

Section B: Embedding Formative Assessment

Unit 2: Making thinking explicit

Overview

This unit looks at the role of thinking by pupils as an essential element in helping them to become more involved in their own learning and so take greater responsibility for it. In doing so, it begins by exploring the extent to which the purposes of A Curriculum for Excellence can be fostered by the principles and practice of Assessment is for Learning, in particular when AifL practice is predicated on ensuring high levels of interaction through a clear and explicit emphasis on thinking in the classroom. It then looks at how an emphasis on thinking can be used to help pupils take greater responsibility for their own learning and concludes by considering how schools can make more use of thinking to support pupils and teachers as learners.

Pre-reading

The discussion paper, “Personalised Learning: a guide for teachers” gives a detailed picture of recent developments in raising the quality of the thinking processes that learners can use to support and improve how they learn. It covers a number of areas including, dialogic teaching, creativity, teaching for thinking, assessment for learning, student voice, school review and personalised research.

Session 1 Building learning capacity

This session sets out the aims of the Highland CPD Reflection Framework and explores the contribution thinking by pupils can make in developing the classroom practice needed to engage fully with the opportunities and challenges provided by A Curriculum for Excellence.

Activity: What makes a good learner?

Session 2 Taking responsibility for learning

This session builds on Session 1 to explore more fully the implications for teaching of helping pupils to take more responsibility for learning.

It is important that participants working through this session are familiar with the content of the discussion paper, Personalised Learning: a guide for teachers.

Activity: Taking responsibility for learning

Session 3 Thinking: a whole school priority?

The third session provides an opportunity to think about some whole school approaches that could help put thinking at the centre of the learning opportunities and experiences it provides for pupils and teachers.

Activity: This session includes a number of possible short activities to use in different ways to help participants develop a collaborative approach to future professional dialogue based on The Highland CPD Reflection Framework.