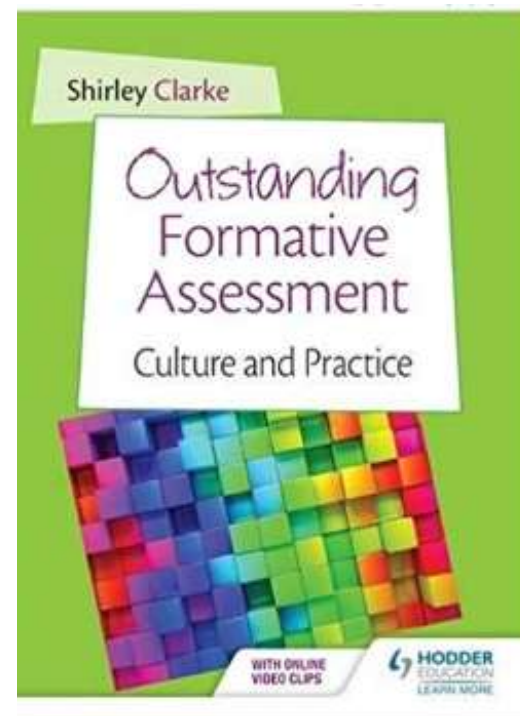
Cydwethlo • Dysgu • Llwyddo
Collaborating • Learning • Succeeding

Beginning of lessons- questioning to find prior knowledge

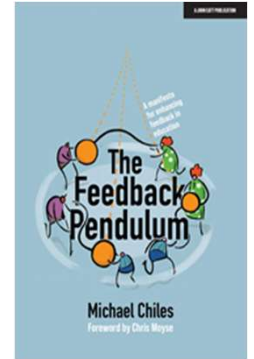


Possible strategies for effective questioning

- Choice of solutions
- Declaration
- Right and wrong
- Which is the exception?
- What went wrong?
- Starting from the answer/ the end
- Giving an opposing point of view
- Persuade another pupil
- Is it the same?
- Which is the best wrong answer?



Questioning



Challenge

- *Tell me/ show me what you've learned so far*
- *Tell me what you're going to do first*
- *What do you think by....?*
- *Why do you think...?*
- *Can you give me an example of what do you think? (this can often indicate a misconception)*
- *Can you elaborate on that? Tell me more... So why is this better than another?*
- *Can you change this to make it clearer?*
- *What evidence do you have to support your point?*
- *Does everyone understand? What have you all understood?*



Cydweithlo • Dysgu • Llwyddo
Collaborating • Learning • Succeeding

Feedback

- Main principles
- Feedback during lessons
- Post- lesson feedback



Inspection Area 2.2: Attitudes to learning

Inspectors should evaluate the extent to which pupils are developing the key attitudes and behaviours that will help them to learn throughout their lives.

Inspectors should consider:

- how well pupils value and respond to **feedback** from adults and their peers
- how effectively pupils **use feedback** to move their learning forward

FEEDBACK

When evaluating the quality of feedback from teachers and other practitioners, inspectors should consider how well **verbal and written feedback** helps pupils to know **how well they are doing** and **what they need to do to improve**. They should evaluate the effectiveness of the feedback that pupils receive about work they have completed online or digitally. Inspectors should consider:

- the extent to which **teachers** develop pupils' thinking and understanding through **skilful questioning** and **monitoring of pupils' learning**
- how effectively teachers and other practitioners **respond to pupils' learning during lessons** and activities and adapt their approach accordingly
- how successfully **teachers provide relevant, purposeful opportunities for pupils to assess their own and their peers' learning** where appropriate

Feedback

The most powerful feedback is verbal, in-the-moment feedback

Learner feedback to a teacher is more important than a teacher to a learner.

Questioning and use of talk partners is core to getting to this

There is a need to carefully consider the purpose and value of written feedback and its impact

John Hattie 2008

*“The mistake I made was seeing feedback as something teachers provided to students. I discovered that feedback is most powerful **when it is from student to teacher.** What they know, what they understand, where they made errors , when they have misconceptions , when they are not engaged – then teaching and learning can be synchronised and powerful. **Feedback to teachers makes learning visible.**”*

Pupil to teacher feedback

- **Ethos and working relationship of learner and teacher and learners together** - confidence to answer questions, celebrate mistakes
- Teachers need to **continually seek** out this feedback – effective questioning – and adapt according to perceptions/ feedback from learners
- Power breaks (**pitstops**) during a lesson

'The first fundamental principle of effective classroom feedback should be more work for the recipient than the donor.'

'Improve the pupil not the work '

Dylan Wiliam

Amgylchedd dysgu saff
Safe learning environment

Mae adborth yn beth
emosiynol

Feedback is emotional

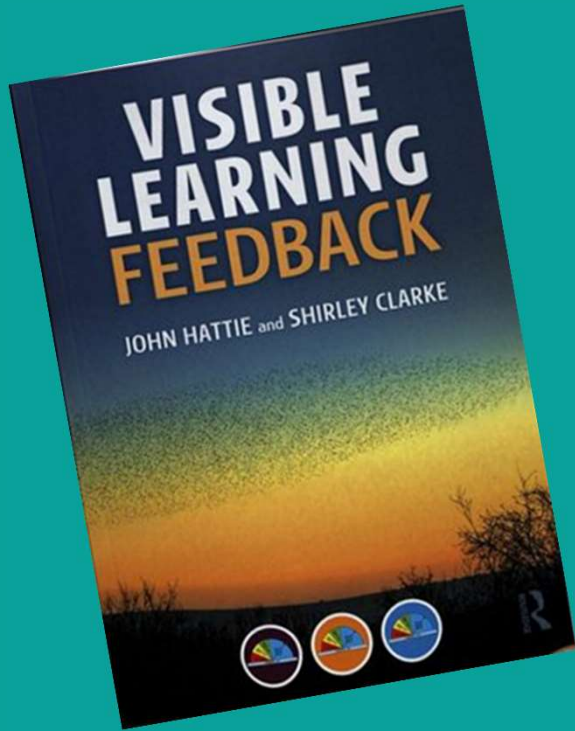
'Unless feedback is actioned, it is just information, another set of advice floating in the wind'

'Don't increase feedback , improve its effectiveness'

John Hattie

Purpose of feedback

- Acknowledge and **thanks, celebrating** efforts, encouragement.
- **Support** learners at work and support them to deliver quality and **work worthy of their ability**.
- Give the teacher a **clear picture** of learners' current understanding/ knowledge of how to **support the next stages of their learning**.
- Ensure learners' **understanding of their tasks** and **respond to any misconceptions/misunderstandings**
- Moving learning forward and ensuring the **progress of all learners**
- Instilling **growing independence** in learners to plan and improve their work



 **ADDYSG CYMRU**
EDUCATION WALES
canhadaeth ein cenedl | our national mission

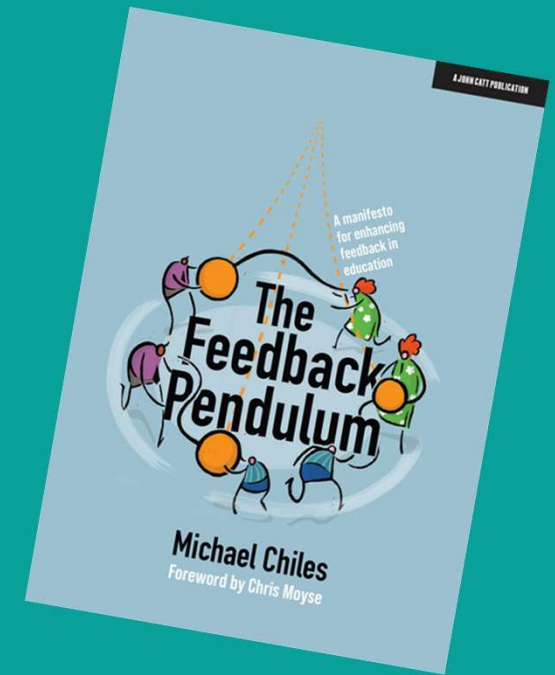


Canllawiau Cwricwlwm i Gymru

**TEACHER FEEDBACK TO
IMPROVE PUPIL LEARNING**
Guidance Report



 Education
Endowment
Foundation



Prosiect Ymchwil Gweithredol Asesu
Ffurfiannol GwE a Shirley Clarke

‘Education Endowment Foundation’ lead report

*‘...the only thing that matters with feedback is **what learners do with it**. If learners have no interest in improvement then no matter how thoughtful and insightful the feedback is, the time that teachers spend on crafting the feedback is likely to be wasted. For feedback to be effective we need to **create classrooms where students welcome and use feedback.**’*

Dylan Wiliam



Feedback- EEF

- Very high impact for very low cost based on extensive evidence
- **Implementation cost** £££££
- **Evidence strength** *****
- **Impact (months)+6months**

Feedback- key findings

- Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.
- Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback
- Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).
- Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.
- It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.

Feedback during lessons- possible strategies



Whole class feedback

- Looking at one pupil's work digitally or under the visualizer
- Contributing whole classroom feedback against the Success Criteria
- Provide feedback – successes, propose improvements, correct misconceptions
- All to check and improve their own work

Peer feedback

- Pupils need to be trained to do this successfully
- Verbal discussion on progress against Learning Outcomes and Success Criteria at work
- When it is necessary to look at work - use the strategy of one book on top of the other, the author makes changes/improvements. Repeat the process for other pupils
- Digital strategies e.g. Office 365, Google, SeeSaw, Flipgrid, Mote

Feedback during lessons- more possible strategies



Individual feedback

- Comments or discussion while individuals are at work
- Set aside a set period of approximately 3-5 minutes to have a one-to-one discussion between teacher and pupil about a piece of work, as class time and organization allow. This should be a face-to-face, caring, personal conversation to discuss a piece of work.

Specific time to improve

- Many have paid attention to the use of specific times in a work week to improve work, e.g. Feedback Friday, 'DIRT time'

Some schools have set up research groups among staff or with staff and pupils to regularly review the effectiveness of feedback

Feedback during lessons- verbal

- Encourage challenge and struggle as a **natural practice** when in the learning process. Celebrate mistakes
- Learners need to know: a) Where am I going? b) How? and c) Where next/How can this be improved?
- Provide opportunities for learners to **give each other feedback**
- Make **feedback related to L.O and S.C tasks**
- Give feedback that **suits all learners** (not too easy, not too challenging)

At the end of a lesson...



At the end of a lesson it is important that a teacher knows exactly where the pupils are in their learning and understanding in order to plan for their next steps.

It is also important that pupils have the opportunity to **reflect on their own learning**, through an activity such as:

- Discussion with partner
- A class review and time to self-assess
- Make a note at the end of their own work, write down one question they have about the lesson e.g. *what if...? Next time, shall we....?*
- Write a note on post- it to the teacher when leaving class
- Assessing with peers - *I'm proud of I need to work further on.....*

Post- lesson feedback



“Anything which happens after the lesson has questionable value compared to what happens in the moment”

- If effective feedback has occurred in class and improvements have been made during the lesson, consideration of the size and value of any comments at the end of work is at times required.
- If you are marking or implementing feedback on the pupil’s work when he/ she is not present, adequate time in a follow-up lesson needs to be ensured to address and act on the feedback.

Written feedback- ideas



- Use different colour highlighters such as pink and green.
- Pupils writing in one colour and improving work in another colour
- Pupils write only on the right side of the workbook - left side -blank for improvement activity, feedback
- Pupils write every other line when working on a first draft, so that teacher/peer/self comments have space in a different coloured pen above the line

- Looking at a sample of learners' books to further discover prior knowledge and planning possibilities
- Write 'whole class' feedback. This has proven to be a successful tool, especially in the Secondary
- Use agreed codes and symbols, in accordance with school policy. Ensure pupils' full understanding of the symbols/codes.

Learning Objective-

Consider feedback from the last lesson - what learners know

Pit Stops-

questioning, self-assessing, visualiser, talk partners

**Sharing mistakes/
misconceptions/ successes**

Find out prior knowledge –

*Talk Partners activity
question/ eavesdropping/
quiz*

Throughout the lesson-

LO and SC visual, adults rotate, discuss, question, verbal feedback, short/ to the point written feedback

**Simultaneous modification/
improvement**

Self assessment/talk partner

Co- constructing SC:

Talk Partners

**Looking at models to find
'quality'**

**At the end of a lesson -
check feedback
understanding/next steps
before/ when leaving**

A large, full-canopied green tree stands alone in a vast green field under a blue sky with scattered white clouds. The tree is the central focus, with its shadow cast on the grass. The field is lush and green, with some small yellow flowers visible. In the background, there is a dark line of trees or a forest. The sky is a vibrant blue with several fluffy white clouds. The overall scene is peaceful and serene.

**WHEN THE ROOT IS DEEP
THERE IS NO REASON TO
FEAR THE WIND**

