



National College for
School Leadership

Inspiring leaders;
improving children's lives

A branch with several green leaves, some showing signs of aging or damage, is positioned in the upper left corner of the slide.

Future leadership, future leaders

Seizing Success

Annual Leadership Conference

Models for leading assessment for learning

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Overview of session

- Why Assessment for Learning should be **the** priority for school development
- Why Teacher Learning Communities are needed for AfL to thrive
- Case study of implementation in a secondary school
- Case study of implementation in a primary school
- Reflections how this can be applied in other settings

Raising achievement matters

- For individuals
 - Increased lifetime salary
 - Improved health
 - Longer life
- For society
 - Lower criminal justice costs
 - Lower health-care costs
 - Increased economic growth

Where's the solution?

- Structure
 - Smaller high schools
 - Larger high schools
 - K-8 schools
- Alignment
 - Curriculum reform
 - Textbook replacement
- Governance
 - Charter schools
 - Vouchers
- Technology
 - Computers
 - Interactive white-boards

It's the classroom

- Variability at the classroom level is up to 4 times that at school level
- It's not class size
- It's not the between-class grouping strategy
- It's not the within-class grouping strategy
- It's the teacher

Teacher quality

- A labour force issue with 2 solutions
 - Replace existing teachers with better ones?
 - No evidence that more pay brings in better teachers
 - No evidence that there are better teachers out there deterred by burdensome certification requirements
 - Improve the effectiveness of existing teachers
 - The “love the one you’re with” strategy
 - It can be done
 - We know how to do it, but at scale? Quickly? Sustainably?

Cost/effect comparisons

Intervention	Extra months of learning per year	Cost/yr
Class-size reduction (by 30%)	4	£20k
Increase teacher content knowledge from weak to strong	2	?
Formative assessment/ Assessment for learning	8	£2k

Aspects of formative assessment

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarify and share learning intentions	Engineering effective discussions, tasks and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer	Understand and share learning intentions	Activating students as learning resources for one another	
Learner	Understand learning intentions	Activating students as owners of their own learning	

Implementing FA/AfL requires changing teacher habits

- Teachers “know” most of this already
- So the problem is not a lack of knowledge
- It’s a lack of understanding what it means to do FA/AfL
- That’s why telling teachers what to do doesn’t work
- Experience alone is not enough—if it were, then the most experienced teachers would be the best teachers—we know that’s not true (Hanushek, 2005; Day, 2006)
- People need to reflect on their experiences in systematic ways that build their accessible knowledge base, learn from mistakes, etc. (Bransford, Brown & Cocking, 1999)

Content, *then* process

- Content (what we want teachers to change)
 - Evidence
 - Ideas (strategies and techniques)
- Process (how to go about change)
 - Choice
 - Flexibility
 - Small steps
 - Accountability
 - Support

AfL and TLCs in a secondary school

Siobhan Leahy

AfL and TLCs in the US

- Developing a new ‘formative assessment’ product for the US market
- AfL not as widespread as in the UK
- 5 groups of volunteer middle and high school maths teachers
- 9 monthly meetings of 2 hours after school
- Hard to change practice
- Teachers become more reflective and supportive of, and accountable to, each other

Returning to the UK

- Most HTs said that AfL was embedded
- Observing 'good practice' was disappointing
- What I was looking for
 - learning v teaching
 - teachers taking risks

Starting in a new school

- Ofsted last October
 - Need to spread good practice
 - Use data better
 - Tutorial time criticised

Spreading the practice of AfL

- First day PD for all teachers and TAs
- Volunteers for pilot TLCs meeting for six 1 hour sessions after school
- 51 teachers volunteered

Pilot TLCs

- 7 groups by subject
 - Bus St and MFL
 - English and EMA
 - History, Geog and RS
 - Maths
 - PE and Learning Support
 - Science
 - Tech and ICT
- 5 to 10 teachers in a group
- Each group led by a volunteer member of the SLT
- I produced the agenda for each of the 6 meetings

Structure of each meeting

Item	Description	Time
1	Welcome and Learning Intentions	3 mins
2	Clearing our minds	5 mins
3	How's it going?	20 mins
4	New content	15 mins
5	Action planning	15 mins
6	Summary of Learning	2 mins

New content of meetings

- Sharing Learning Intentions and finding out what students have learned at the end of the lesson
- Questioning that causes thinking and gets information that informs teaching (2)
- Revision techniques (eg using red, yellow and green dots) and using a reflection sheet
- Sharing a technique with another teacher
- Review of TLCs

Action Planning

The technique that I have already started using and I intend to continue with is:

The **new** technique that I am going to try out over the next 4 weeks is:

How I will use this technique:

The classes I am going to use this with are:

The problems I may have and how I hope to resolve them:

I am going to do less of:

The way forward

- 9 TLC sessions for all teachers in groups of 7 to 10, with added content of:
 - Peer and self review
 - Feedback
 - Comment-only marking
- Changing the structure of the day
- Half-termly reporting of progress to parents
- Small group accountability for teachers and students

Leading Assessment for Learning in a Creative Curriculum

Caty Marchant

Joanna Redzimksi



Vital Statistics

- Primary school formed 1996 following amalgamation of neighbouring Infant and Junior Schools.
- 1999 – Expansion from 2 to 3 form entry
- Low FSM
- 11 Statements of SEN,
- 78 place Nursery opened 2001
- Approx 685 on roll.
- 70+ on the pay roll, including 49 Teaching Assistants working over 1000 hours across the week.
- Salary costs 2006/2007:
 - Teaching Staff: £ 1,033,621
 - Support Staff: £ 558,252
- Ofsted inspection September 2003



Our Aspirations for all Learners....

- Real thinkers and inquirers
- Effective communicators
- Risk takers
- Principled
- Caring and sensitive to others
- Open-minded
- Well-balanced human beings
- Reflective



Our Commitment to the Individual

- Valuing individuals
- High quality relationships
- Experiencing success
- Building self-esteem
- Allowing for pupil choice and individual outcomes.
- Provision of connected learning opportunities.



Contexts for Learning



Ridgeway Primary School's approach to organising and delivering a broad, balanced and coherent curriculum

Contexts for Learning

YEAR 1	ISLAND DESTINATIONS	TOYSRUS!	IF YOU GO DOWN TO THE WOODS TODAY!
YEAR 2	FAME, FORTUNE & FIRE	A WORLD OF CONTRASTS	NATURAL ENERGY
YEAR 3	LIFE FORCES	LET THERE BE LIGHT	OUR LOCAL WORLD
YEAR 4	WATER, WATER, EVERYWHERE	SUNSHINE ISLANDS?	FOOD, GLORIOUS FOOD
YEAR 5	HUMANS VERSUS NATURE	FIT FOR LIFE	INSPIRATION & INNOVATION
YEAR 6	NATURAL HARVEST	SAVE THE PLANET	

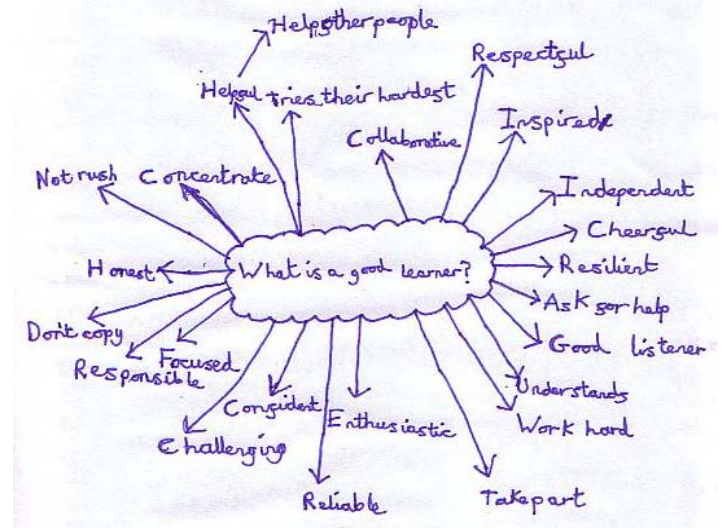
Contexts for Learning

- Learners – Adults and Children
- are enthused and interested – WIIFM
- feel included
- have high self-esteem
- are empowered to achieve highly
- collaborate on motivating tasks
- can be independent and in control
- are valued as individuals and for their individual contribution
- connect real learning in all areas of their lives
- can take risks and be creative
- experience high challenge and low stress
- develop the professional learning skills necessary for 'life long learning'

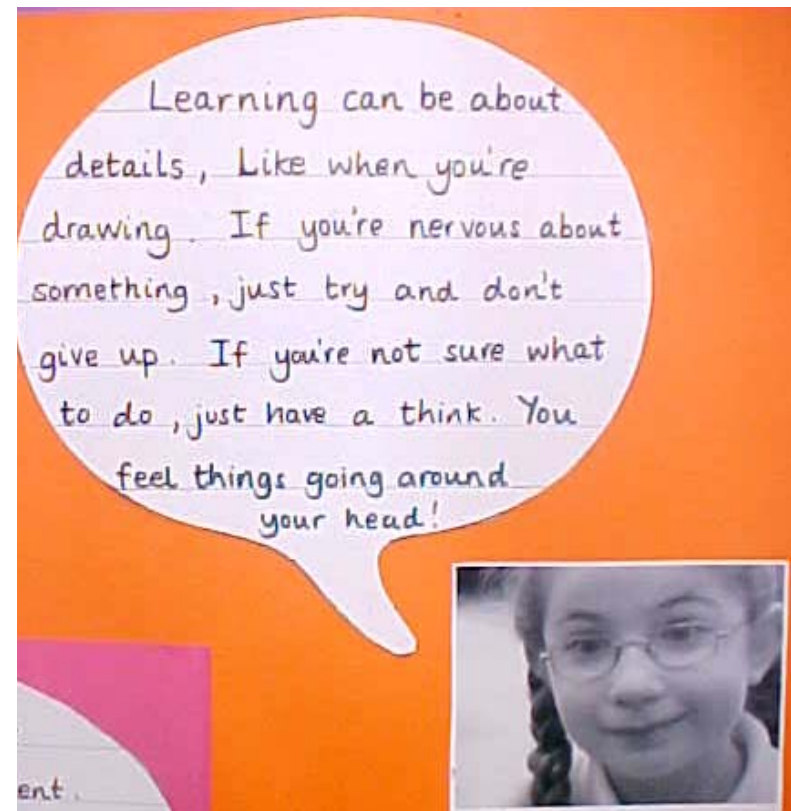


Classrooms as Learning Communities

- Healthy working relationships
- Community of learners -adults are learners too
- Learning about learning and learning from mistakes
- Enquiry-based learning fosters collaboration between adult and child learners
- High quality questioning – from adults and children
- Having time and space to think, share ideas and learn collaboratively



- Developing reciprocity, resilience, resourcefulness, reflectiveness.
- Feedback – teacher oral feedback, peer feedback
- Taking responsibility for their own learning and behaviour.
- Developing a “language of learning” through learning stories / self-evaluation and reflection



Learning Journals by Amy , a Year 6 child

8th December 2006

Art - Appliqué:

In art I learned what appliqué is. It is a French word and means sewing onto two pieces of material. I thought it would be really difficult because we had to pick a scene from our Christmas story. James P and I were partners so we could share our ideas because our character was an elephant and we found them challenging to draw and cut out. Even though I found drawing an elephant difficult, when I had finished it I was really proud and excited to get onto sewing. I tried lots of different stitches and combined them into my work.

A Year 1 Child's Assessment of their Year's Learning at Ridgeway

CHILD'S COMMENTS

I like coming to Ridgeway
 because wey get
 clever I am good at
 maths I have to add
 up. I like learning
 about islands
 I would like to be a
 beta + thinker

A Year 5 Child

My attitude to my learning has improved over the year because I say to myself that I can do it and I've taken more responsibility for my learning and I'm always determined to finish my work, and try hard. I've made progress in Maths because my Maths partner has helped me. I'm confident in spelling because I'm spelling more accurately. My Art has improved because I've learnt different techniques. Next year I would like to continue to improve my editing skills. I have enjoyed environmental club which has helped me learn more about the environment. I work well as a pair because we can share ideas together and I learn more.

Signed Dian Devereaux

Ridgeway Primary School

www.ridgewayprimaryschool.org.uk



Force-field analysis (Lewin, 1954)

