

## Section C: Extending Formative Assessment

### Unit 1: Around the AifL triangle

#### Overview

Meaningful self-assessment by pupils is an essential sign that formative assessment has been embedded in classroom practice. It is also a necessary foundation for developing other aspects of Assessment is for Learning, like personal learning planning.

Helping pupils to make effective use of peer and self-assessment in evaluating their own work offers a practical way of developing the skills that pupils will need to regulate their own learning as part of a personal planning process. This section explores the steps involved in extending the use of formative assessment in order to lay a secure foundation for developing a manageable and effective approach to personal learning planning.

#### Pre-reading

The discussion paper, “Assessment for Learning: embedding and extending” provides a short overview of the issues involved in extending to work around the Assessment is for Learning. A brief opening session to allow discussion of responses to the paper may help participants to focus their thoughts before embarking on the work covered in this section.

#### Session 1 Assessing learning

In seeking to develop a better balance between assessment of and for learning, the starting point for many has been formative assessment, especially learning how to use different strategies that can clarify what is to be learned, and help pupils’ progress by providing better feedback. This session is designed to help teachers to reflect on the underlying principles which can make these strategies so valuable in stimulating and supporting pupils’ learning.

Activity 1: What do you currently do?

#### Session 2 Independent learning

This session has been designed to look at some of the issues involved in encouraging pupils to take greater responsibility for their own learning. It covers both what teachers and pupils do in the classroom and the beliefs and values underpinning their work together.

Activity 2: What does self-evaluation look like in action?

#### Session 3 Personal planning

This session brings the ideas explored in the first two sessions to bear on what’s involved in helping pupils to take greater responsibility for their own learning in the longer term.

Activity 3: Developing practice

#### Session 4 Evaluating evidence

The final session introduces the third side of the AifL triangle, assessment of learning using moderated teacher judgements. This less familiar part of AifL is important if the assessment approaches adopted in both assessment for and as learning are to be both meaningful and informative for the parties involved, because it helps teachers and pupils to feel confident in their understanding of the standards they’re working towards.

Activity 4: Next steps