



Using Assessment Results to Improve Learning in the Classroom

Assessment is for Learning: Lessons from Scotland

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WE ARE LEARNING TO...

(WALT)



What we will do today:



- * **Assessment in schools and classrooms in Scotland (slides / talk / video clips)**

- * **Quality Assurance, School Leadership and the role of Inspectors**

- * **Questions & Answers**

- * **Discussion / activity together**

- * **Review what we have learned**



A **VERY** IMPORTANT QUESTION

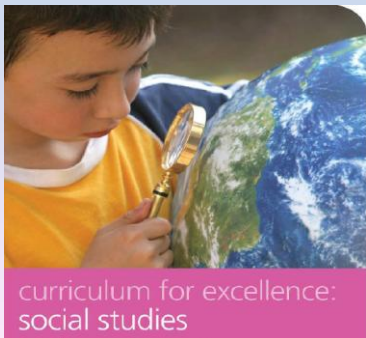
Do our approaches to
classroom assessment
IMPROVE or just ***PROVE***
learning?





Historical Context in Scotland

- * 1950-1990 – No national curriculum
- * 1990-2005 - 5-14 curriculum guidelines
- * 2006 - Implementation of **Curriculum for Excellence** with focus on **Assessment is for Learning** –





***1990-2005: 5-14 Curriculum –National Large-Scale Assessment- tested by the class teacher.**

***2006: Curriculum for Excellence – 3-18 Scottish curriculum - 5 Levels plus a Senior Stage – no National Large-Scale Assessment (3-15)**

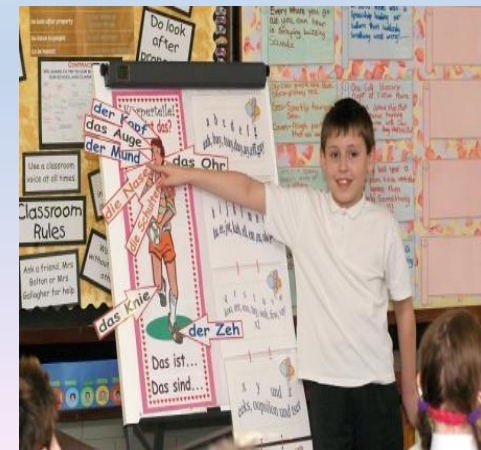
*** Messages from International Large-Scale Assessment (TIMSS & PISA) – ‘Good’ but headroom for improvement.**



Assessment is for Learning (AifL)

Main aims of AifL

- * Develop and support
- * Promote sound quality assurance of teachers' classroom assessments in schools
- * Adopt a robust monitoring system



Effective and successful classroom assessment:

- ***is not an “add on”***
- ***Takes account of key messages for improvement***
- ***reflects the principles and values of the curriculum***
- ***requires a broad range of approaches***
- ***is planned coherently with the curriculum and learning & teaching***
- ***involves the child fully, including self- and peer-evaluation***
- ***ensures regular feedback to the child***



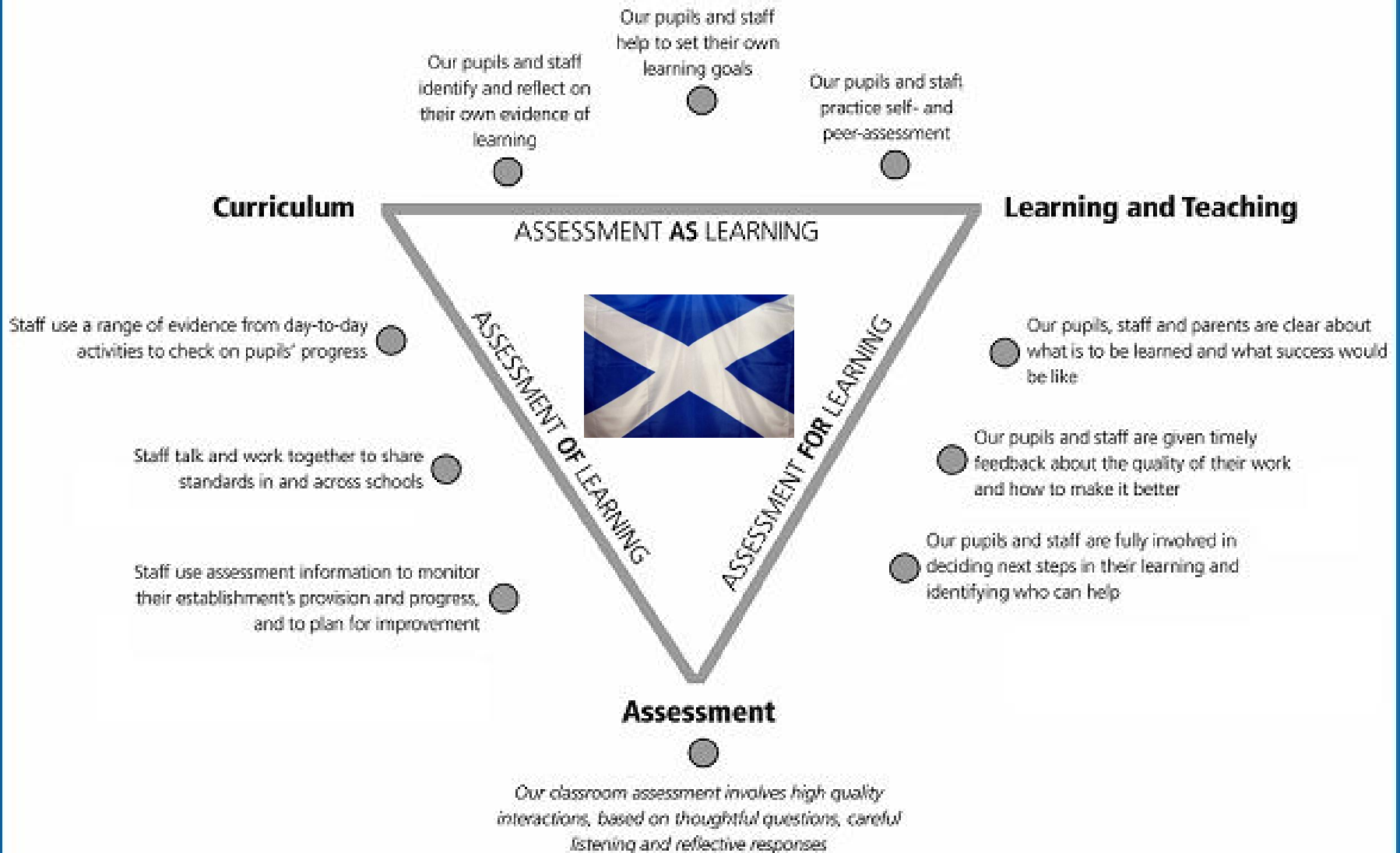
Effective and successful classroom assessment:

- ***is a careful balance of regular formative and only very occasional summative assessments***
- ***requires systematic monitoring, tracking and recording of children's achievements to plan next steps in learning***
- ***is supported by regular self – evaluation and by high quality continuing professional development of teachers***
- ***enables the school to inform parents of children's progress***
- ***takes full account of the individual child's needs***



What is an AifL School?

A Place Where Everyone is Learning Together



Assessment and learning & teaching are inseparable

Learning and teaching



Curriculum

Assessment

The individual child's improvement in learning is central

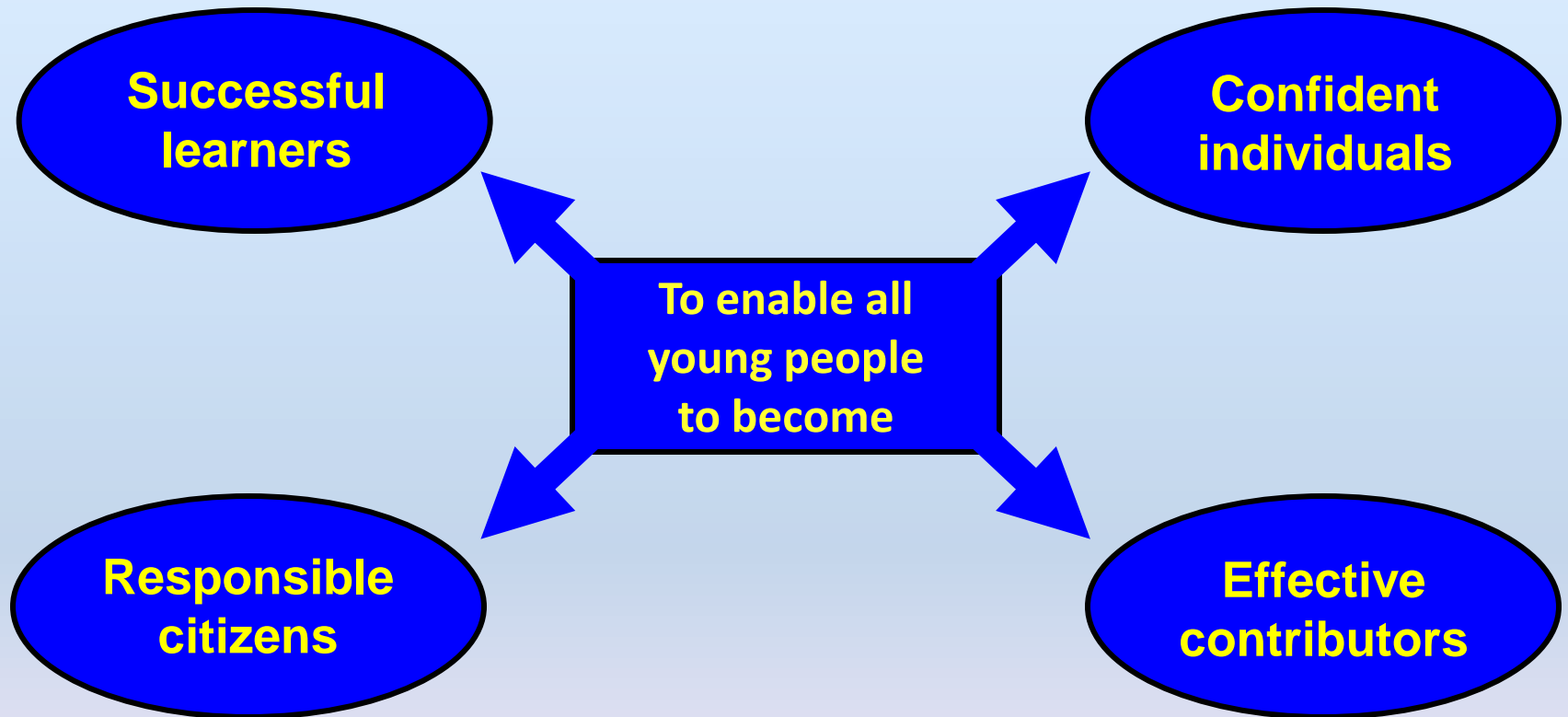
Developing and building on current practices



Workshop - Discuss

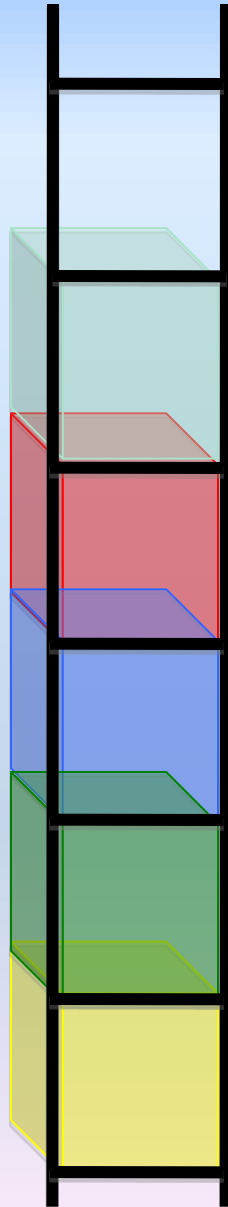
*What are the strengths of current
assessment practices in your school(s)?*

Purposes of Education



IN THE PAST

**‘how
fast’?**



**National
examinations/testing 5-14**



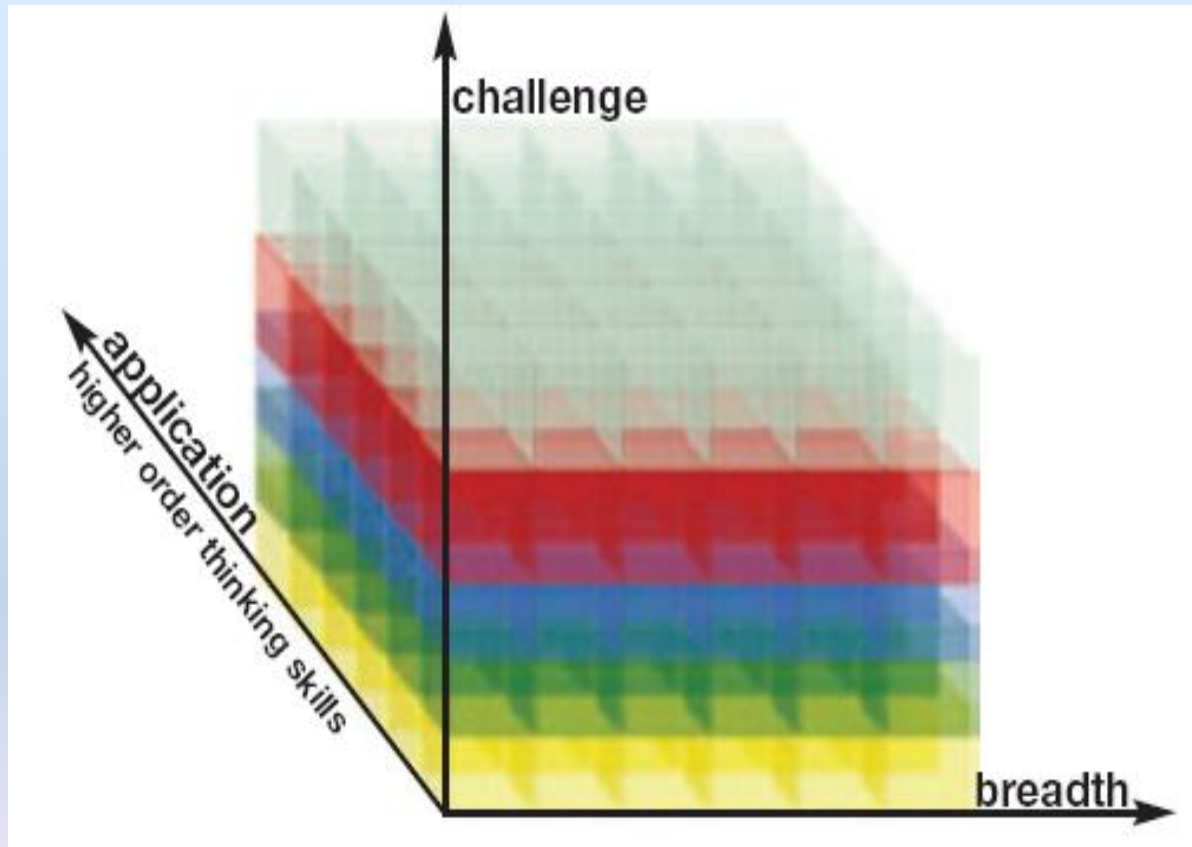
**National Large-Scale
Assessment Bank: used
to confirm teacher's
professional judgement**



Principles of classroom assessment



TODAY – NO LONGER JUST HOW FAST A LEARNER CLIMBS THE LADDER OF ATTAINMENT



Creating

Evaluating

Analysing

Applying

Understanding

Remembering



What we now assess in the classroom

*.....assessment will place a greater emphasis on
literacy and numeracy across the curriculum,
health and wellbeing, ICT and higher order
skills including creativity.”*



Using a wider range of evidence

Classroom assessment evidence may come from things that children

SAY

WRITE

MAKE

DO

in response to their learning experiences.



*** Do you/your teachers provide regular sufficiently high quality feedback to learners about how well and how much they have learned?**



*** How well are learners actively involved in reflecting on their own learning (and that of fellow learners) so that they know what they need to do next to improve their learning?**

Effective personal learning planning

Research shows that personal learning planning is effective when:

- Formative assessment practice is sound
- Process takes precedence over paper
- Long term learning targets are linked to national standards
- Short term targets are SMART
- Parents/carers discuss learning targets



IMPACT: Children are increasingly aware of their strengths, progress and next steps as learners.



Forward planning for learning:

Intended Learning Outcomes	Resources	Classroom assessment (say, write, do, make)	Opportunities for applying the learning

WHAT I'M LOOKING FOR

(WILF)





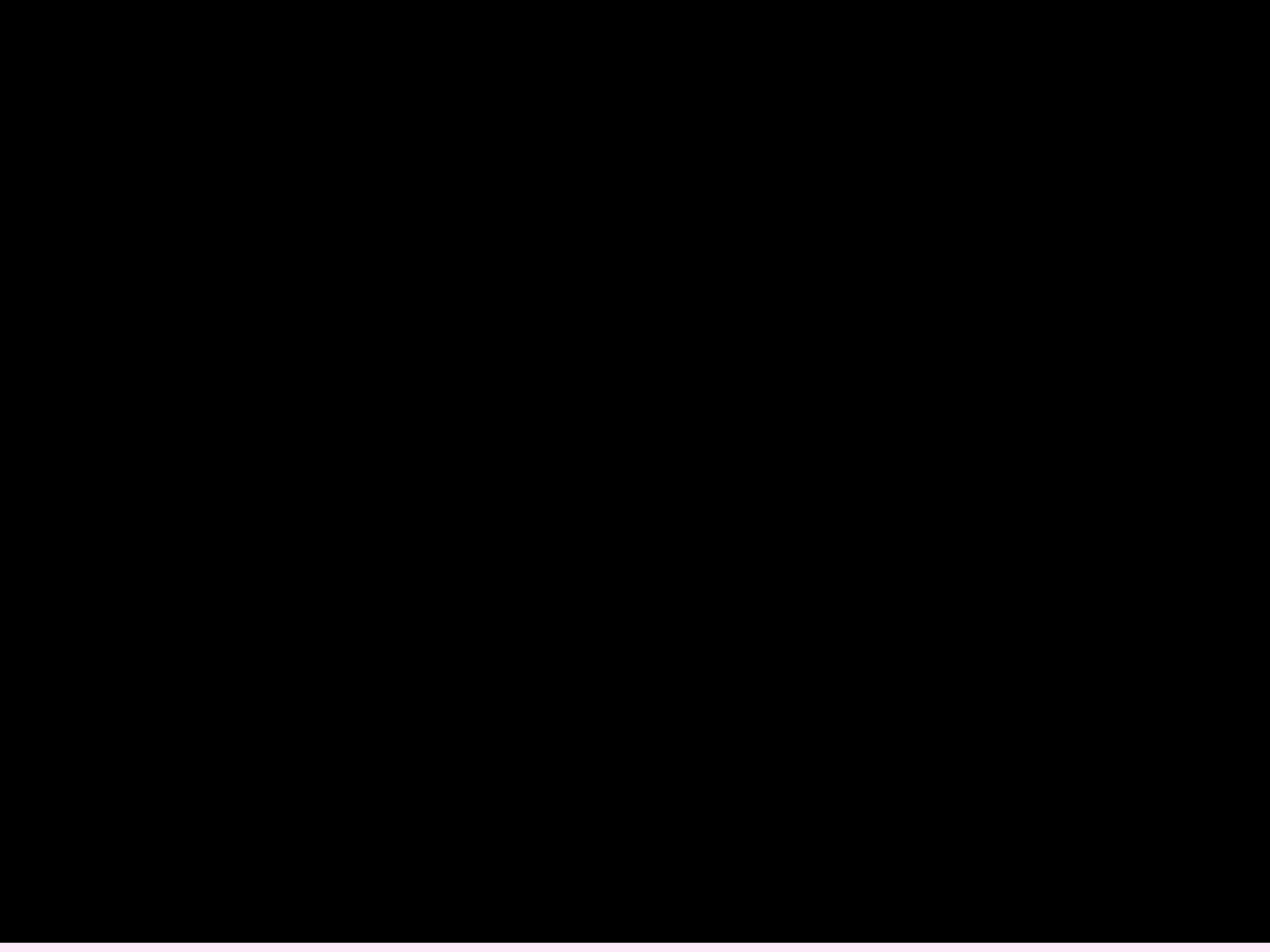
Time to talk

*** How effective are you/your school(s)/teachers at making clear to children what they are learning, what success looks like, what will be assessed and what is expected of them?**

“I CAN...”



*** Approaches to classroom assessment that enable children to know success criteria and to say, ‘I can show that I can...’ will help involve and engage them in the learning process.**



The key role of the Class Teacher in asking good questions....

- ‘Open’ not ‘closed’ (inviting more than a ‘yes’/’no’)
- Can you think of an example....?
- Can you explain....?
- Where/when have you used.....?
- Can you apply....?
- Here is a new example, can you work this one out..?



ENSURE CHILDREN HAVE GOOD THINKING TIME

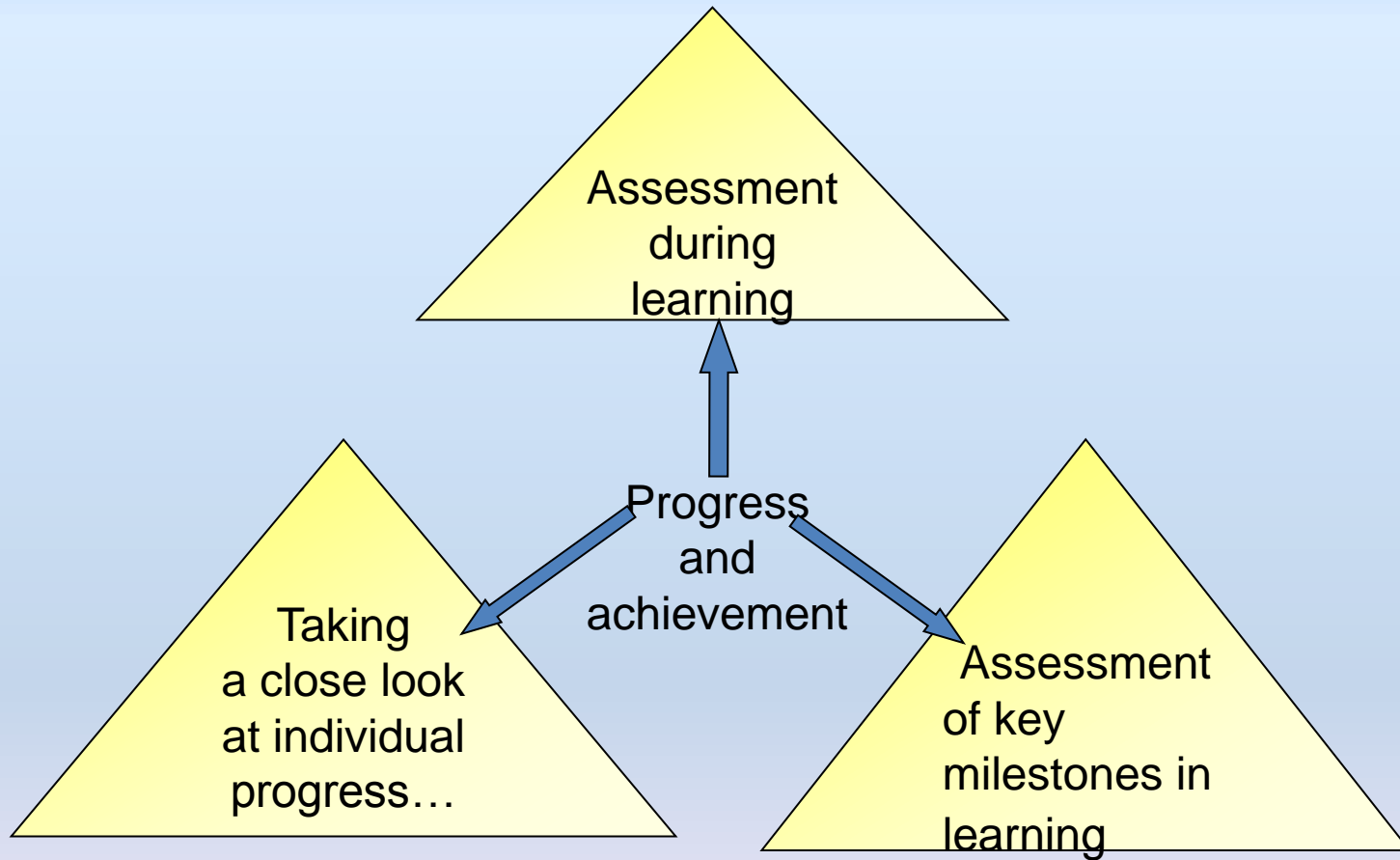
Challenge thinking:

‘can you *demonstrate that*.....?’

‘can you *show you know*....?’



WHEN DO WE ASSESS ?

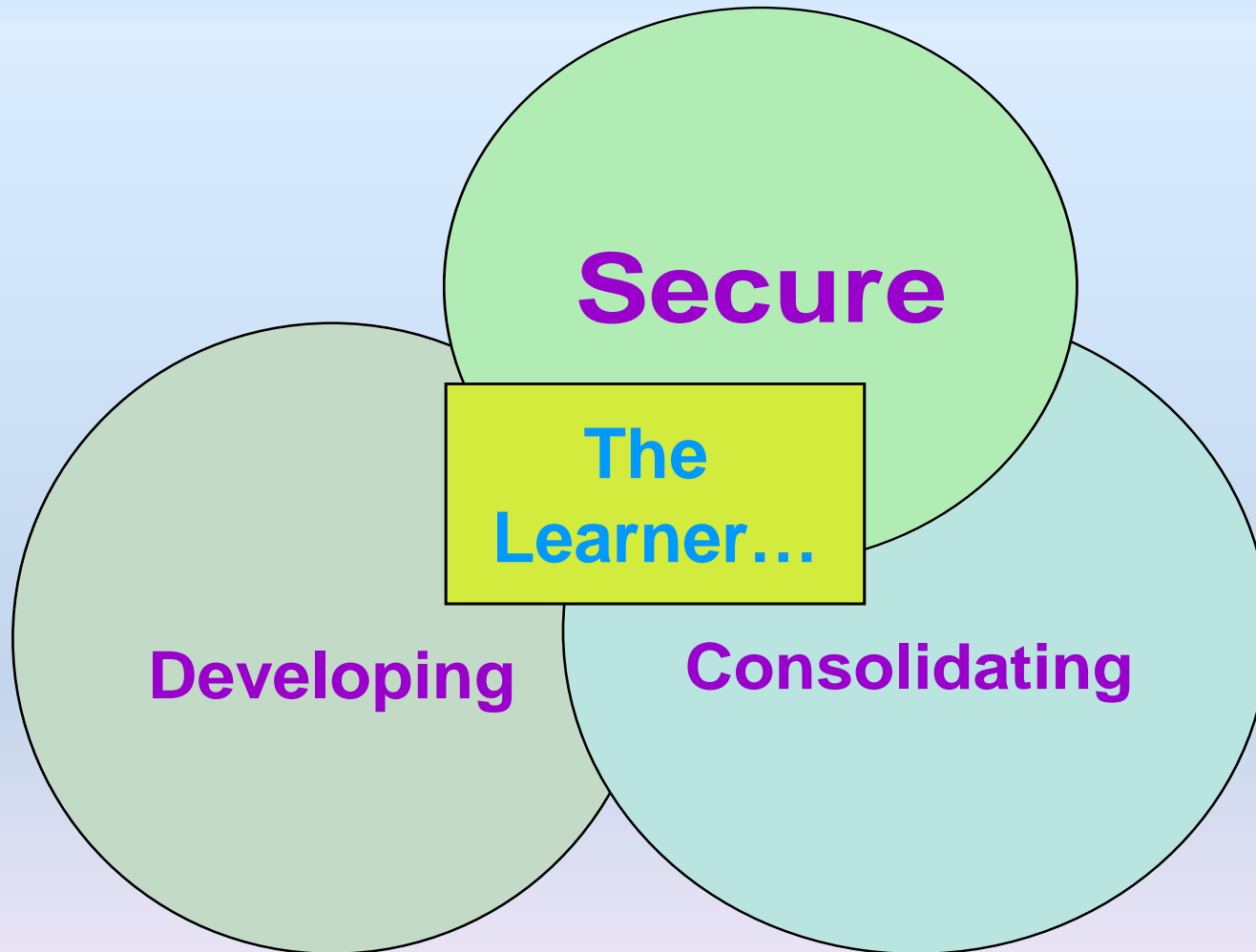


The Purposes of Reporting*

- Clear, positive and constructive feedback about children's learning and progress
- **What has been achieved against standards and expectations**
- **Creates an agenda for discussions between children and teachers**



***Towards Consistency in Reporting on Progress:
classroom assessment should focus on....***





Developing

The child has started to engage in the work of the new level in the curriculum being taught/learned and is beginning to make progress in an increasing number of outcomes across the breadth of learning





Consolidating

- The child has achieved a breadth of learning across many of the planned outcomes
- Can apply what he/she has learned in familiar situations
- Is beginning to undertake more challenging learning and to apply learning in unfamiliar contexts





Secure

- Achieved a breadth of learning across almost all of the outcomes
- Responded consistently well to the level of challenge set out in these outcomes
- Moved forward to more challenging learning in some aspects
- Applied what he/she has learned in new and unfamiliar situations

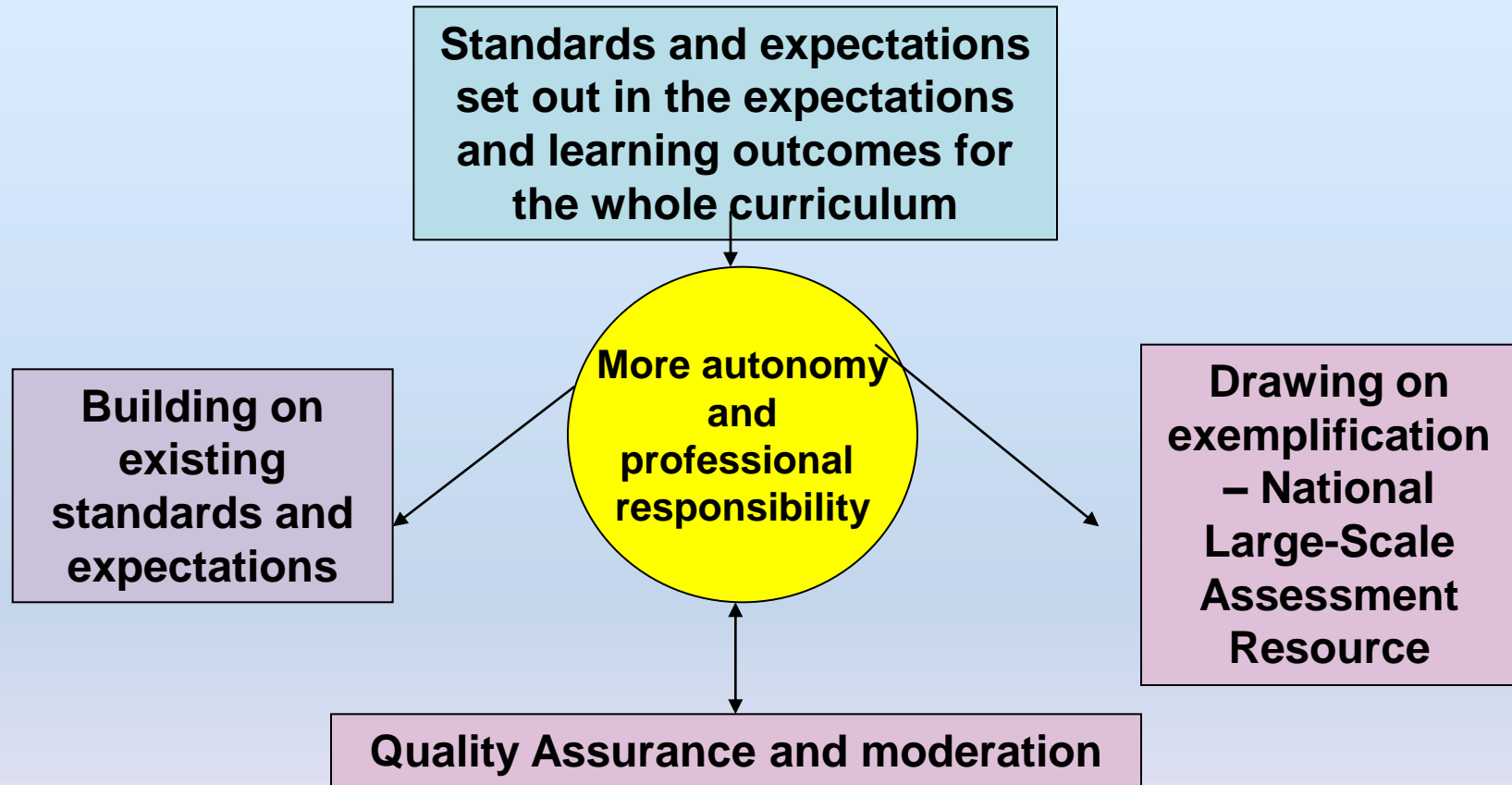


*** Do children have sufficient opportunities for dialogue with teachers about their progress in achieving their learning goals and targets? Do children discuss teaching with their teachers?**

*** How can you support learners in using assessment evidence to make informed choices/decisions about their learning?**

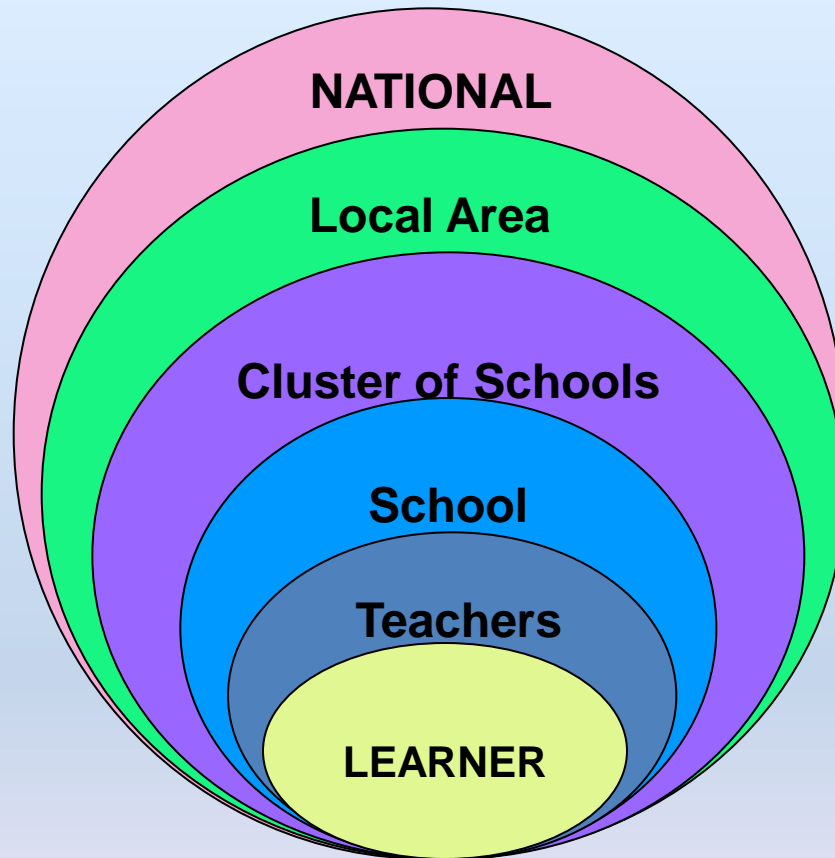


Quality and confidence in classroom assessment



CONTINUING PROFESSIONAL DEVELOPMENT

Quality Assurance and Moderation



THE TEACHER IN THE CLASSROOM IS CENTRAL TO DELIVERY

Quality Assurance and Moderation of Classroom Assessment

Quality Assurance ?

- Part of day-to-day work / collegiate culture***
- Includes **all** in monitoring, self-evaluation and planning for improvement***
- QA approaches apply equally to assessment***



Quality Assurance and Moderation of Classroom Assessment

Moderation ?

Is there a *shared understanding* of standards and expectations?



Teachers and other professionals *work together* to :

- **Plan learning, teaching and assessment**
- **Check validity and reliability of assessments**
- ***Sample children's work and review teachers' judgements***
- **Agree strengths in children's performance and next steps**
- **Provide feedback on teachers' judgements to inform improvements**

Quality Assurance and Moderation of Classroom Assessment



Time to talk

Discuss and Share

- ***How might teachers work more effectively together in your school(s) to develop a shared understanding and application of standards and expectations?***

Quality Assurance and Moderation of Classroom Assessment



Time to talk

In what ways do current approaches to quality assurance in your school(s) support effective assessment practice ? What might be improved? (Do school leaders observe lessons / sample children's work? Do teachers observe each others' lessons and discuss/share /moderate each others' assessments of children's work? If not, could this be achieved?)



Leadership for Learning

- Puts learning and the learner at the centre
- **Must include** leadership of assessment
- Harnesses individual & collective contributions
- **Builds leadership of the highest quality**
- Retains a constant focus on impact
- **Releases energies of every teacher and child**



LEADERSHIP – ensuring quality and confidence in classroom assessment



Staff work together, formally and informally, to ensure consistency and develop teacher confidence about standards, judgements and expectations.

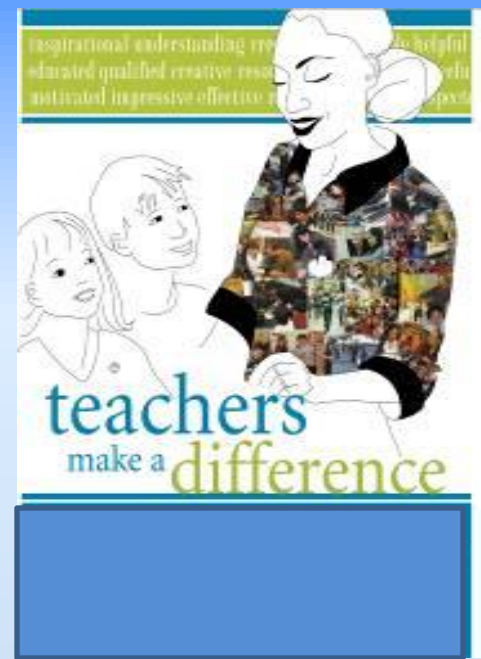
Staff meet to discuss/ensure continuity in children's progress at transition points

Quality assurance and moderation approaches are embedded in the practice of the school and all classes

Leaders visit classes, talk with children, sample children's work, and have professional dialogue with staff



Leaders monitor and track children's progress effectively



Children reflect on their work, develop an understanding of standards, use self- and peer-assessment and talk regularly to teachers



An excellent school

Focuses on and achieves success for all its pupils

Collaborates with its parents and support agencies

Values its professionals

Is very well led

Has participative decision making and shared vision and goals

Is skilled in the basics of learning and teaching
(includes assessment!)

Involves pupils fully and celebrates their successes

Promotes well-being and respect

Is ambitious with high expectations and an ethos of achievement

Is a reflective community of professional practice

Beyond Attainment to Achievement

Achievement at school is the most important route out of deprivation



**Challenge to schools...and to teachers,
school leaders – How to assess achievement**

**Can evidence be produced of added value /
progress in children's wider achievement?**



The quality of leadership in any establishment is key to providing excellent learning and is crucial in the value placed on robust classroom assessment of attainment, including achievement



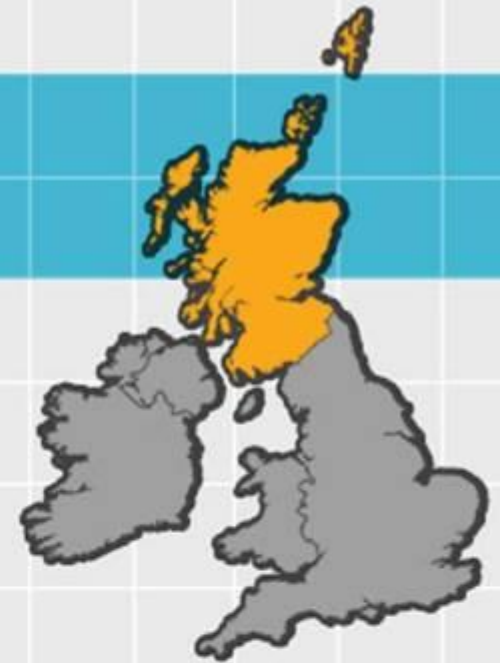
Briefly discuss

- Is children's wider achievement as important as academic attainment?
- What might excellence in wider achievement look like?
- As a school leader, what steps are **you** going to take in your school(s) to support teachers assess wider achievement...will this be for all / some / a few learners?



THE QUALITY INITIATIVE IN SCOTTISH SCHOOLS

FUNDAMENTAL PRINCIPLES



⇒ expect schools to take responsibility for their own quality assurance



⇒ quality should be built into a school's day to day work and not bolted on

⇒ children and parents have a right to know how well their school is performing



INSPECTION HAS AN IMPORTANT PART TO PLAY



The Scottish approach

Key principle:

Effective self-evaluation leads to continuous improvement.

A successful three-way partnership

- schools evaluate the quality of their own provision
- supported & challenged by the education authority
- backed up by rigorous external evaluation by Inspectors



Principles underpinning Inspection

- o provides assurance
- o contributes to improvements and successful innovation
- o evaluates the Government's priorities
- o inspection is only part of a school's rigorous QA system
- o inspection is proportionate and takes full account of a school's own self-evaluation



Other features of inspections

- Identifies and promotes good practice
- Professional engagement
- Public reports for parents
- Detailed oral professional feedback
- Inspection evidence shared with staff
- Creates and adds value
- First hand observations in classrooms
- Is independent of Government



Teachers
open a
window
to the
world.



THE INSPECTORATE'S CORE PURPOSE

Providing public assurance & accountability
providing robust, independent and public evaluations at service provider and system level

Informing national policy
drawing on our unique nationwide, first-hand knowledge and experience of learning in action

INSPECTION SETS OUT TO improve outcomes for all Scottish learners through

Promoting effective practice
Directly engaging with providers to share best practice, promote effective innovation and enhance capacity for self-improvement within and across service providers

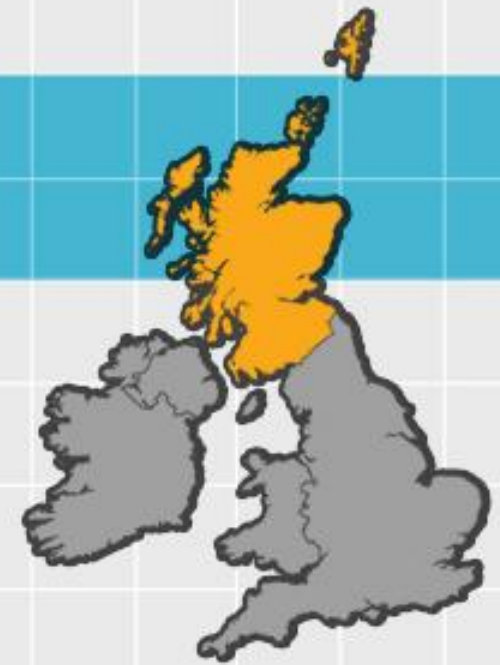


**Through self-evaluation, schools
should**

**Know themselves
inside out**

**Inspection sets out to affirm good practice and
confirm the school's view of itself.**

Our great challenge



Good



Great

The starting point for each country, each district, each school, each classroom is different!

IMPROVEMENT GUIDES

Practice is good to the extent that...	Practice is excellent to the extent that...
Staff use assessment well to support learning. Learners know what they are expected to learn and what success looks like.	Staff take a joined-up approach to learning, teaching and assessment. They ensure assessment practices follow and reinforce the curriculum so that learners experience relevant, motivating, engaging and challenging activities with assessment supporting learning. Staff develop valid and reliable assessment with learners engaged in sharing and agreeing learning intentions and success criteria. High-quality interactions and feedback lead to planning next steps in learning. Learners are very clear about the kind and quality of work required to achieve success in the agreed outcomes.
Staff provide regular and constructive oral and written feedback on learners' work, and discuss with them the strengths of their work, ways of improving their learning and who might help them.	Individual learners seek and receive timely, accurate and developmental feedback about what they have learned and how well and how much they have learned. They actively engage in dialogue with teachers about the strengths of their work, the steps they can take to improve it, their individual ways of learning and other approaches they might use. The learners are engaged fully in their learning, collaborating in planning and shaping their learning, agreeing and setting targets and reviewing their progress.

Using assessment to support learning



<http://www.journeytoexcellence.org.uk/whatisexcellence/improvementguides.asp>

**How good is our school?
A journey to excellence**



**How good
can we be? –
The core question**

Where to next?

Capacity to improve?

A key question: "How effective is the school at achieving continuous improvement through evaluating the quality of its own provision and taking action to build on its own strengths and address its weaknesses?"



IMPROVING CLASSROOM ASSESSMENT: WHERE TO START

- Agree the curriculum to be taught and standards for each Level
- Curriculum continuity from early years to leaving school
- Agree a national/local approach to large-scale assessment, including the role of examinations (summative assessment) and classroom assessment
- Involve and train school leaders in developments
- Teachers have access to good quality training
- Children's individual attainment, following assessment is tracked & recorded
- Agree a simple, manageable system for recording assessments



- **The principles that underpin Assessment is for Learning serves as a good model**



- **classroom assessment INFORMS future learning**
- **teachers' lesson plans identify what is to be assessed and how**
- **children know the learning intentions of every lesson**
- **children are reminded about the focus of the lesson**
- **at the end of a lesson, the teacher reviews learning**
- **feedback to children is immediate and regular**
- **children know their strengths and weaknesses**
- **children know their learning targets and how to get there**
- **children can self-assess and peer-assess their learning**
- **assessment records what children can say, write, do and make**

IMPROVING CLASSROOM ASSESSMENT: CONTINUING THE JOURNEY

- Agree a simple system for reporting children's progress – parental involvement
- Use messages from International Large-Scale Assessment
- Ensure assessment serves learning and teaching
- Assess what matters for future life chances
- Proportionate National Large-Scale Assessment and outcomes used to inform and improve classroom practice
- How the whole child is developing needs to be assessed – consider how wider achievement can be assessed, recorded and reported
- Start early – invest in pre-school
- Equity – getting it right for every child (the GIRFEC agenda)



- **Teachers observe each other, discuss and share practice**
- **Quality assurance needs is built in – all moderating classroom assessment**
- **Local government officers, inspectors where these exist have a role to play – not to find fault but to praise what is working well, share best practice and encourage improvement**
- **National examinations provide feedback to schools about aspects for improvement**
- **Formative assessment is the norm with summative assessment**
- **Learn from and celebrate success!**



Discuss

- *In developing your strategy for assessment to ensure a coherent approach to learning and teaching what changes might you have to make? **What might be the priorities to start addressing?***
- *How well do you/your teachers report to parents on their child's attainment in terms of levels/standards as well as using qualitative comments to reflect "how much" and "how well" their child has achieved? To get consistency across classrooms, are the terms **'developed, consolidated or secure'** to describe assessed learning helpful?*
- *How might reporting classroom assessments of children's learning to parents be improved? **Are parents told about their child's next steps in learning?***



Time to talk



**Reviewing what we have
learned today**



'ASSESSMENT IS FOR LEARNING'

CURRICULUM:
What is to be learned

Assessment AS
Learning:
Learning how to learn

LEARNING AND TEACHING:
How it is to be learned

SELF- EVALUATION:
EVIDENCE AS FEEDBACK

Assessment OF
Learning:
Gathering and interpreting the evidence

Assessment FOR
Learning:
Supporting classroom learning and teaching

ASSESSMENT:
Knowing about learning

Classroom assessment involves gathering, reflecting and evaluating evidence of learning to enable teachers to check on children's progress and to support further learning. Assessment has consistency. The child is fully involved in the regular assessment process in the class and is clear about their next steps in learning. There should also be a focus on wider achievement.



Active learning is learning which engages and challenges children's thinking using real-life and imaginary situations.



Collaborative learning is frequently most effective when children have the opportunity to think and talk together, to discuss ideas, analyse and solve problems, without constant teacher mediation/interaction.

The best teachers are inspirational and well organised, helpful and approachable and have a passion for each child making progress in their learning.

They work in a school where staff share best practice, discuss and moderate each others' classroom assessments. They self-evaluate their work.

They work in a school which is well led and everyone, teachers and children, have leadership roles. Leaders inspire improvement.

They are supported and challenged through inspection to improve the school.



Using a wider range of evidence

Classroom assessment evidence may come from things that children

SAY

WRITE

MAKE

DO

in response to their learning experiences.



Principles of assessment

1. Assessment of any kind should ultimately improve learning.



2. Classroom assessment methods should enable progress in all important learning goals to be facilitated and reported.

3. Classroom assessment procedures should include explicit processes to ensure that information is valid and is as reliable as necessary for its purpose.

4. Assessment should promote public understanding of learning goals relevant to children's current and future lives.

5. Classroom assessment of learning outcomes should be treated as approximations, subject to unavoidable errors.



6. Classroom assessment should be part of a process of teaching that enables children to understand the aims of their learning and how the quality of their achievement will be judged.

7. Classroom assessment methods should promote the active engagement of children in their learning and its assessment.

8. Classroom assessment should enable and motivate children to show what they can do, say, make and write.



9. Classroom assessment should combine information of different kinds, including students' self-assessments, to inform decisions about children's learning and achievements. Summative assessments should be used formatively to improve learning.



10. Classroom assessment methods are consistent across the school and meet standards that reflect a broad consensus on quality at all levels from classroom practice to national policy.



Questions



Assessment – Myth & Legend – How would you respond?

- 1. Assessment is a complex theoretical process, known only to experts**
- 2. Assessment and reporting is time-consuming, onerous and bureaucratic**
- 3. Assessment has to be very precise – high reliability**
- 4. Our curriculum implies a totally new approach – jettison everything we do now**
- 5. “They” will challenge my judgements – I have to have evidence for everything**

6. Assessment has to be totally reliable at all times. We need a moderation process

7. Tests don't matter any more

8. We have to challenge children - more - faster - higher

9. Reporting - parents need information about all their children's Learning experiences and outcomes

10. We have to cover all the Curriculum's Learning experiences and outcomes

Assessment – Reality

- 1. Assessment strategies have to be practical, manageable and pragmatic.**
- 2. Assessment flows from the curriculum – how are pupils progressing – what do they need to do to get better? How will we/they know when to move on?**
- 3. Validity matters as well as high reliability – assess what we value rather than simply valuing what we assess**
- 4. The curriculum builds from existing expertise and experience, including Assessment is for Learning**
- 5. I have to have evidence of how pupils are getting on with what I intended them to know, understand and do.**

Assessment – Reality (continued)

- 6. There has to be a reasonable degree of consistency – as a matter of fairness for children – across classes, subject teams/departments and schools**
- 7. Summative assessment has a clear place – when required – but use its outcomes in a formative way to improve future learning**
- 8. Challenge comes in all sorts of ways – breadth, depth and lateral thinking**
- 9. Assessment and reporting lets pupils and parents know about progress so far – and what needs to be done to get better**
- 10. The Curriculum’s Learning Experiences and Outcomes are an entitlement – overall – but are not a tick list – what we offer must be relevant to children’s needs and future aspirations, be interesting, challenging and enjoyable**

