

BtC5

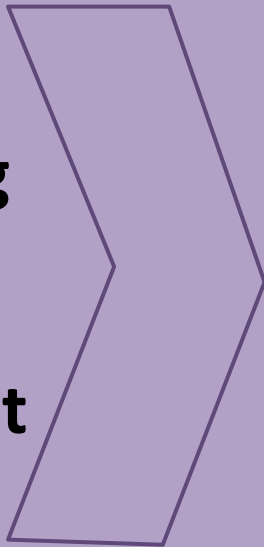
BtC5 makes clear that formative assessment – assessing performance in order to help the learner to improve – should be embedded in our practice. Through sustained AiFL and Learning, Teaching and Assessment Policy development, we are well placed to embed formative principles and practice in Highland schools.

<http://www.highland.gov.uk/learninghere/supportforschoolstaff/ltt/issuepapers/>

<http://hvlc.org.uk/ace/aifl/Overview.htm>

How can we make school even better?

Embedding Formative Assessment



What does this mean for me?

Assessment is for Learning taught us that formative assessment is our bread and butter. It's what we do as teachers - help pupils individually and collectively to improve. So what exactly does 'embedding' formative assessment mean?

'Embedding' formative assessment means that:

- Learners, having been challenged to engage in a particular learning experience, discuss and agree what collective and individual success mean in a particular experience and outcome
- Learners make choices about how they undertake the particular learning experience - choices about how they are to be assessed, roles, timescales, ICT, partners, target audiences for outcomes...
- Learners as a matter of course self-evaluate - match their performance against agreed success criteria and identify:
 - what has been achieved
 - what needs to be improved
 - how they might go about achieving their 'next steps'
- Learners match their self-evaluation against the opinion of at least one other person - a peer learning partner or a teacher or a parent - who adopt(s) the approach described above in self-evaluation

- Learners record whatever needs to be recorded to help them to improve and record it wherever is most useful to the learner - in a jotter, on a piece of work, a learning log, a personal learning plan . . .
- Learners are aware of themselves as learners and understand the formative process
- Teachers should seriously consider whether grades, levels and marks are needed in day to day assessment (Research and experience show that marks and grades very often distract learners from what really matters: what has been achieved; what needs to be done to improve.)

This description of formative assessment accords fully with The Highland Council Learning, Teaching and Assessment Policy. These 'embedding' elements should focus peer observation, sharing standards and other quality assurance activities.

Key Questions for Schools

- *To what extent does this match what happens in your classroom?*
- *To what extent does this match what happens in your school?*
- *How can we embed formative assessment in our practice?*

How can we make school even better?

Highland CfE Implementation Group

BtC5

**Embedding
Formative
Assessment**

