

Embedding Formative Assessment NEWSLETTER



Clarifying Learning Intentions

Research shows that if teachers share what students are going to learn, and indicate how they will know if they have been successful, students will be more prepared not only to take more responsibility for their own learning but also to engage in peer-assessment and self-assessment.

Learning intentions should help students to focus on their own learning. It is also important at the end of the lesson to find out what students have learned and to make appropriate adaptations to future lessons based on this information.

Formative assessment (Black et al., 2002)

Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning. It thus differs from assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence. An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their pupils, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged.

Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet learning needs.



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	



What makes a good learning intention?

A learning intention is what we hope students will learn as a result of engaging in a particular sequence of learning activities - typically over the course of a single lesson.

Learning intentions range from the broad, such as 'to understand the causes of armed conflicts', to the specific, such as 'to be able to balance a chemical equation'.

The best learning intentions are not too closely tied to the context of the learning. This makes it easier for students to see that what they are learning is transferable, and it also makes it easier to decide how to assess whether the students have learned what was intended.

Dylan Wiliam: Sharing Learning Intentions



Why sharing learning intentions are important:

- teacher is clear about the purpose of the lesson;
- pupils are clear about the purpose of the lesson;
- easier to assess whether learning has taken place.

Lethal Mutations to avoid:

- don't make pupils write out learning intentions;
- don't need to write learning intentions on the board;
- pupils don't have to memorise the exact wording - it is not a test!

Think, Pair, Share Forensics



Checking for Understanding

