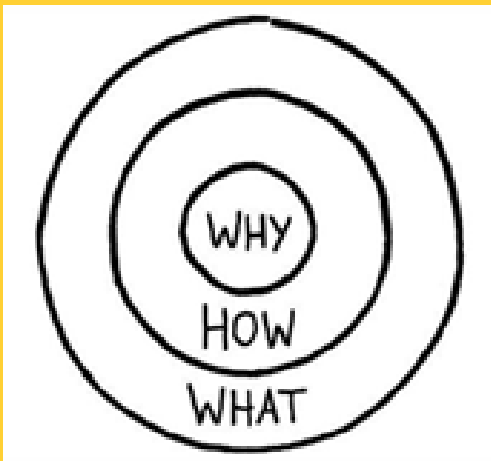


E.F.A. NEWSLETTER



What is Formative Assessment?



Our vision for E.F.A:

To embed formative assessment to improve Teaching and Learning, resulting in positive pupil outcomes

Formative assessment is about developing techniques that allow teachers to have a better understanding of what pupils have learnt, what misconceptions they may have and what they need to be able to do in order to move forward.

Throughout the two-year program, we will be looking at, and trialling, strategies to assist in this process.

Working within Teacher Learning Communities you will have the opportunity to reflect upon your practice; meet and implement some new (and some not so new) strategies in your lessons; and evaluate the impact. You will be able to choose which strategies you trial, when you trial them and with which classes. The aim is to develop professional autonomy, not to be prescriptive.

You will need to work with a partner, within your TLC. This should be someone that you feel comfortable with as an essential part of the course is peer observation; a fundamental aspect of the programme.

The 5 key strategies of formative assessment

	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	



Workshop dates for the coming Term

Workshop 1:

Working Collaboratively
(12/09/22)

Workshop 2

Clarifying and sharing learning
intentions (10/10/22)

Workshop 3

Finding out what students are
learning during a lesson
(28/11/22)



Dylan Wiliam: Why Raising Achievement Matters



Dylan Wiliam: What do we mean by Formative Assessment?

