

Section C
Unit 2

Extending formative assessment

Purposes, principles and practice in building capacities

The Highland Council
Learning and Teaching Reflection Framework

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Extending Formative Assessment

Assessment is for Learning (AifL)

using assessment to improve learning as well as measure it especially by developing pupils' skills in self-assessment

A Curriculum for Excellence (ACfE)

developing teaching and learning that fosters the growth of successful learners, confident individuals, responsible citizens and effective contributors

Determined to Succeed (DtS)

promoting creative approaches and enterprising attitudes

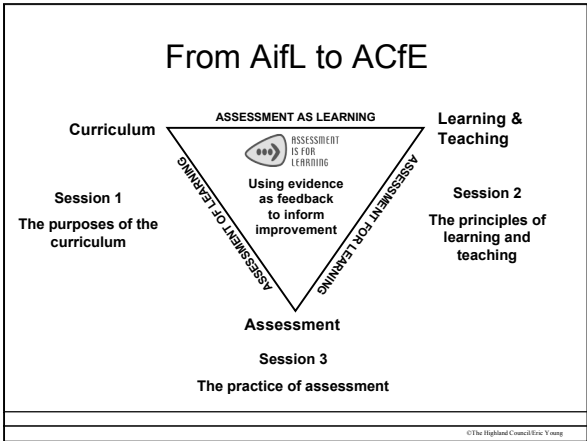
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A paradigm shift

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

The purposes of the curriculum

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A Curriculum for Excellence

Aims to:

- simplify and prioritise the current curriculum
- create a single framework for the curriculum and assessment 3-18
- focus classroom practice upon the child and around the purpose of education
- encourage more learning through experiences

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Purposes of the Curriculum

To enable all young people to become

successful learners

with

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

responsible citizens

with

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

confident individuals

with

- self respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs
- ambition

effective contributors

with

- an enterprising attitude
- resilience
- self-reliance

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Activity 1

Purposes and capacities

Using the activity sheets provided, evaluate:

- 1) the importance you attach to the capacities set out in A Curriculum for Excellence and,
- 2) the extent to which you think current practice provides opportunities for pupils to develop them.

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successful learners

In what ways does your school or establishment enable all children and young people to:

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations?

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confident individuals

In what ways does your school or establishment enable all children and young people to:

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve success in different areas of activity?

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responsible citizens

In what ways does your school or establishment enable all children and young people to:

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues?

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effective contributors

In what ways does your school or establishment enable all children and young people to:

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems?

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Purposes – filtering content

The effect of identifying purposes is to shift the emphasis from knowledge to understanding and skills.

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Session 2

The principles of learning and teaching

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Technicians or professionals?

The people best placed to make judgements about the learning needs of individual young people are those who work with them most closely ... teachers ... in schools must have the freedom to exercise their professional judgement to deliver excellent learning and teaching.

SEED, Ambitious, Excellent Schools

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Technicians or professionals?


Just tell us what to do and we'll do it: we're professionals, after all.

teacher at Open Spaces event for teachers, Dundee 2005

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Principles of classroom interaction

Participation
Dialogue
Engagement



Thinking

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Principles of curriculum design

Challenge and enjoyment
Breadth
Progression
Depth
Personalisation and choice
Coherence
Relevance

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Activity 2

Exploring the principles

Using the activity sheet provided, reflect upon the principles of curriculum design as they relate to:

- a) the well managed classroom
- b) the transformation seeking classroom

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Knowledge, understanding and skills

Purposes – filtering content

The effect of identifying purposes is to shift the emphasis away from knowledge onto understanding and skills

Principles – engaging thought

This in turn shifts the emphasis from what you teach to how you teach it

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Professional rights

Providing a set of values, purposes and principles for the curriculum and recognising the central importance of teachers' professional judgements in shaping its delivery represents an opportunity for teachers to exercise greater professional judgement in the classroom.

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...responsibilities

The shift of emphasis from the transmission of knowledge to the development of understanding and skills will require teachers to reflect more closely on their classroom practice and explore ways of engaging learners in their own learning.

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... and how to reconcile them

There is strong and growing evidence to show that an improved use of formative assessment helps learners be more successful by taking greater responsibility for their own learning.

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Session 3

The practice of assessment

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Assessment and learning

How learning is assessed affects:

- a) what is taught, and
- b) how we teach it.

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Formative assessment for teachers

- Being explicit about learning
- Gathering evidence of learning
- Focusing feedback on improvement

It's about thinking!

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Assessment FOR Learning in an AifL School

- pupils, parents and staff understand what is to be learned and what success looks like
- pupils and staff are given timely feedback and advice on how to improve
- pupils and staff are involved in deciding next steps in their learning

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Self-assessment by pupils

- being clear about what's to be learned
- knowing how to evaluate progress in learning it
- recognising what needs to be done next

It's about thinking!

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Assessment AS Learning

- Being able to identify personal learning priorities
- Knowing what to do to achieve them
- Knowing how to evaluate progress
- Being able to identify next steps

It's about thinking!

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Assessment AS Learning in an AifL School

- pupils and staff practise peer and self-assessment
- pupils and staff reflect on their own evidence of learning
- pupils and staff set their own learning targets

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Assessment OF Learning

Moderation

(Where the curriculum, teaching, learning and assessment meet)

- Interpreting evidence of learning
- Using learning intentions and success criteria

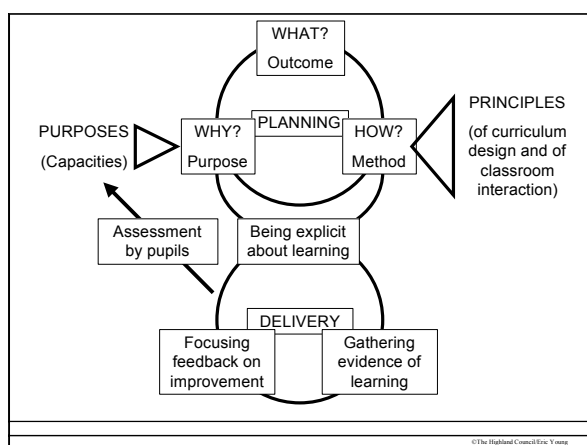
It's about thinking!

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Assessment OF Learning in an AifL School

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

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Activity 3

Planning and delivering

Use the activity sheets provided to review an existing unit of work or lesson plan in the light of the purposes, principles and practice for a transformation seeking classroom.

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Why has AifL worked?

Community collaboration

Planning, networking, discussing (in a familiar context)

Being in a development team

Sharing practical guidance and 'modelling' practice with other teachers

Getting and giving effective management and support

Work valued throughout system

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AifL - a special delivery model

Integrity

Move from teaching to learning

Focus on pupils' self esteem, engagement and attainment

Real involvement

Autonomy in trying out, adapting...

Impact of 'credible' research

Appeal to professionalism

Hayward, Spencer, Simpson

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