|  |
| --- |
| **PRIMARY SPRING TERM** |
| **Assessment for Learning** (EPS themes: The Purpose of Education, Children’s Learning) S4,S6 |
| **Objectives*** Know your school's assessment policy and understand the principles which underlie it
* Be able to trace how the policy is put into practice in day to day teaching and assessment
* Know a variety of assessment strategies
 | **Link to the Core Content Framework**6.16.26.36.46.56.66.7 |
| **Activity** | **Resources Required** |
| **Recap**Trainee/s discuss:* What does 'assessment for learning' mean?
* How does it relate to the concepts of formative and summative assessment?
* Why is it important?
* How does it relate to concepts of progression, sequencing and the curriculum?
* What are some of the problems/perils of assessment for learning?
* How does assessment relate to teacher workload (e.g. the DfE [workload](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf) report on marking).
 | <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf>Further resources are available at <https://www.gov.uk/government/collections/reducing-school-workload>These include case studies which you could also look at with trainees. |
| **Exploring Policies and Implementation**Look at your school's marking and assessment policy. Discuss:* What principles underpin the policy? For example, you might look at which subjects are prioritised, how assessment aligns to external tests/qualifications, what is shared with governors, parents and children themselves.
* How is formative assessment guided by the policy, and how does that compare to trainee's experiences in the classroom?
 | School Assessment policy. |
| **Exploring Strategies**Watch this short video which contains a clip of a professional studies session in a primary school with beginning teachers in Australia where they discuss how they use assessment: <https://www.youtube.com/watch?v=62X1B_G2gpY> (4.31 minutes)* What can trainees draw out from their discussion and the comments of the lead tutor that is relevant for their practice?
* If possible, put trainees in pairs or a small group to have this sort of informal discussion about how they formatively assess pupils' knowledge and understanding.

Watch this video about a key AfL strategy - effective questioning. <https://www.youtube.com/watch?v=62X1B_G2gpY> (13 minutes)* What advice can trainees pull out of this for their own teaching?

Consider: * What practical advice do these videos provide about how to implement AfL in the classroom?
* How can trainees translate the advice into their own teaching?
 | Video 1:<https://www.youtube.com/watch?v=62X1B_G2gpY>Video 2:<https://www.youtube.com/watch?v=62X1B_G2gpY> |
| **Plenary discussion:**Teacher leads conversation about:•The school's official assessment policy - how are teachers expected to assess, report and monitor progress? How does this vary between subjects? •How does assessment change as students progress through EYFS / KS1 / KS2? Which principles stay the same?•How do teachers manage AfL and what are your favourite strategies- e.g. questioning, plenaries, peer assessment? |  |
| **Want to know more?**This is a case study of assessment for learning in a school for students with social, emotional and behavioural difficulties. It offers real insights into the sensitive nature of assessment, how it links to motivation, pupil self-efficacy and engagement: <https://www.youtube.com/watch?v=xJO9ZbzYj2c>You could also look into the reception baseline assessment. The DfE information site for it <https://www.gov.uk/guidance/reception-baseline-assessment>There is a lot of public debate about the validity and implications of this test (e.g. see <https://www.theguardian.com/education/2019/sep/03/school-heads-criticise-new-reception-tests-for-five-year-olds>) - you might like to explore the different viewpoints further and reflect on your own views.  |