

CLF Education Executive Think Piece Three | Assessment (use of)

August 2020 | the thinking behind the Strategic Plan for 2020-2021

Education Strategic Plan 2020-21 (Y3/S)
Cabot Learning Federation | Education Executive | Area A

CURRICULUM

- ▶ 3-19 CLF Curriculum | Evolve, Enact, Critique and Embed
- ▶ Subject Communities | Experts, Guardians and Curators
- ▶ Vertical Strands | Progression 3 to 19
- ▶ CLF Curriculum on-line | Blended learning
- ▶ Recovery Response | supporting re-connection

PEDAGOGY

- ▶ Quality of Teaching | PD focus on Pedagogy
- ▶ CLF Pedagogy Curriculum | Empowering Professionals
- ▶ Seeding a 'CLF Pedagogy' | Delivering Loftier Goals
- ▶ Communities of Practice | Teacher Research Groups
- ▶ Professional Learning Culture(s) | Tech assisted pedagogy

ASSESSMENT (USE OF)

- ▶ Trust-wide assessment | key milestones and standards
- ▶ Assessment that informs teaching | responsive planning
- ▶ Responsive teaching | assessment informed pedagogy
- ▶ Strong transition 3-19 | sticky assessment for progression
- ▶ Quality Assurance | ARMs, ARVs and PRs

EMPOWERMENT (LEADERSHIP)

- ▶ Trust-wide Disadvantaged Strategy | 3-year investment
- ▶ Senior Leader Empowerment | School Improvement
- ▶ Mental Health and Well-being | All children thriving
- ▶ Empowering School Improvement Team(s) | Engine Room
- ▶ Pupil Parliament | Student/Pupil leadership

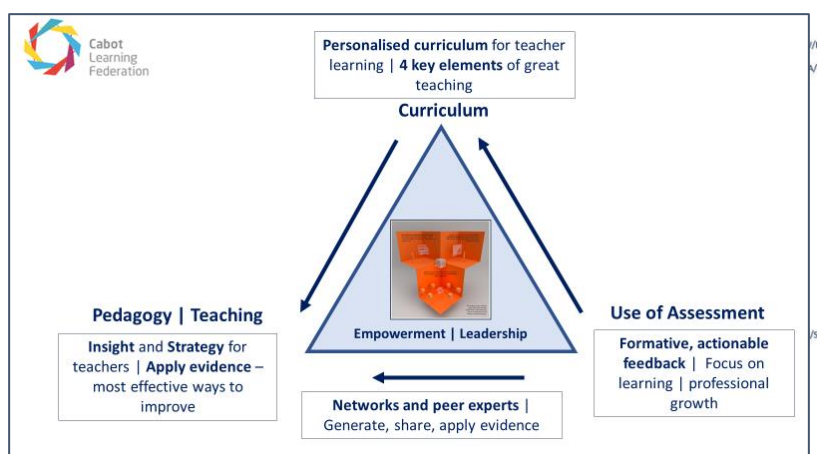
Bringing the use of assessment to the fore in 2020/21

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As Keith Swanwick puts it, **'to teach is to assess'**. One cannot teach well without assessing well. It is the reason that the corners of our strategic triangle are inextricably linked.

Where assessment fits in our Trust

Assessment informs pedagogy.
Curriculum informs assessment.
Assessment informs curriculum; the links go on. We have a shared curriculum. We are beginning to refine our approaches to pedagogy within it. We have a shared professional development platform and performance review approach. Summative assessment is aligned, we have a shared assessment calendar and data collection deadlines.



We are well placed to talk about data

At the touch of a button the central data experts within our trust can locate a wealth of information- from using traditional metrics like class size, mock exam performance and attainment to new world

measures like ‘pandemic engagement with distance learning rating’ and ‘likely recovery gaps for disadvantaged children in key essentials’. We have committed to the value of central data collection. We do it well. It is slick. We analyse it well as a trust. We make and share data with leaders in a timely manner. We give them the information they need to drive school improvement and support children to feel greater success.

So, what?

So what if we collect data well? What are we actually doing with it? How do the summative data points and the formative pedagogy link? What does formative assessment look like across our trust? Which kinds of assessment suit which parts of our curriculum and why?

The shared curriculum presents an exciting challenge for us. If we know **what has gone before**, and **what is coming next**, and **what matters most**, we can use all of this knowledge and the data to inform how we teach the next part of the learning sequence. And not just in terms of what we plan to teach, but what our teaching looks like, how it adapts mid-flow to meet need and how we creatively use resources to support a better understanding of what pupils have and haven’t mastered. ***Our summative approaches are well honed; the next stage in our development will focus on our use of formative practice.***

Black and Wiliam have defined formative assessment as

“all those activities undertaken by teachers, and/or their students to modify teaching and learning activities in which they [the students] are engaged.”

Research relating to formative assessment spans the past 40 years and Wiliam’s model of responsive teaching is well cited. He defines responsive teaching as:

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

	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	

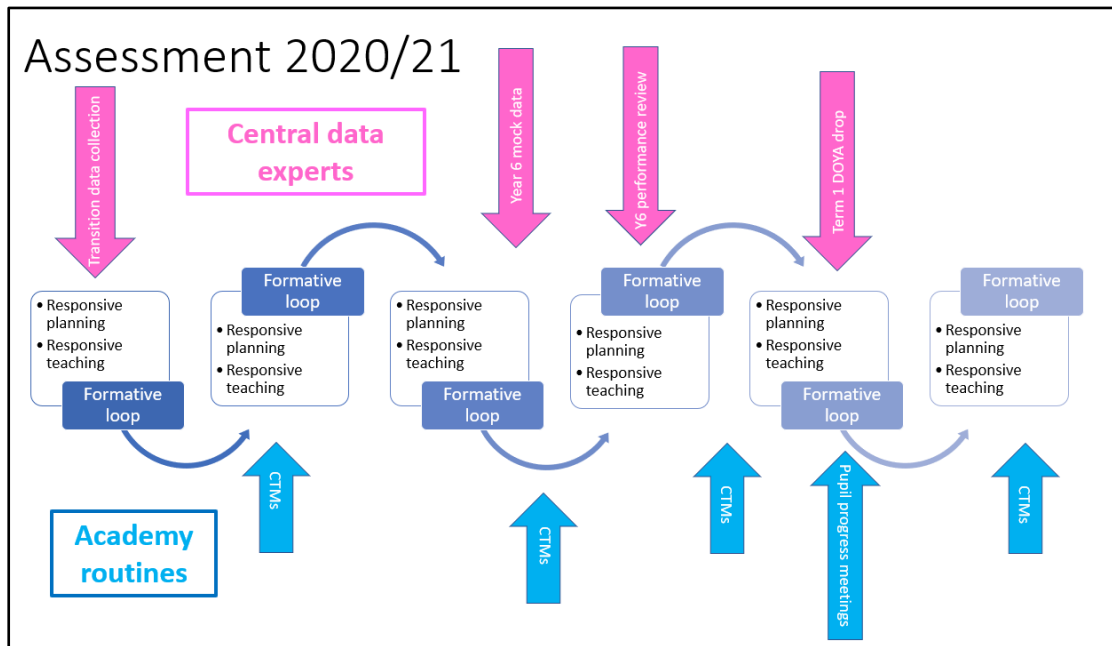
(Leahy, Lyon, Thompson and Wiliam, 2005).

What does this responsive pedagogy look like in a CLF classroom?

We have an opportunity to develop formative assessment in terms of both..

- ... the information that a teacher uses to plan a sequence of learning (**responsive planning**)
- ... and the way in which that sequence is influenced by information gathered during the learning (**responsive pedagogy**).

With the huge advantage of our shared curriculum; we will be looking to develop our approaches across the trust utilising *subject communities* of experts to feed into our developments.



The above diagram shares a vision for assessment for term 1. It could, in fact, show any term, because the principle of an ongoing formative assessment loop with summative points is one that we want to develop ever onward. The pink arrows show summative points that are well established. The blue arrows and formative academy routines are less consistently defined within our new curriculum. ***This year we will seize the opportunity to put assessment at the heart of the agenda;*** at the forefront of planning and the centre of learning to generate a shared understanding of what best practice in the blue sections for our curriculum really looks like.

What are our next steps?

- Progression and high dividend concepts:** Developing a shared use of our Primary **key essential documents for reading, writing and maths** to inform planning and pedagogy. We will engage with collaborative discussions about which **high dividend concepts are essential for future learning from 3 to 19**. We will assess these before we teach, during teaching and after the learning sequence to ensure that what we know is informing our planning and teaching.
- Formative assessment in the classroom, responsive teaching:** Unpicking what formative assessment means in the classroom to develop a shared understanding of what good formative practice looks like. We will initiate a discussion about what the best protocols are in relation to different curriculum areas to enable teachers to make a *deliberate choices* about what they use and when. This includes developing **trust wide enactment exemplifications of sequences of learning with a showcase on the type and kinds of formative assessment** that have worked best.

CLF Black Box Data		CLF Year 1 Skills Progression			
Student Name	Class	8	9	10	11
		Generally use the present and past tense accurately	Begin to demarcate sentences using question mark	Sequence sentences to form short texts	Begin to use some features of standard English.

We started with...

- Y1 Living things and their habitats; environment; The Human Body & system.
- Y2 The human body: Cells, systems, and health.
- Y4 Muscular & Skeletal system.
- Y5 Circulatory and Respiratory System.
- Y6 Plant Structures & Processes; Classifying Living Things; Human Body; Hormones & Reproduction.

Trust enactment exemplification
Year 6 Biology: Cell structures

Opportunities for deliberate practice/fluency of key concepts

- Y2 Living things and their habitats; environment; The Human Body & system.
- Y3 The human body: Cells, systems, and health.
- Y4 Muscular & Skeletal system.
- Y5 Circulatory and Respiratory System.
- Y6 Plant Structures & Processes.

Supporting learners with SEND

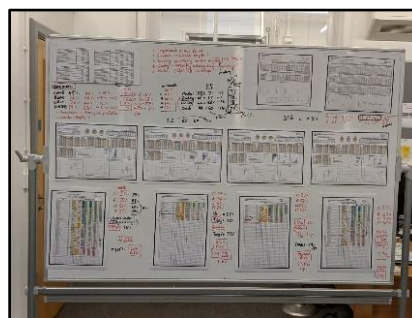
- Y2 Living things and their habitats; environment; The human body & system.
- Y3 The human body: Cells, systems, and health.
- Y4 Muscular & Skeletal system.
- Y5 Circulatory and Respiratory System.
- Y6 Plant Structures & Processes; Classifying Living Things; Human Body; Hormones & Reproduction.

Top tips for formative assessment

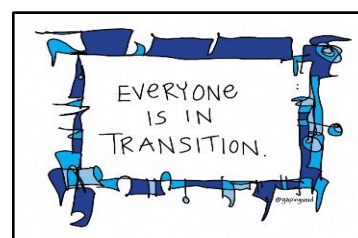
- Y2 Living things and their habitats; environment; The Human Body & system.
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- Y4 Muscular & Skeletal system.
- Y5 Circulatory and Respiratory System.
- Y6 Plant Structures & Processes; Classifying Living Things; Human Body; Hormones & Reproduction.

These will be developed and written by teachers. We will take our learning to teachers, subject leader groups, subject communities and to our networks to make it part of the discussion.

- **Trust-wide summative assessment:** Developing excellent routines around summative points that ensure our centrally collected data feeds into the formative loop in a timely and useful manner. For example, the performance reviews of year 6 or 11 mocks this year **will feature question level analysis** to ensure we are quickly able to spot academy and trust-wide patterns and support better pedagogy and better progress.



- **Sticky assessment through transitions:** Working closely with colleagues at points of transition to **ensure that assessment is sticky** between, within (year to year and within-year movement of children) and on entry to our academies. We will work to ensure data is *pushed to the hands* of our teachers to enable them to make best use of it when planning learning sequences.



'If your students have no desire to learn, you are wasting your time' William, 2018.

- **Increasing engagement in learning:** We will be looking for ways to ensure children are **actively engaged in their own learning, and how we can activate them as learning resources for their peers.** We will look at key successful learning behaviours and how to assess a child holistically in order to ensure they develop the key skills and attributes they need to have *agency, in-line with the loftier goals* of our curriculum.



*We know a lot about our learners. It is **what we do with what we know** that will make the difference to every child's one chance and enable us to truly teach to meet their needs.*

August 2020

Further reading and research

D.Wiliam: Strategies 4&5: activating students:
<https://www.youtube.com/watch?v=7PdSHCPrJIQ>

EEF Blog: Getting transition right (part 1 of 2) – four practical, evidence-based strategies to support pupils moving from Year 6 to Year 7
https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-1-of-2/?mc_cid=a1fb19d395&mc_eid=290f74b8dc

T6 data collection training: <https://develop.cif.uk/content/draft/term-6-data-collection-training/>

Revisiting Dylan Wiliam's Five Brilliant Formative Assessment Strategies:
<https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/>