

## Section B: Embedding Formative Assessment

### Unit 2: Making thinking explicit

#### Activities

A number of short activities appear at different point in this unit. There is an initial Think, Pair, Share opportunity and the third session includes a number of opportunities for extended professional reflection.

#### 1: What makes a good learner?

This activity is designed to encourage participants to reflect on the characteristics of a good learner. In thinking about these as dispositions or skills, they should begin to recognise that good learning requires pupils to make use of their intellectual and emotional resources.

Having taken part in this activity, participants should prepare for Session 2 by reading Personalised Learning: a guide for teachers, the discussion paper accompanying this unit.

#### 2: Taking responsibility for learning

This activity bears some similarities to Activity 1. It has been set to help participants reflect on the issues raised in the previous three slides and in particular on encouraging critical and creative thinking. By focusing on identifying and fostering the dispositions and skills pupils will need to take greater responsibility for their learning, it looks forward to what needs to be done if self-assessment is to be optimised.

This activity can be used as a preparation for working on Unit C1: Around the Assessment is for Learning Triangle which is about extending formative assessment, and self-assessment in particular, to provide a basis for effective personal learning planning.

#### Possible extension work

Participants could take this as an opportunity to identify a specific area to take from this session as a focus for some small piece of action research (action or personalised research is explored in Personalised Learning: a guide for teachers), the outcome/s of which can be shared with colleagues in a future session.