Section B: Embedding Formative Assessment
Unit 1: So what are the pupils doing?
Session 2: Classroom assessment and better learning
Activity 2: Beliefs and classroom practice

Beliefs about intelligence, teaching and learning

Use the statements below to reflect on and discuss what you believe about the role of intelligence in learning and about the relationship between learning and teaching. Think too about the evidence from your own teaching experience that you could use to support or refute these statements.

About intelligence and learning

1 Each pupil has a fixed, inherited intelligence: little can be done apart from accepting that some can learn quickly and others can hardly learn at all.

2 Pupils can learn more effectively if one can clear away the difficulties arising from previous classroom-based obstacles to learning, be they of misunderstanding, of lack of confidence, or a combination of the two.

About teaching and learning

1 Knowledge is transmitted and learnt: understanding follows later. Clarity of exposition and rewards for patient reception are the essentials of good teaching.

2 Teaching through interaction develops each pupil's power to incorporate new facts and ideas into his or her understanding. Pupils will learn from shared discussions with teachers, and from one another.

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