

Embedding formative assessment

A two-year professional development pack

by Siobhan Leahy and Dylan Wiliam

This pack is based on the premise that all teachers can improve their practice by developing their use of classroom formative assessment, or assessment for learning (AfL), through membership of a teacher learning community (TLC).

A TLC consists of a group of teachers who meet together regularly to improve teaching and learning, putting the responsibility onto the teachers for supporting each other as a group. The pack contains everything a school or college needs to run a two-year professional development programme for every teacher: PowerPoint presentations, video clips, and all the materials needed for 18 workshops.

We suggest that schools/colleges start by introducing teachers to the five strategies of classroom formative assessment before teachers meet as a TLC. The presentation provided on disc 1 of this pack can be used as an introduction. The presentations on disc 2 can be used as part of this initial presentation, as part of a 'refresh' presentation at the beginning of year 2, or individually, as appropriate.

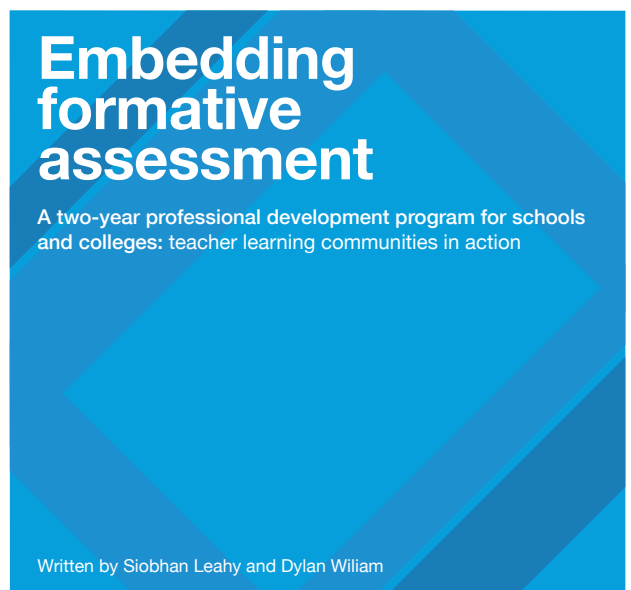
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Get the tools and strategies to put into practice over 20 years of research into what makes the difference to student learning - and help change teacher practice to do so.

The pack contains two discs, one for each year.

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Disc 1 contents

Teacher learning community workshops

Materials for nine monthly workshops of 75 minutes each. All TLC materials are suitable for cross-phase use. (In workshop 7, the secondary materials are suitable for teachers of all secondary school students and for older primary school students. The primary materials are more appropriate for teachers working with younger children).

- 1.1 Working collaboratively
- 1.2 Clarifying and sharing learning intentions
- 1.3 Finding out what students are learning during a lesson
- 1.4 Providing feedback that moves learners forward
- 1.5 Activating students as instructional resources for one another
- 1.6 Developing hinge point questions
- 1.7 Making formative use of summative tests/AfL in the early years
- 1.8 Activating students as owners of their own learning
- 1.9 Reviewing the year

Core materials

- AfL learning walk
- My personal action plan
- Peer lesson observation sheet
- Workshop materials
- *Deep learning: A new shape for schooling?* (background reading)

AfL

- AfL presentation (a PowerPoint presentation by Dylan Wiliam)
- AfL presentation support notes (an edited transcript to support the presentation)
- Films 1–6 of Dylan Wiliam’s presentation describing the five key strategies of formative assessment, as well as the key concepts and practical techniques for successfully embedding formative assessment.

Film 1: Why raising achievement matters • **Film 2:** What do we mean by assessment for learning (AfL)? • **Film 3:** Questioning • **Film 4:** Feedback • **Film 5:** Sharing learning intentions • **Film 6:** Activating students – as owners of their own learning and as resources for one another

| QTY | CODE | TITLE | PRICE |
|-----|---------|--|----------|
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| | | TOTAL (plus freight) | \$ |

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Disc 2 contents

Teacher learning community workshops

Materials for nine monthly workshops of 75 minutes each. Three workshops include feedback from students.

- 2.1 Reviewing our AfL practice
- 2.2 Success criteria
- 2.3 Learning from students (success criteria)
- 2.4 Reviewing other teachers’ AfL practice
- 2.5 Comment-only marking
- 2.6 Learning from students (comment-only marking)
- 2.7 Sharing hinge point questions
- 2.8 Learning from students (questioning)
- 2.9 Reviewing the year

Core materials

- Classroom materials:
 - “No hands up” poster (to print off and use as posters in classrooms)
 - Randomiser 1-28 (a PowerPoint randomiser)
- Forms:
 - Lesson feedback for professional development (revised)
 - My personal action plan (revised)
 - Peer lesson observation sheet (slightly revised)
 - Student survey (useful for teachers to use once a week with a class for feedback on their teaching)
- Extras:
 - Assessment for learning: Why, what and how? by Dylan Wiliam, based on his inaugural professorial lecture delivered at the Institute of Education, University of London, on 24 April 2007

AfL

- AfL+TLCs presentation (a PowerPoint presentation by Dylan Wiliam)
- 7 films of Dylan Wiliam delivering the presentation, explaining the features of the TLC model and why it is so important

Film 1: From science to design • **Film 2:** Choice • **Film 3:** Flexibility • **Film 4:** Expertise • **Film 5:** Support • **Film 6:** Accountability • **Film 7:** Q and A: 3 films of video footage of teachers and students • **Film 8:** Teacher Learning Communities (TLCs) • **Film 9:** Teacher Learning Communities (TLCs) • **Film 10:** Impact of AfL: 8 films of video footage of formative assessment strategies in practice • **Film 11:** Sharing success criteria • **Film 12:** Activating students • **Film 13:** Hinge questions • **Film 14:** Moderating coursework • **Film 15:** Random number generator • **Film 16:** The tennis ball technique • **Film 17:** Hot seat questioning • **Film 18:** Exit pass

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