

Formative Assessment at its best.

The most effective formative assessment is not straightforward; it is a daily activity involving the relationship between the teacher and learner.

The following table shows how it works:

	Where is the learner going? (1)	Where is the learner now? (2)	How to get there (3)
Teacher	Clarifying, sharing and understanding learning intention – this is not the activity or task	Eliciting evidence of learning	Feedback that moves learning forward
Peer		Activating students as learning resources for one another (4)	
Learner		Activating students as owners of their own learning (5)	

The following notes expand on the table with the Ladybrook approach

- 1 Presenting a big question to engage students in an idea with the learning intention introduced later
 - using Paul Ginnis strategies / games, including challenging children to work out what the learning intention is for the lesson.

In writing, achievable examples of good pieces of writing from children in the following cohort at different levels can provide this information. It is expected that visualizers will be in regular use for the modelling and sharing of best practice in learning.

Or the learning intention may be made explicit from the beginning of the lesson.

- 2 Ensure all students – not just the confident ones – are engaged.
 - Development of talk partners to activate thinking and sharing of ideas.
 - Effective use of lolly sticks with appropriate thinking time and response time given
 - Each child has mini white board to record responses – in ‘show me’ session
 - Success criteria are generated with the children to ensure the children gain more ownership over their learning. On occasion there is no need for more than 1 or 2 success criteria. There should be a limit of no more than 7 statement in writing. **Feedback against the criteria frees children from personal discouragement.**

- 3 What does the child do with the feedback? This is all about the learning conversation and consequently raises the crucial issue of the quality of relationship between the teacher and child. Teachers need to know the children well. Children need to be able to trust their teacher. Good feedback is any feedback that moves the child forward in their learning with the understanding that any assessment also has an emotional impact. **Feedback that comments on the work, rather than the child, is more constructive for both learning and motivation.**

- 4 Collaboration and cooperative learning can considerably improve individual learning.
 - Paul Ginnis, Kagan techniques support this aspect of assessment.
 - There is a distinction between working as a group and working in a group; the former makes the difference to quality of learning whereas the latter enables some to lead, some to follow and some to be carried!
 - Mutual interdependence is crucial – all students must play their part and be responsible and valued.
 - ‘Find one word you are really proud of and underline it. Tell your talk partner.’ / ‘Decide with your talk partner which of the success criteria you have been most successful with and which one needs help or could be taken further.’ / ‘You have 3 minutes to identify two places where you think you have done this well and read them to your

partner.' / 'You have 5 minutes to note down one thing you could do to improve this piece of work tomorrow.'

5 Children need regular opportunities to compare their current work with previous pieces rather than comparing themselves with others in their own class. By doing this, they can learn to see their own progress – does current work present my best effort?

- This may be verbal, through traffic lights, thumbs up or a child's written comment