

Section B
Unit 2

Embedding Formative Assessment
Making Thinking Explicit

The Highland Council
Learning and Teaching Reflection Framework

Session 1

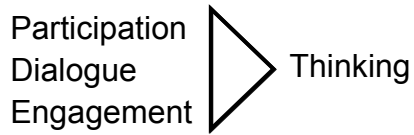
Building learning capacity

Highland Council
CPD Reflection Framework

Fostering the capacities of *A Curriculum for Excellence* through the principles and practice of formative assessment

Reflective professionals and thinking children

Highland approach
Formative assessment principles



A thinking framework for ACfE
dispositions and capacities

Dispositions

- Enthusiasm and motivation for learning
- Self respect
- Openness to new thinking and ideas

Capacities

- Think creatively and independently
- Make reasoned evaluations
- Make informed choices and decisions
- Apply critical thinking in new contexts
- Develop informed ethical views of complex issues

Activity 1

What makes a good learner?

Generate a list of the characteristics of a good learner and discuss which are dispositions and which are skills.

Session 2

Taking responsibility for learning

Developing thinking

Key principles that emerge from research include the need for teachers to provide

- ✓ Cognitive challenge - challenging children's thinking from the earliest years
- ✓ Collaborative learning - extending thinking through working with others
- ✓ Metacognitive discussion - reviewing what they think and how they learn

Metacognition involves thinking about one's own thinking

Strategies to extend student thinking

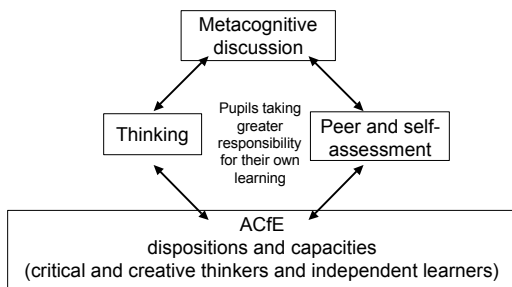
- THINK-time
- THINK-pair-share
- Ask for more
- Withhold judgement
- Cue alternatives
- Challenge responses
- Make a personal contribution
- Ask for contributions
- Ask for a summary
- Ask students to 'unpack their thinking'
- No hands up

Metacognition and self-assessment

'For formative assessment to be productive, pupils should be trained in self-assessment so that they can understand the main purposes of their learning' (Black & Wiliam 1998).

'Self appraisal, when mediated, helps develop self awareness and self management – metacognitive thinking' (Fisher 1998)

Making thinking explicit



Models of thinking skills

Creative thinking is about generating ideas and increasing the breadth of perception

Critical thinking involves encouraging pupils to reflect on their own and different points of view

Information processing is necessary in order to define, compare, sequence and determine cause and effect

Activity 2

Taking responsibility for learning

What do you do at present to encourage creative and critical thinking?

What dispositions and skills do pupils need to develop to let them take greater responsibility for their own learning?

Session 3

Thinking: a whole school priority?

Towards a Scottish Thinking Curriculum

Returning to first principles?

'The process of learning has to be in the minds of both learner and teacher when assessment is planned and when the evidence is interpreted. Learners should become as aware of the 'HOW?' of their learning as they are of the 'WHAT?'

(from Principles of Assessment is for Learning, 2002)

Thinking: The way ahead?

"Give me a fish and I will eat today. Teach me to fish and I will eat for a lifetime."

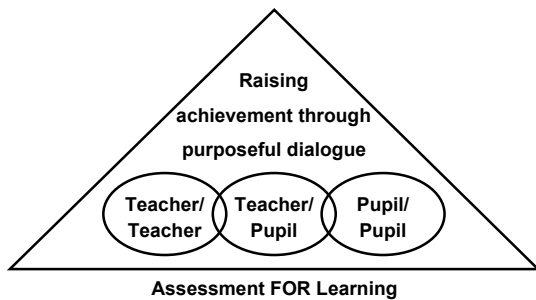
Chinese proverb

Teach for transfer – give pupils explicit help to link what they are learning to prior learning within/outwith your classroom

Establish a climate for thinking – a climate of "relaxed" alertness, high challenge but with high support and low stress where the views of others are respected

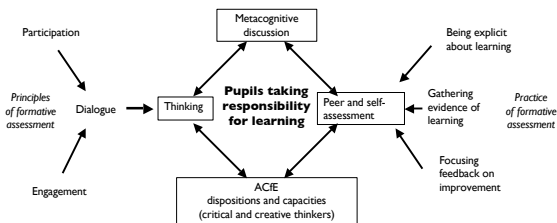
Help pupils develop a learning vocabulary and encourage metacognition

Reflective professionals and thinking children



Making Thinking Explicit

Fostering the capacities of A Curriculum for Excellence through the principles and practice of formative assessment



Reflective professionals and thinking children
