



Embelling **F**ormative **A**ssessment

*Authored by Dylan Wiliam
and Siobhan Leahy*

Programme Summary

Embedding Formative Assessment (EFA) Programme

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

The Structure: Content, then process

CONTENT

What we want teachers to change

- ▶ Evidence
- ▶ Ideas (strategies and techniques)

- ▶ 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



PROCESS

How to go about change

- ▶ Choice
- ▶ Flexibility
- ▶ Small steps
- ▶ Accountability
- ▶ Support

Content Overview

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

Embedding Formative Assessment (EFA) Programme

Every monthly Teacher Learning Communities (TLC) workshop follows the same structure and sequence of activities:

ACTIVITY

- | | | | |
|----------|-----------------------------------|----------|---|
| 1 | ▶ Introduction
(5 minutes) | 4 | ▶ New learning about formative
assessment (20 minutes) |
| 2 | ▶ Starter activity
(5 minutes) | 5 | ▶ Personal action planning
(15 minutes) |
| 3 | ▶ Feedback
(25 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.



Embedding Formative Assessment (EFA) Programme Pack

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

YEAR 1

Meeting	Topic Covered
1	<ul style="list-style-type: none">▶ What is formative assessment?▶ Norms of collaboration
2	<ul style="list-style-type: none">▶ Eliciting evidence of learning▶ Finding out what students are thinking
3	Providing feedback that moves learning forward
4	Learning intentions and success criteria
5	Students supporting each other (peer assessment)
6	<ul style="list-style-type: none">▶ A: Early years/Primary techniques▶ B: Junior/Secondary formative use of summative tests using the 5 key strategies
7	Activating students as owners of their own learning (self assessment)
8	End of year review

YEAR 2

Meeting	Topic Covered
9	Hinge questions
10	Success criteria
11	Success criteria – learning from students
12	Comment only marking
13	Comments written by teachers – learning from students
14	Improving hinge questions
15	Questioning – learning from students
16	End of year review
Optional	Book study

Leader's agenda

Finding out what students are learning during a lesson

Item	Description	Time
1	<p>Introduction</p> <p>a. Ensure that pairs are sitting next to each other.</p> <p>b. Hand out the agenda</p> <p>c. Remind the group of the TLC agreement and ask everyone to keep these principles in mind for every workshop.</p> <p>d. Share the learning intentions of this workshop: <i>We are learning to (WALT):</i> <ul style="list-style-type: none"> • <i>share successes and failures, and support each other</i> • <i>improve classroom questioning and discussion</i> • <i>involve all students in lessons</i> </p> <p>e. Explain that workshops will follow a standard format similar to the first meeting by referring to the agenda: <ul style="list-style-type: none"> • <i>Introduction including learning intentions</i> • <i>A starter activity</i> • <i>Feedback</i> • <i>A formative assessment activity</i> • <i>Action planning</i> • <i>Summary of learning</i> </p> <p>f. <i>I am going to choose you randomly using sticks during this workshop.</i></p>	5 minutes
2	<p>Starter Activity</p> <p><i>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 OR 30 seconds to tell others about something that made you feel good in the last month. Any teacher can 'pass'. The role for teachers when it is not their turn is active listening.</i></p> <p>Use the timer provided.</p> <p>Choose respondents by using the sticks provided.</p> <p>Everyone must be involved in this activity.</p> <p><i>No moaning beyond this point.</i></p>	5 minutes



3	<p>Feedback</p> <ul style="list-style-type: none">a. Inform teachers that this will be a major feature of all workshops when teachers will feed back on techniques attempted (and what they are doing less of) since the last workshop.b. Hand out a copy of the Personal action plan.. In every workshop this is kept by the teacher and 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. <p><i>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 (2 minutes).</i></p> <ul style="list-style-type: none">c. Distribute Handout A Supporting each other and give time for teachers to read through and check that it makes sense to them.d. Randomly (using sticks) choose someone to be the challenger and give that person the Role of challenger sheet.e. Give each person two minutes in which to share with the group. Choose teachers randomly to feed back using sticks. As each teacher feeds back, the others actively listen and then discuss points brought up if there is time.	25 minutes
4	<p>Finding out what students are learning during a lesson</p> <ul style="list-style-type: none">a. <i>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?</i>b. Watch recording: Eliciting evidence of learning (8 min)c. Distribute Handout 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 (8 min).d. Three or four teachers feedback to the group one technique their partner is going to use and how they are going to use it. (4 min)e. Use the sticks to choose respondents randomly	20 minutes
5	<p>Personal action planning</p>	15 minutes



	<ul style="list-style-type: none">a. Using their Personal action plan sheet each teacher chooses one or two techniques they are going to use during the next month and what they will do less of (teachers will need pushing on this).b. Pair-share: <i>two minutes sharing your plan with your partner, then swap.</i>c. Hand out the Peer lesson feedback sheet for the teacher and their partner to use— there will be no centrally held copies.d. Explain the sheet by using an example like this: <i>The focus is the technique that I plan to use in the lesson and I can ask for up to three types of evidence to be collected by my observer (e.g. if I am trying to use NO HANDS UP I may want the observer to check how consistent I am in using this, how I deal with students who refuse to answer and whether the technique appears embedded).</i>e. 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).f. Randomly choose (by using the sticks) two or three teachers to share with the group what their partner is planning.g. Check all personal action plan sheets have been saved online or collected in for scanning/uploading.	
6	<p>Summary of Learning</p> <p>Distribute exit cards and ask each member to write their name on the card and one thing that they learned in the workshop on the card.</p> <p>Collect in the exit cards.</p> <p>Read through the cards so that you can feed back to the group at the start of the next workshop.</p>	5 minutes



Handout B (extract)

Finding out what students are thinking

No hands up – except to ask a question

Allow students to raise their hands *only* if they have a question to ask. Do not let students call out. You can select students at random (students' names on sticks, small cards, interactive whiteboard randomizers, etc.) or be more strategic. What matters is that every student believes they could be called on to answer a question, or to comment on something another student has said.

Mini white boards

Each student has a white board and is asked to write a response to a short-answer question posed by the teacher. Students hold up their white boards to show their answers to the teacher, who can then gauge how well students understand the concept, and what to do next (e.g., move on, reteach, pair students up, etc.).

Wait watchers

Because it is hard for teachers to wait for three seconds after asking a question to allow students to think, it is occasionally useful to have a student volunteer with a stopwatch checking the teacher's wait time for a whole lesson.

Don't let "Don't know" be the end of the conversation.

Often, when students are chosen randomly to answer a question, they will respond with "Don't know"—either because they really don't know the answer, or because they can't be bothered to think. If the question is a higher-order question, with many different possible answers, you could say, "OK, I'll come back to you" and after getting three or four different answers from other members of the class, ask the first student, "Who's answer did you like best?" If there is only one correct answer, but the question is in multiple-choice format, you could say, "OK, if you don't know which answer is correct, are any of them definitely incorrect? Can you make the question go fifty-fifty?" This, in turn, suggests other techniques like, "Phone a friend" or "Ask the audience". And if you are really sure that the student is saying "Don't know" because they can't be bothered to think, then teacher Ellin Keene suggests responding with, "Yes, but if you did know, what would you say?" The important thing for students to understand is that saying "Don't know" won't get rid of you!

Exit ticket

Near the end of the lesson ask the class a question. Give each student an index card on which to write the answer. As students leave, they hand in their "exit card". You look through the students' answers when planning the next lesson and decide whether they have understood the concepts well enough for you to progress. Students can write their names on the cards if it will be helpful for you (for example, to use as seating plans for the next lesson), but you do not need to mark the cards. You can throw them away when you have finished with them, or you might use the most interesting students' responses as option in a multiple-choice question for use with ABCD cards.

YEAR 1

WORKSHOP 2

Handout C (extract)

Eliciting evidence



Eliciting evidence introduction by Dylan Wiliam (4 min 29s)



Statements rather than questions (2 min 18s)



Basketball questioning (1 min 23s)



Exit tickets (3 min 12s)
