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| **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**  6.1  6.2  6.3  6.4  6.5  6.6  6.7 |
| **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. | |