




Formative Assessment

“Practice in a classroom is formative to the extent that evidence about student achievement elicited by the assessment is interpreted and used to make decisions about next steps in instruction that are likely to be better, or better founded, than the decisions that would have been taken in the absence of that evidence.”

Black and Wiliam 2009

Feedback

- Information given to student about current performance  • Data
- Information that compares current performance to desired performance  • Thermostat
- Much rarer is information that can be used by learners to improve  • Feedback



Key Points on Feedback through marking.

- A numerical mark does not tell pupils how to improve their work.
- Be aware that giving marks can have a negative effect.
- When marks are given with comments pupils tend to ignore the comments.
- It is the nature rather than the amount that is important.
- Comments need to identify what has been done well and what needs improved and should give guidance on how to improve.
- Opportunities for pupils to follow up on the comments are crucial and should be planned as part of the learning process.
- Effective feedback causes thinking to take place.
- Collaboration between teachers to share examples of effective comments is very important. Build capacity together.

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Making Feedback Count: “Close the Gap” | headguruteacher

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Maths example – a n other school

- Breakdown of each question to each unit.
- Analysis of units – compare mark to score.
- Key to this was learning conversation between pupil and teacher. This was also shared with home.
- Pupil feedback to key questions what could you do to improve

Science

- Pupil write down score and then traffic light each area.
- Pupil comment / teacher comment / parent comment
- Leads to pupil teacher conversation
- Area that pupil needs to work on becomes clear.
- Starter questions – SQA question

Expressive Arts

- Focus on learner conversations crucial. Continually giving individual feedback.
- Pupils clear purpose of prelim is to improve.
- Pupils writing question to understand is helpful. Pupils get used to language.
- Rewrite answer after with access to notes and teacher feedback. (skills related rather than content)

English

- Pupil grid (to identify where they have lost marks) for each question. Can identify the area where they need to improve.
- Set up to 3 key targets with strategies.
- Critical Essay – Pupil grid – they tick yes / no – focus on exam technique and skills.
- Targets and strategies created from this.

H&W

- Focus on key words and terms – very important to develop pupil understanding.
- Rewrite answers after feedback.
- Model answer is shown to pupils – sharing success criteria.
- No marks for homework – comment only marking

Languages

- Lot of one to one time
- Pupil aware of individual targets – developed through conversations with teacher throughout the year.
- Comment feedback very important focus on key areas – get right before move on.
- Homework often links to exam style questions so pupils very used to this.

Maths

- Pupil scripts under projector - peer marking for whole class – leads to discussions on what marks should have been awarded
- Think pair share – co-operative learning. Creating opportunities for pupils to discuss.
- Focus on past paper questions as homework, starters and plenaries

Social Subjects

- Each prelim question broken down into sub parts and pupils can traffic light.
- Breakdown into techniques for certain questions – “have you...” used grid references....etc. yes / no
- S3 completed N4/5 assessment – no pressure exam for pupils – feedback given to pupils on subject skills. Built confidence of pupils – they believed in themselves.

Technologies

- Questions and incorrect answers shared. Collate amount of wrong answers.
- Wrong answers discussed and reasons why.
- Students take away corrections and do question again. Week to learn answers then one with one with teacher on corrections for 10 minutes with teacher – other pupils working individually so course carefully structured.
- Contract before prelim put in place – less than 30%, may not be represented. Facilitates discussion.
- High expectations matter.
- Concerns about performance highlighted early and contact with home made. Expectation clear e.g. you must attend GASS sessions.

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