

Section C  
Unit 1

## Extending Formative Assessment *Around the AiFL triangle*

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Learning and Teaching Reflection Framework

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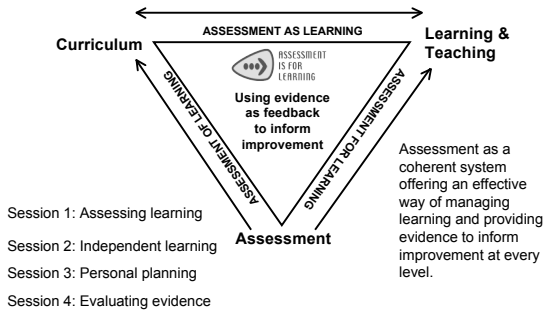
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## Extending Formative Assessment



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## The challenge of assessment

Seeing ourselves as teachers who 'help students to search rather than to follow is challenging and, in many ways, frightening as it involves a shift from a well-managed classroom to a transformation seeking classroom.'

In Search of Understanding  
Brooks & Brooks 1993

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Session 1

**Assessing learning**

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**Inside the Black Box**  
a three point improvement plan to raise standards

“The self esteem of pupils”  
...to enhance the motivation to learn

“Self-assessment by pupils”  
...to develop self-evaluation

“The evolution of good teaching”  
...to stimulate and sustain pupil engagement

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The reflective professional  
The thinking child

Raising  
achievement through  
purposeful dialogue

Teacher/  
Teacher    Teacher/  
Pupil    Pupil/  
Pupil

**Assessment FOR Learning**

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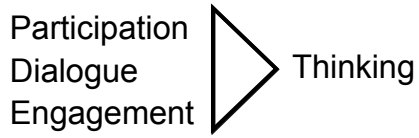
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## Evidence of effective interaction



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## Underpinning principles

ENGAGEMENT in learning occurs when pupils are THINKING purposefully.

To achieve this, teachers need to encourage PARTICIPATION through DIALOGUE in the classroom.

Assessment for learning is an opportunity to practise these principles coherently and consistently.

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## The involvement of learners

Formative assessment consists of two related actions:

1 the learner perceives a gap between a desired goal and her or his present state of knowledge/understanding/skill.  
Stimulate learning

2 the learner acts to close that gap in order to reach the desired goal.  
Support learning

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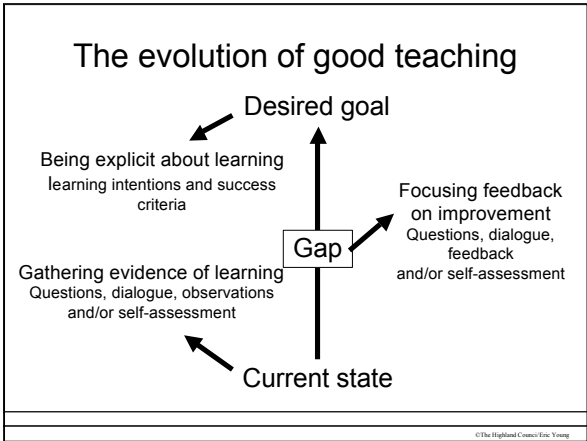
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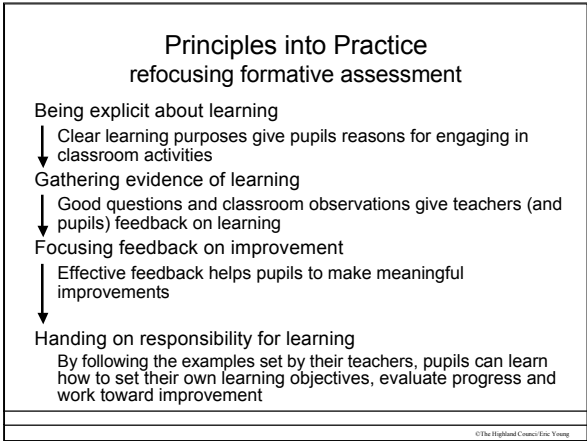
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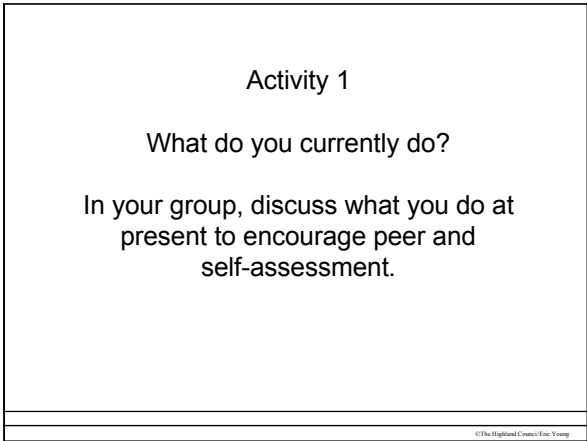
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## How beliefs about 'intelligence' affect learning and motivation

People who believe that their 'cleverness' is fixed tend to assume that failure is the end of learning and give up quickly, while others who think that effort is important see failure as an opportunity to learn more and persevere.

If you don't expect to make progress, you find success only in comparisons with others, not in striving for your own 'personal best'.

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## Can interventions help?

- We help students to understand that the brain develops through challenge and struggle
- We use practice and repetition to instil new learning habits
- We demonstrate that perseverance brings results by showing students regularly how their work is improving
- We clarify expectations, restore a sense of control and coach students to take greater responsibility for learning
- We start these strategies early, and keep them going, to reduce the potential damage of 'failing cool'

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## Steps to independent learning

- The teacher establishes a safe climate for learning and is able to 'let go' to give pupils greater responsibility

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## A safe climate and 'letting go'

For pupils to learn, the fear of failure has to be taken away by encouraging honesty and openness

Pupils need to be able to try out new things in a safe and secure place

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## Fear of failure

Where the classroom culture focuses on rewards, 'gold stars', grades or place-in-the-class ranking, then pupils look for the ways to obtain the best marks rather than at the needs of their learning which these marks ought to reflect. One reported consequence is that where they have any choice, pupils avoid difficult tasks. They also spend time and energy looking for clues to the 'right answer'.

Inside the Black Box

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## Fear of failure

Pupils who encounter difficulties and poor results are led to believe that they lack ability, and this belief leads them to attribute their difficulties to a defect in themselves about which they cannot do a great deal. So they 'retire hurt', avoid investing effort in learning which could only lead to disappointment, and try to build up their self-esteem in other ways. Whilst the high-achievers can do well in such a culture, the overall result is to enhance the frequency and the extent of under-achievement.

Inside the Black Box

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## Steps to independent learning

- The teacher establishes a safe climate for learning and is able to 'let go' to give pupils greater responsibility
- Pupils clearly understand what they're going to learn and how they'll know when they've been successful
- There is a high level of interaction in the classroom with good quality feedback

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## Principles into practice

### Four stages:

- Clarifying the starting point
  - Checking prior learning
- Setting the purpose
  - Being explicit about learning
- Assessing progress
  - Gathering evidence of learning
- Closing the gaps
  - Focusing feedback on improvement

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- Pupils learn how to assess one another and are given regular opportunities to use their skills.

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## Peer assessment

### Assessment partners

Talk, learning, homework partners

### Peer marking

Homework (support with marking schemes, success criteria lists etc)

### Encouraging reflection

Learning logs, end of day plenary sessions, learning question posters and rituals.

### Modelling

Evaluating exemplar responses

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## Steps to independent learning

- The teacher establishes a safe climate for learning and is able to 'let go' to give pupils greater responsibility
- Pupils clearly understand what they're going to learn and how they'll know when they've been successful
- There is a high level of interaction in the classroom with good quality feedback
- Pupils learn how to assess one another and are given regular opportunities to use their skills.
- Pupils practise self-assessment

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## Activity 2

What does self-evaluation look like in action?

Review the peer and self-assessment strategies provided in the handout and consider the extent to which one or two of them might be used to develop pupil peer and self-evaluation.

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Session 3

**Personal Planning**

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**Planned learning**

...providing guided but direct and authentic evaluative experience for students enables them to develop their evaluative knowledge, thereby bringing them within the guild of people who are able to determine quality using multiple criteria. It also enables transfer of some of the responsibility for making evaluative decisions from teacher to learner.

D Royce Sadler, 1989

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**Assessment AS Learning**

To what extent do our pupils and staff:

- practise self and peer assessment
- help to set their own learning goals
- identify and reflect on their own evidence of learning?

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## Practising self and peer assessment

To what extent:

- do day-to-day activities incorporate strategies to promote self and peer assessment?
- do we use self and peer assessment to provide feedback to inform improvement?
- do we negotiate realistic learning targets with pupils?
- do our pupils self-assess their abilities and interests as preparation for choice at key stages?
- does staff self-evaluation generate reliable evidence which can be used to identify priority areas for action?

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## Setting personal learning goals

To what extent do we:

- provide opportunities for our pupils to reflect on their own learning?
- help pupils to think about and identify their learning needs?
- help our pupils to set next steps or learning goals through a dialogue based on feedback and evidence of learning?

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## Identifying and reflecting on evidence of learning

To what extent:

- are our staff and pupils involved in dialogue about their progress and their views on learning?
- do we record progress and next steps in learning?
- do we use evidence collected to evaluate the effectiveness of learning and teaching and inform future provision?
- do we use outcomes from our staff self-evaluation to improve the quality of pupils' experiences and standards of attainment ?

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## The planning process

### What I want to learn

identifying a learning priority: I want to learn how to..., I want to improve how I... etc

### What I'll do, and who'll help

planning the activities needed to achieve the priority

### How I'll show I'm getting there

looking for evidence of success

### How I'll review progress

using feedback to keep the process on track

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## Activity 3

### Developing practice

Using the outcome of the previous activity as a starting point, what would you need to do to usefully develop pupil self-evaluation.

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## Session 4

## Evaluating evidence

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## Assessment OF Learning

To what extent do we:

- use a range of evidence from day-to-day activities to check on pupils' progress
- talk and work together to share standards in and across schools
- use assessment information to monitor our establishment's provision and progress, and to plan for improvement?

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## Talking and working together to share standards in and across schools

To what extent do we have arrangements in place:

- to moderate our judgements
- for communicating attainment evidence between staff
- to discuss judgements made about evidence of attainment?

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## Activity 4

### Next steps

How might you best stimulate and support peer and self-assessment in the classroom as a stage on the road to personal learning planning.

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