

Assessment for Learning

- ▶ Formative assessment is based on constructivist models of learning and has been linked directly to Vygotsky/Bruner's ideas.
- ▶ How are these ideas relevant?

Boyles & Charles (2014)

- ▶ Individuals assimilate knowledge and concepts after restructuring and reorganising it through negotiation with their surroundings, including fellow learners.
- ▶ All learners learn differently and socially construct their own learning

Boyles & Charles (2014)

- Been linked directly to Vygotsky's ideas on scaffolding, which give teachers a key role in extending children's understanding as it develops.
- Classroom-based formative assessment is a way of better understanding children's thinking and scaffolding their learning.

Boyles & Charles (2014)

- Pupils are supported to think for themselves, become more resourceful, reflective and effective learners. They know what works for them and what does not. Resourceful, reflective children are more successful in examinations.
- In other words, the rationale for formative assessment is based firmly on our growing understanding of how young people learn and how this can be supported by good teaching.

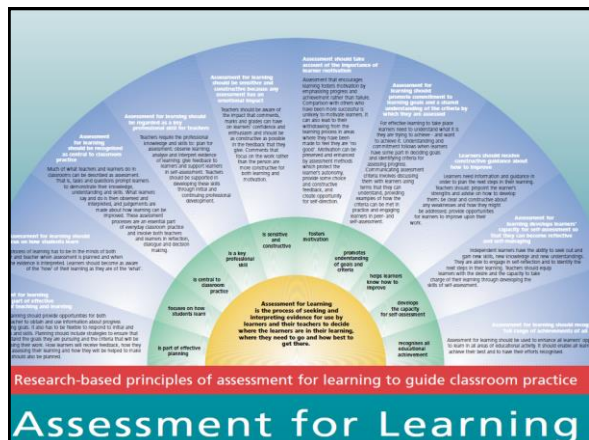
What types of assessment can happen during the day?

- Offering comments about piece of work
- Prize in assembly
- Putting work on the wall
- Asking child to demonstrate a sequence in gymnastics
- Evaluating another child's sequence
- Spelling test
- Walking around and monitoring

QUESTION: What are the strengths and weaknesses of these approaches?

What is assessed?

- ▶ Knowledge & understanding
- ▶ Skills
- ▶ Attitudes & values
- ▶ Behaviour



Pollard (2008)

Assessment, recording and reporting should:

- offer all pupils an opportunity to show what they know, understand and can do
- help pupils to understand what they can do and what they need to develop
- recognise that the National Curriculum does not encompass all learning; there is the wider curriculum and pupils' personal and social development
- be based on a considered view of what learning should be assessed in each subject or area of experience
- relate to shared learning objectives
- advance the learning process
- enable teachers to plan more effectively
- help parents to be involved in their children's progress
- provide schools with information to evaluate work and set suitable targets.

Figure 14.1 Fundamental principles for assessment, recording and reporting (AAIA, 1998)

	Assessment for learning	Assessment of learning
What?		
When?		
Why?		
Who?		
How?		

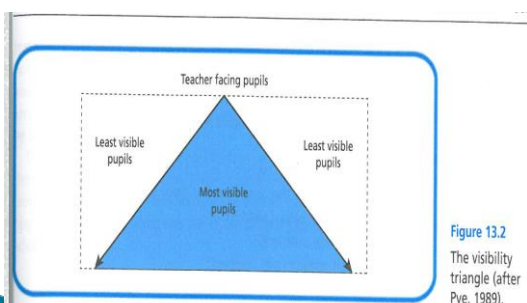
	Assessment for learning	Assessment of learning
What?	Assessment that supports ongoing learning	Assessment that summarises learning at a particular point in time
When?	Short term - within the learning process.	Usually long term - at end of stage of learning eg unit of work.
Why?	To improve learning	To report findings to audience - parents, next teacher. To set targets. To track progress.
Who?	Pupils involved in peer and self assessment	Teacher led
How?	Formative comments and questions linked to how well pupils have progressed against learning objectives	Summative marks, grades, certificates or prizes which indicate standard reached.

Active involvement in children’s learning is essential

Through...

- ▶ Monitoring – close awareness of what pupils are doing and what they are thinking about their work.
- ▶ Intervening – offering direct and indirect support as they are working.

Grigg (2010)



Grigg (2010)

Exhibit 13.1 Monitoring questions

- Do the children look interested or bored?
- Do the children know what they should be doing?
- Are any pupils 'hiding'?
- How many children are on task?
- Can the pupils see what they should see (e.g. the interactive whiteboard)?
- Are the resources on hand if needed?
- What is the general noise level?
- Are the support assistants well deployed?
- Are the pupils working together?
- Have I left enough time for the plenary?
- Which individuals need additional help, challenge or consolidation?
- Are pupils putting their hands up a lot? If so, why?
- Is a queue forming before me? If so, how can I prevent this?
- Are there any obvious health and safety issues?

Formative assessment provides insight into 5 components

- ▶ The clarity of the task (teacher's responsibility)
- ▶ The child's conceptual grasp of the task
- ▶ The child's willingness to persevere with the task
- ▶ The child's self confidence
- ▶ The extent of the child's ultimate success in accomplishing the task.

- ▶ Important aspect of AfL is it should deepen and further the learning rather than simply measure it.
- ▶ Setting targets and seeing if they are met is not AfL the bit in the middle is!

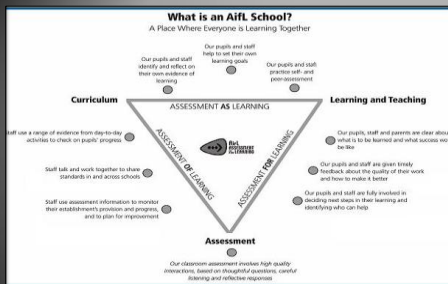
- ▶ Formative assessment can be diagnostic – providing evidence to assist in formulation of appropriate teaching and learning strategies.
- ▶ There is a limit to the amount of informal formative assessment a teacher can record or remember.

Good formative assessment practices (Clarke 2005)

- ▶ Modelling through peer evaluation
- ▶ Success criteria
- ▶ Talk partners
- ▶ Asking worthwhile questions
- ▶ Effective feedback, self & peer evaluation

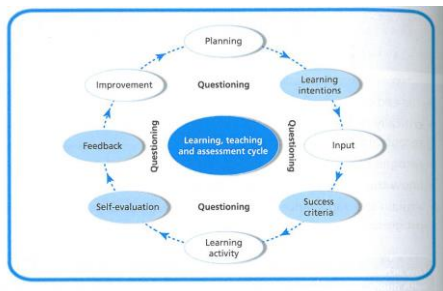
Key Features of AfL (Bates & Munday 2005 in Hayes 2008)

- Learning objectives are made clear to pupils and success criteria are established
- Learning (as opposed to task outcome) is reviewed at the end of the lesson.
- Oral & written feedback enables pupils to understand what they have achieved and how to move their learning forward.
- Pupils are involved through peer & self assessment
- Pupils are encouraged (with adult support) to set achievable personal targets.
- Teachers and pupils work together to create a climate of success in the classroom.



Assessment is for Learning –
Scotland's model
With thanks to rtweb.info

Grigg (2010)



- ▶ Teachers TV – [AfL a Whole School Approach](#).
- ▶ What AfL strategies can you see?
- ▶ What was the point of asking the children what the learning outcomes were? What is the drawback of always telling them?
- ▶ What are the pros/cons of taking a class into the next year group?

4 key recommendations Black et al (2004)

- ▶ Make more time for pupils to think and answer questions in class.
- ▶ Provide constructive comments (rather than marks).
- ▶ Encourage pupils to peer & self assess.
- ▶ Involve pupils in the design of assessment and mark schemes.

Working Inside the Black Box

- ▶ Why are the 4 key features so important?
- ▶ What are the key points about each of these?
 - Questioning
 - Feedback
 - Peer & self assessment
 - Motivation & self esteem
 - Enhancing students' learning
- ▶ What changes have teachers found?
- ▶ In what ways does the learning environment need to change in order to enhance pupil learning?

- ▶ Boyle, B. & Charles, C. (2014) *Formative Assessment for Teaching & Learning*. London: Sage
- ▶ Black, P. J. (2003) *Assessment for learning: putting it into practice* Maidenhead : Open University Press
- ▶ Clarke S (2005) *Formative assessment in Action*. Abingdon: Bookpoint.
- ▶ Grigg R (2010) *Becoming an Outstanding Primary School Teacher*. Harlow: Pearson
- ▶ Hayes D (2008) *Foundations of primary Teaching*. Abingdon: David Fulton.
- ▶ Wragg T (2001) *Assessment & Learning in Primary School*. London: Routledge
