

INSET

For all Primary phase schools

Formative Assessment in Action (Including video examples of classroom practice)

SHIRLEY CLARKE

Associate of the Institute of Education, University of London

(Author of 'Targeting Assessment in the Primary Classroom' 'Unlocking Formative Assessment' and 'Enriching Feedback')

Shirley Clarke started her career as a primary teacher then became a mathematics advisor for the ILEA, before entering the assessment world by becoming the writing team co-ordinator of the CATS Key Stage One Test development agency in 1989. She went on to work at the Institute of Education, University of London developing a profile in assessment to include INSET, research and publishing. She has a national and international reputation for her practical and inspirational talks about formative assessment.

Shirley Clarke will present her work on developing practical strategies for formative assessment, underpinned by the significant Black and Wiliam research and the ongoing findings from the increasing number of LEA 'learning teams' which meet with Shirley at regular intervals. This will include new ideas about learning intentions and success criteria, findings about questioning, many examples of oral and written feedback by teachers and children across the primary phases and a range of practical ideas for developing pupil self evaluation. Video examples of formative assessment in action are constantly updated: they powerfully illustrate assessment for learning in real settings.

Date:	Time:	Venue:	Activity Ref.	Cost:
14/10/03	9.30 to 3.30	Norwich Professional Development Centre	3RN024	£115

Purpose of the day:

- to communicate significant research findings which underpin effective formative assessment
- to give practical suggestions for managing formative assessment processes
- to enable schools to move from an 'activity culture' to a 'learning culture'
- to help teachers review and modify their existing systems

The following input and tasks will be distributed evenly across the day

Input:

- formative assessment core principles
- planning: *taught* and *application* learning intentions; separating learning intentions from the context of the learning
- sharing learning intentions: long and short term
- developing *process* success criteria
- questioning and pupil response
- moving from a 'performance orientation' to a 'learning orientation'
- effective feedback: oral and written by teachers and children
- pupil self-assessment

Tasks/discussion/group and whole feedback:

1. Separating learning intentions from the context of the learning
2. Linking knowledge and process learning intentions
3. Creating success criteria for given tasks
4. Choosing from a range of cross curricular work to mark, focusing on success and improvement
5. Group discussions: implications for own context

STOP PRESS !

There are still a few places left on this course. To apply for a place, please complete booking form overleaf and send to Elizabeth Philpot. It will best suit schools where Assessment for Learning is part of their School Improvement Plan.

Please ignore this flyer if your school is taking part in the Assessment for Learning School Improvement Module