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| **SECONDARY SPRING TERM** |
| **Learning:** Assessment for 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**Use these videos to explore the key AFL strategies of (a) questioning and (b) self-assessment.Video 1 is 13 minutes, focusing on questioningVideo 2 is 2 minutes, focusing on self-assessment. It has a silly presentational style (prepare the trainees!) but if you look past that it presents an interestingly innovative approach to self-assessment.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=vboA-n0b7ls>Video 2:<https://www.youtube.com/watch?v=NQ4QAWNhDKA> |
| **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 from subject to subject?
* How does assessment at KS3 link to assessment at KS4/5?
* What are the particular opportunities for AfL in each trainee's subject?
* What are the particular challenges?
* How do you as a teacher manage AfL strategies - e.g. questioning, plenaries, peer assessment? What have trainees seen their PST demonstrate in terms of AfL?
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| **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>  |