Embedding Formative Assessment Programme (EFA)

Using evidence of achievement to adapt what happens in classrooms to meet learner needs

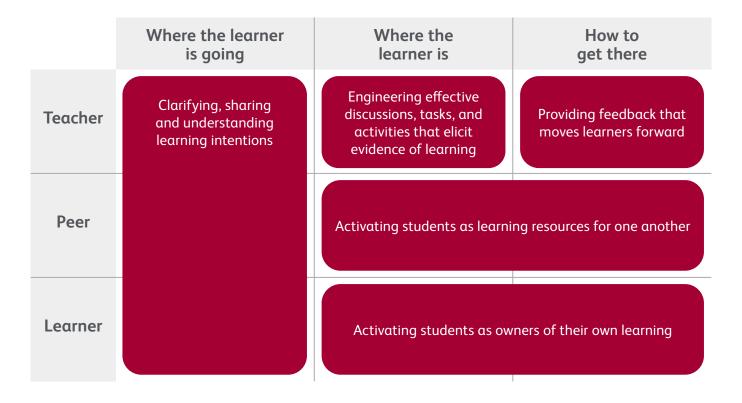**The Structure:**
Content, then process

CONTENT >> PROCESS

(what we want teachers to change)

» Evidence
» Ideas (strategies and techniques)

(how to go about change)

» Choice
» Flexibility
» Small steps
» Accountability
» Support

» **TLCs will run for two years**

» **Monthly workshops (75 minutes each)**

» **Each TLC group should contain 8-14 teachers - mixed subject/experience**

» **Time between workshops for collaborative planning and peer observation/feedback**

Content Overview

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

Every monthly TLC workshop follows the same structure and sequence of activities:

ACTIVITY

1: Introduction
(5 minutes)

2: Starter activity
(5 minutes)

3: Feedback
(25 minutes)

4: New learning about formative
assessment (20 minutes)

5: Personal action planning
(15 minutes)

6: Review of learning
(5 minutes)

The Mentor Programme

SSAT will support school leaders and teachers to implement the programme effectively and ensure your school strategically maximises its impact so it becomes a sustainable feature of your school. Our EFA Mentor expertise will ensure that the programme is effective in improving student outcomes, fostering a positive change in school culture, teacher practice and student engagement and responsiveness.

This support includes:

» Pre-training conversation with EFA mentor to ensure programme practicalities are in place

» One-day in-school training for school leadership and Teacher Learning Community (TLC) leaders which includes implementation planning

» An EFA mentor for support as needed over the two years

» Key point conversations with school lead via telephone and email to support implementation

» End of year one and two face-to-face full day visits

» Access to a library of resources via your mentor from schools that have been successful with the programme

This is an overview of the topics covered in the workshops over the two years

YEAR 1

Meeting	Topic Covered
1	» What is formative assessment? » Norms of collaboration » Ground rules of TLCs
2	» What makes good learning intentions? » Evaluating learning intentions » Reflective learners
3	» Supporting each other » Techniques for finding out what students are learning
4	Feedback techniques that make students think
5	Giving students more responsibility Techniques for peer support
6	Hinge point questions
7	Formative use of summative tests using the 5 key strategies
8	Activating students as owners of their own learning
9	End of year review

YEAR 2

Meeting	Topic Covered
10	Reviewing formative assessment practice in lessons and its impact on the quality of learning in lessons
11	» Learning intentions and success criteria – what is the difference? » Ways of using success criteria
12	Success criteria – feedback from students
13	Book study questions
14	Comment only marking
15	Comments written by teachers – feedback from students
16	Writing a good hinge point question
17	Questioning – feedback from students
18	Techniques that I use successfully

Implementation Plan for SSAT Embedding Formative Assessment

Problem	Intervention Description	Implementation Activity	Implementation Outcomes	Pupil Outcomes

Problem

Leaders

» A constant pressure to innovate has resulted in a large number of school initiatives that have prevented teachers from having time to focus on improving their practice

» Professional development has not prioritised changes in classroom practice

» Leaders look for evidence about "what works" rather than looking for initiatives that are the most cost-effective (i.e. the greatest benefit for students at the lowest possible cost)

Teachers

» Some teachers believe that their classroom practice is good enough and does not need to be improved

» Teachers do not know about the research on formative assessment

» Teachers believe that formative assessment is just one of a number of things that would all be equally effective in improving achievement

Learners

» Learners are not clear on learning intentions for lessons or sequences of lessons

» Learners are not able to self-reflect effectively

» Learners have limited ownership of their own learning

» Learners do not see feedback as essential to progress

» Learners are not used as a 'resource' in lessons

» There is little use of peer assessment and peer support

Result

At all key stages, student attainment is below what is possible

Intervention Description

Content

Techniques to implement the 5 strategies of formative assessment:

1. Clarifying, sharing, and understanding learning intentions and criteria for success
2. Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning
3. Providing feedback that moves learning forward
4. Activating learners as instructional resources for one another
5. Activating learners as owners of their own learning

Process Components of Teacher Learning Communities (TLC)

» Choice
» Flexibility
» Small Steps
» Accountability
» Support

Implementation Activity

Training

» Training of TLC leaders and time to prepare/review meetings
» Launch event for all staff
» Calendared monthly meetings
» 9 meetings per year, 18 over two years
» Meeting length 75-90 minutes
» 8-12 teachers per community

Support

» Teachers are required to identify particular aspects of their practice to develop
» Teachers are encouraged and incentivised to take risks
» Teachers are regularly prompted to review, refine and implement their plans
» Teachers are regularly observed by peers to get feedback on their practice.

Accountability

» Feedback in sessions of techniques implemented in past month
» Completion of personal action plans shared with members of the TLC
» The development of formative assessment is a required element in staff appraisal processes

Student involvement and feedback

» Teachers collect and review feedback from students on their experiences in lessons
» Students attend first part of TLCs meetings (in the second year) to provide feedback to teachers on the students' experiences

Resources needed

» Embedding Formative Assessment Pack
» Digital or paper copies of resources
» Time for peer observations, possibly involving lesson cover

Monitoring

» Continuing feedback from students, teachers and teaching assistants, and parents
» Formative assessment learning walk

Implementation Outcomes

Short Term

Fidelity:

» Teachers have the opportunity to reflect on and develop their practice
» Increased engagement of students
» Quality of feedback from teacher to student and from student to teacher improves as expectations are raised

Reach:

» All teaching staff (including teaching assistants) are using formative assessment techniques
» School leaders increasingly use formative assessment techniques such as all-participant response systems and exit passes at staff meetings and similar events.

Acceptability: Almost all teaching staff are engaging in the TLC process, increasing use of techniques and observing peers

Medium Term

Fidelity:

» Sustained focus on improving teaching and learning by changing teachers' habits
» Teachers increasingly value the importance and impact of formative assessment
» The responsibility for learning is shared between teachers and students
» Teachers feel that their practice is improving due to FA and TLC's
» School policies reflect formative assessment strategies

Long Term

Fidelity:

» All students are active participants in learning, with consequent improvement of achievement
» Cultural change where teachers and students collaborate and develop a stronger sense of community, supporting each other to refine their practice

Pupil Outcomes

Short term (1-2 terms):

» Increased engagement of students in learning
» Students support each other and take responsibility for their learning

Medium Term (1 year):

» Improved student ownership of learning through self and peer assessment
» Increased levels of progress in areas of the school
» Students actively seek and act on feedback

Long Term (2+ years):

» Increased levels of student progress in all subjects (at the equivalent of two additional months' progress or 25% increase in learning – EEF Report 2018)
» Additional progress made by children in the lowest third for prior attainment
» Achievement gap decreases

ssat the schools, students and teachers network

11/18

Example agenda
Finding out what students are learning during a lesson

Item	Description	Time
1	**Introduction** a. Hand out the agenda. b. Share the learning intentions of this workshop: *We are learning to (WALT):* • *share successes and failures, and support each other* • *improve classroom questioning and discussion* • *involve all students in lessons* c. Give the group some feedback from the exit cards they completed at the end of the last session and which you collected in. d. *I am going to choose you randomly using a soft ball during this workshop.*	5 minutes
2	**Starter activity** *Time to get 'things off your chest', to complain and shout about the hard parts of teaching, anything that is annoying you about school. 30 seconds per teacher. Any teacher can 'pass'. The role for teachers when it is not their turn is active listening.* Use the timer provided. Choose respondents by throwing a soft ball to one person who speaks and then passes the ball to another person to speak, and so it continues. Everyone must be involved in this activity and you will need to stop people after 30 seconds.	5 minutes
3	**Feedback** a. Hand out a copy of the *Personal action plan* sheet. Explain that this is kept by the teacher and a copy is shared with you at the end of the workshop so that you have a record of what they said they would do between sessions. Copies may be created and saved by scanning/photographing/uploading them at the end of the session. *Write about a technique you have tried since the last workshop and complete the first section of the planning sheet including who observed you using the technique. It helps if you have your personal action plan from the last meeting*	25 minutes

		available for reference (2 minutes).	
		b. Distribute *Handout A Supporting each other* and give time for teachers to read through and check that it makes sense to them.	
		c. Choose someone to be the challenger and give that person the *Role of the Challenger* sheet.	
		d. Give each person two minutes in which to share with the group. Choose teachers randomly to feed back using the ball. As each teacher feeds back, the others actively listen and then discuss points brought up if there is time.	
4	**Finding out what students are learning during a lesson**		20 minutes
		a. *How can we involve all students in lessons to help them stay on task, so that none of them sit quietly not taking part or attempt to disrupt the lesson?*	
		b. Ensure that everyone understands the difference between • *Single student response systems - one student answering a teacher's question* AND • *Whole class response systems – all students answering each question*	
		c. Distribute Hand*out B Some techniques for finding out what students are learning*, to read through individually and then discuss in pairs how some of the techniques could work in their classrooms, and any adaptations they might want to make in order to use them (10 minutes).	
		d. Three or four teachers feed back to the group one technique their partner is going to use and how they are going to use it. Use the ball to choose respondents randomly	
5	**Personal action planning**		15 minutes
		a. Using their *Personal action plan* sheet, each teacher chooses one or two techniques s/he is going to use during the next month and **what s/he will do less of** (teachers **will** need pushing on this).	
		b. Pair-share: *two minutes sharing your plan with your partner, then swap*.	
		c. Hand out *Peer lesson observation* sheet for the teacher and the observer to use and keep a copy each as evidence for performance management – there will be no centrally held copies.	
		d. Ask pairs to arrange when observations will take place (they can be for a whole lesson or just for 20 minutes at the start, middle or end of a lesson).	
		e. Randomly choose (by using the ball) two teachers to share with the group what their partner is planning.	

	f. Collect in the *Personal action plan* sheets for scanning/uploading and saving. Return the sheet to the teacher once this has been done.	
6	**Summary of learning** Ask three people (by using the ball) to name something they learned at the workshop.	5 minutes

Handout A
Finding out what students are learning during a lesson

Supporting each other
Some things to think about as you listen to others:

If a TLC member tried a new technique:

- Did it relate to one of the five 'key strategies' of formative assessment?

- What was formative about it? In other words, how did the technique allow the teacher or the students to adapt what they were doing to improve learning?

- Is there evidence about how the technique is working?

- Did it improve students' learning?

- Are there changes that could improve the technique?

If a TLC member has not tried out anything since the last meeting:

Is there any information about why they haven't tried anything?

What support can you provide?

Could the ideas in their action plan be made simpler to implement?