

The **EE**Fective Kent Project
Making it Work for All:
Moving from Implementation to Impact



Evidence Based Training Workshop:



Embedding Formative Assessment

Formative Assessment

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

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)

Overview

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

Implementation Plan for Embedding Formative Assessment

Problem	Intervention Description	Implementation Activity	Implementation Outcomes	Pupil Outcomes
<p>Leaders</p> <ul style="list-style-type: none"> ▶ 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). <p>Teachers</p> <ul style="list-style-type: none"> ▶ 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. <p>Learners</p> <ul style="list-style-type: none"> ▶ 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. <p>Result</p> <p>At all key stages, student attainment is below what is possible.</p>	<p>Content</p> <p>Techniques to implement the 5 strategies of formative assessment:</p> <ol style="list-style-type: none"> 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. <p>Process Components of Teacher Learning Communities (TLC)</p> <ul style="list-style-type: none"> ▶ Choice. ▶ Flexibility. ▶ Small Steps. ▶ Accountability. ▶ Support. 	<p>Training</p> <ul style="list-style-type: none"> ▶ 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. <p>Support</p> <ul style="list-style-type: none"> ▶ 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. <p>Accountability</p> <ul style="list-style-type: none"> ▶ 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. <p>Student involvement and feedback</p> <ul style="list-style-type: none"> ▶ 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. <p>Resources needed</p> <ul style="list-style-type: none"> ▶ Embedding Formative Assessment Pack. ▶ Digital or paper copies of resources. ▶ Time for peer observations, possibly involving lesson cover. <p>Monitoring</p> <ul style="list-style-type: none"> ▶ Continuing feedback from students, teachers and teaching assistants, and parents. ▶ Formative assessment learning walk. 	<p>Short Term</p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> ▶ 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. <p><i>Reach:</i></p> <ul style="list-style-type: none"> ▶ 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. <p><i>Acceptability:</i> Almost all teaching staff are engaging in the TLC process, increasing use of techniques and observing peers.</p> <p>Medium Term</p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> ▶ 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. <p>Long Term</p> <p><i>Fidelity:</i></p> <ul style="list-style-type: none"> ▶ 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. 	<p>Short Term (1-2 terms):</p> <ul style="list-style-type: none"> ▶ Increased engagement of students in learning. ▶ Students support each other and take responsibility for their learning. <p>Medium Term (1 year):</p> <ul style="list-style-type: none"> ▶ 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. <p>Long Term (2+ years):</p> <ul style="list-style-type: none"> ▶ 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.

Adapted from Education Endowment Foundation. *A School’s Guide to Implementation*

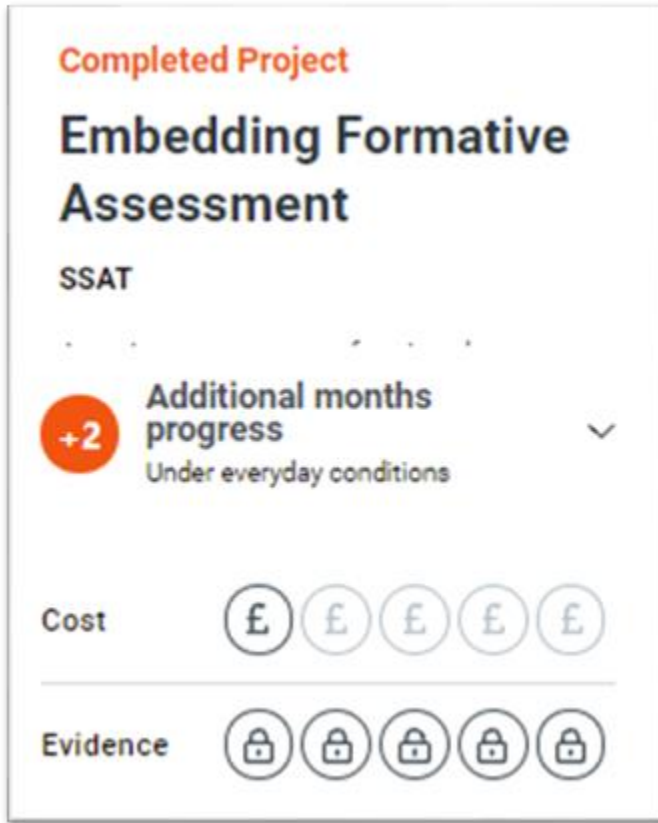
The principle

"If I had to reduce all of educational psychology to just one principle, I would say this: The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him [or her] accordingly" (Ausubel, 1968)

The uncomfortable fact:

Students do not learn what we teach

What is learning?



*2+ months additional progress on
Attainment 8 is equivalent to a
25% increase in learning*

Dylan Wiliam 2018

25,000 students
140 schools
1% of teachers time
Report by NIESR

*The EEF also reported that progress made
by children in the lowest third for prior
attainment was even greater than that
made by children in the highest third*

Embedding Formative Assessment at Queen Elizabeth's Grammar School

A Case Study into the introduction and implementation of Embedding Formative Assessment

Embedding Formative Assessment (EFA) is a two-year supported programme of monthly Teacher Learning Community meetings (TLCs) focusing on embedding key strategies of formative assessment. This is a whole school programme where teachers meet in groups of 10 – 14 with TLC meetings calendared every 4 weeks for 75 minutes. These groups are facilitated by a TLC leader who is a member of school staff, however, they are not expected to be a formative assessment expert.

Why Embed Formative Assessment?

"There is no other way of raising standards for which such a strong prima facie case can be made." (Black & Wiliam, Inside the Black Box)

The rationale for starting the Embedding Formative Assessment programme by SSAT at Queen Elizabeth's Grammar School was the careful consideration of the best available evidence and collective wisdom of the teaching profession for what improves student outcomes. What we found comes out on top in countless studies, and from our own personal experiences, is that if as a teacher you know what the student already knows then you can teach accordingly. This premise has stood the test of time and as educational fads come and go, Formative Assessment has remained.

"If I had to reduce all of educational psychology to just one principle, I would say this: The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him [or her] accordingly." (Ausubel, 1968)

We were confident through our quality assurance processes that this was not an area of weakness but that we felt we could all improve in our effectiveness in checking for understanding and developing habits in the classroom that support this. We felt this was an appropriate and impactful area to focus on.

One of the challenges for an experienced body of staff has been clarifying a shared understanding of the term formative assessment. It is surprisingly difficult to have this shared understanding since it has been associated and wedded to many teaching and learning phrases over the past few decades: assessment for learning, adaptive teaching, responsive teaching, mastery teaching and others.

All these highlight merits and aspects of the broader definition of formative assessment, and they are often used interchangeably. One strength of the programme has been in helping us to

build knowledge on clarifying this shared, broad, understanding of formative assessment and what this looks like in the classroom.

As a school we felt it was important to distinguish the differing levels of assessment that occur within the schools into long cycle (across terms and units of work), medium cycle (within and between units of work) and short cycle (within and between lessons - minute by minute). All of which can be argued to be formative at differing levels and purposes.

Having then considered the research on formative assessment, and the weight behind it of more than 40 years of evidence, conclude that enhancing formative assessment within the short cycles shows consistent substantial affects. Below were just 5 of the studies that synthesize about 4000 research reports demonstrating these **substantial affects**:

- Natriello (1987)
- Crooks (1988)
- Kluger & DeNisi (1996)
- Black & Wiliam (1998)
- Nyquist (2003)

In our most recent TLC session we spent time reviewing the influential paper 'Inside the Black Box' by Paul Black and Dylan Wiliam (1998) which helped define this for us.

"We use the general term assessment to refer to all those activities undertaken by teachers—and by their students in assessing themselves—that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet student needs." (Black & Wiliam, 1998 p.140)

Formative assessment is often cited as 'responsive teaching'. This does still fall short of the definition by Black and Wiliam since it omits the learners role too. This was really important to us as a school. We wanted to focus on the role of the learner within their education and how we as practitioners can support our *learners to become owners of their own learning*. This has been an area that we felt we could develop students habits that are effective for them to act as owners of their learning. That is why we wanted to join the programme to help structure our staff development to meet these aims.

The Training and Support

An in-school EFA Lead was identified who was then supported by an EFA Mentor by SSAT for the two years of the programme. The EFA Mentor provides support, training and coaching around the effective implementation to ensure the school strategically maximizes the impact of the programme and it becomes a sustainable feature of the school. The support provided by an EFA Mentor includes:

- An initial day's training for school leaders and teachers leading the TLC meetings, this is delivered in-school or virtually.

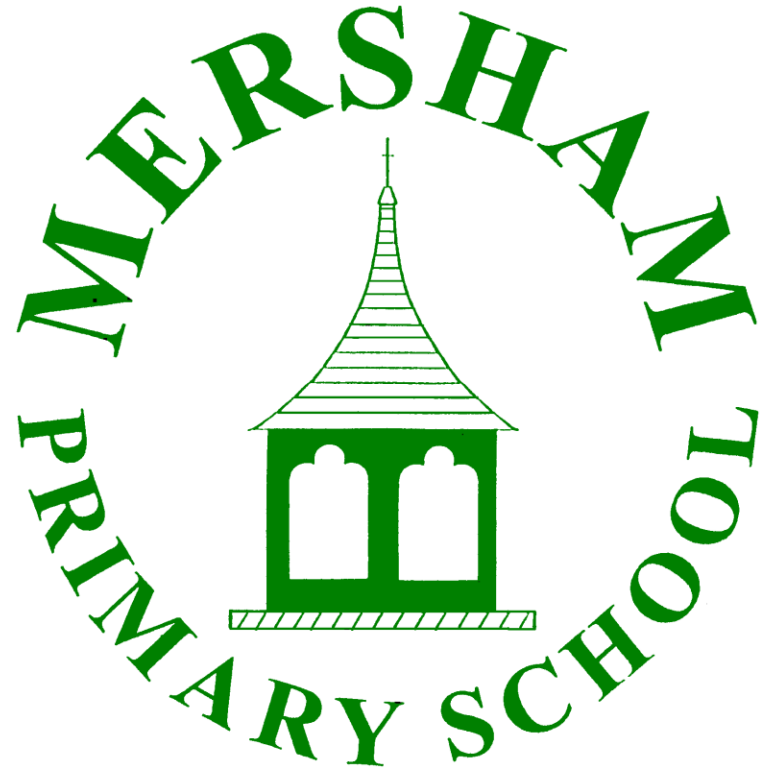
Kent's Local EFA Network

Network of schools sharing successes and challenging along with collaborating on implementation ideas.

Implementing EFA in Primary

Case Study:

Mersham Primary School
1 Form Entry
Rural context



Implementing EFA in Primary

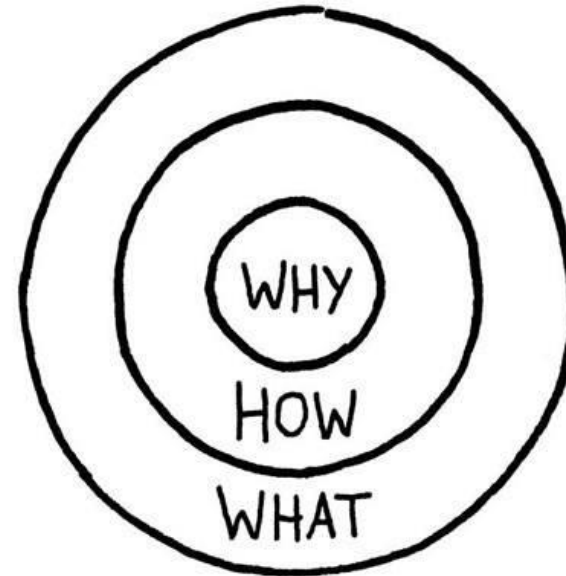
Reasons for choosing EFA:

- Impact of the pandemic
- Small groups of children not achieving the expected standard at end of KS2
- Formative assessment as key
- Workload implications

Implementing EFA in Primary

Working with EFA Mentor to launch the programme:

- Initial training – involving those leading the programme
- Understanding the ‘Why?’
- Structure of the programme
- The role of the TLC leaders



Implementing EFA in Primary

Monthly TLC workshops – teacher perspectives:

- Value the opportunity to reflect and discuss
- Hearing other's perspectives and ideas
- Permission to experiment
- Leadership opportunities



Implementing EFA in Primary

Challenges in implementation:

- Peer observations - scheduling
- Staff departures



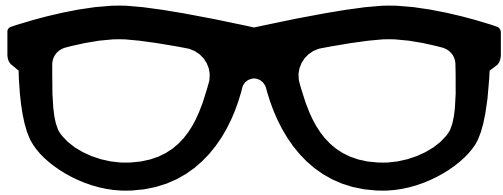
Implementing EFA in Primary

Outcomes so far:

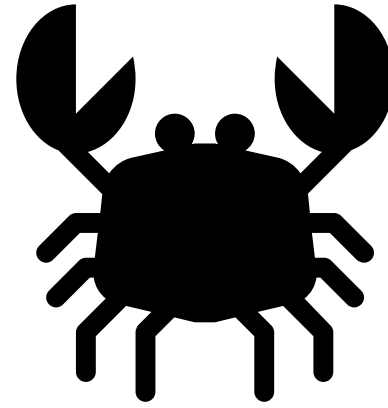
- Pupils' involvement and engagement in learning increased
- Toolkit of subject specific strategies for 'in-the-moment' assessment
- Greater understanding of effective assessment practice across the team
- Reduced workload
- Taken on TLC structure



Assessment is only for the teacher

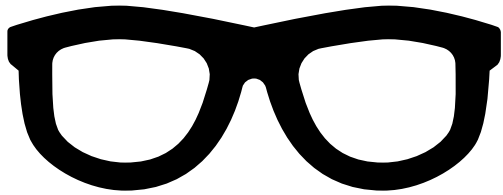


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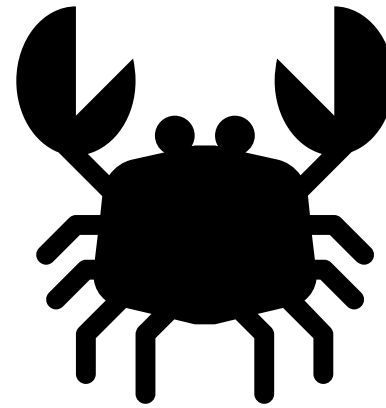


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Assessment increases workload

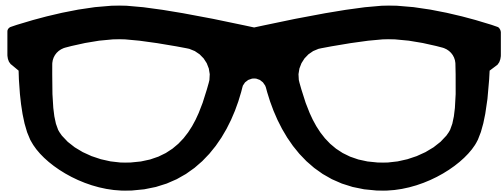


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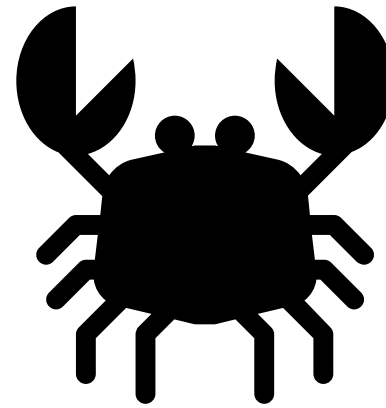


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Assessment slows down my teaching

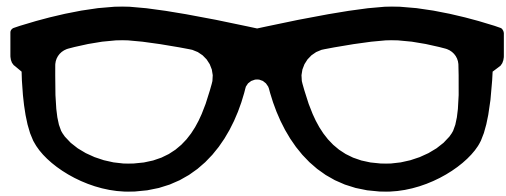


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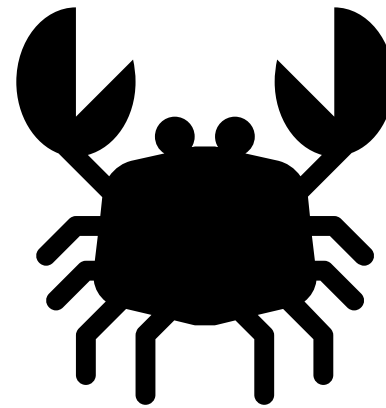


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Students can provide me with the information
they have understood

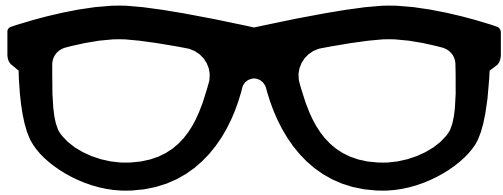


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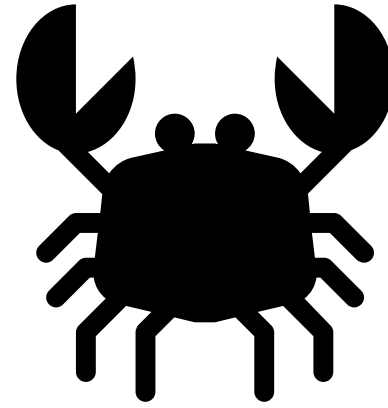


False

Statements are better than questions



True



False