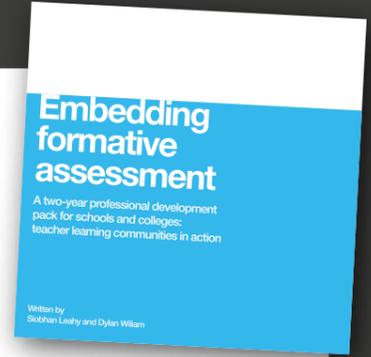


Key strategies of effective formative assessment – in action



The Embedding Formative Assessment (EFA) resource is a two-year professional development pack for schools and colleges that contains all the materials needed for a professional development day, together with a complete set of materials for running 18 monthly follow-up workshops. The resource can be purchased directly from ssatuk.co.uk/efa.

EFA support packages are also available which include in-school visits, training, and consultancy support delivered by expert lead practitioners.

For more information visit ssatuk.co.uk/efa or contact your relationship manager by emailing rmteam@ssatuk.co.uk.

1

Establish and share learning goals with the students

- Establish and share learning goals with the students**
- › explore what students already know and what they need to find out
 - › ask students to look at samples of work for a particular task to promote discussion and co-construct a success criteria or rubric for the task
 - › ask students to design questions with correct answers based on what they have been learning to assess their understanding of the learning intentions
 - › use exemplar work to help students to identify excellence.

Classroom activities

2

Engineering effective classroom discussions, activities and learning tasks that elicit evidence of learning

- Establish a classroom culture that encourages interaction and the use of assessment tools**
- › try **'basketball discussions'**, bouncing the question around the classroom. Does the second student agree with the first? Ask a third student to comment on why an answer is or isn't correct. This can continue with questions like 'How? When? How long? Who else was involved? What else could have happened?' depending on the subject
 - › allow **wait time** - increase the time students are allowed to consider a question before asking for answers and evaluating responses
 - › use **'no hands up'** questioning and random selection of students to respond to promote different perspectives in a discussion
 - › try **all-student response systems**, for example, white boards, ABCD cards and exit passes.

3

Providing feedback that moves learning forward

- Provide frequent feedback on student performance and adapt instruction to meet student needs**
- › Take time to review progress as a whole class. Use a **visualiser or a document camera** to share examples of good practice and analyse what makes responses successful
 - › ask students to **match comments to work** - write feedback about students' work on strips of paper without names. Sit students in groups of four. Each group of four students gets back their four pieces of work and their four comments. The group needs to decide which comment goes with which piece of work
 - › try **margin marking** - instead of marking each spelling or grammar mistake, place a mark in the margin. Students then find their own mistakes, and correct them. Alternatively put a symbol next to a frequently made mistake, then ask students to find others who have the same symbol and work out what they need to correct.

4

Activating learners as instructional resources for one another

- Use varied approaches to assessing student understanding**
- › **Peer assess** using traffic lights/rating system - after being taught how to provide feedback, students assess a peer's work to identify his/her level of understanding (green/1 = understand; amber/2 = not sure; red/3 = do not understand). Ensure that time is allowed for students to correct/get help with the things they do not understand
 - › use a **round-robin** to provide feedback - working in a group, students circulate their work to other members of the group and each adds a sticky note with suggestions for how to improve the work
 - › invite students to identify questions they struggled with and put them on a **question wall**. Students then work together to solve them.

5

Activating learners as owners of their own learning

- Help students understand their own learning and develop appropriate strategies for 'learning to learn'**
- › use **'gots and needs'** - students write something they understood (got) about the lesson and/or something they still do not understand or wish to know (need) on sticky notes or cards
 - › ask students to indicate their level of understanding of key concepts using **'traffic lights/rating'** to show whether they understood them well, need a little help, or need a lot of help
 - › ask students to complete a **learning log** at the end of the lesson, responding to prompts e.g. Today I learned... One thing I am not sure about...

Classroom activities

Adapted from (Wiliam, 2011), (Leahy and Wiliam, 2009) and (Leahy et al., 2005)