

Formative Assessment Commitment Christie Downs PS

Definition

Formative assessment is designed to achieve improvement in student learning, continuously driving a student's current performance towards a current learning goal.

At Christie Downs Primary we define Formative Assessment as information to support-

- the learner and teacher about the learner's performance
- performance related to learning goals
- evidence based teaching and learning opportunities
- the teacher, the student and peers
- a process leading to changes in teacher and student behaviour

Rationale Why is it important?

"Formative assessment arises as a consequence of the fact that students do not always learn what we teach, and we had better find out what they did learn before we try to teach them anything else."

(William and Leahy, 2015)

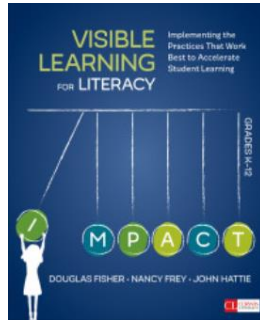
John Hattie's book on Visible Learning ranks formative evaluation as the 5th most important influence (0.90 effect size) that a teacher can use to support their students.

"Effective feedback provides the bridge between assessment and learning. High quality feedback can improve student learning by as much as 8 months over a year period."

(AITSL, n.d)

Strategies

There are multiple approaches to formatively assess students. At CDPS we use Visible Learning for Literacy by Fisher, Frey & Hattie as a reference text. The Department for Education outlines Dylan William's 5 Formative Assessment Strategies as part of the LDAM Strategy.



Unpacking formative assessment

	Where the learner is going	Where the learner is now	How to get the learner there
Teacher	Clarifying, sharing and understanding learning intentions	Eliciting evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Student		Activating students as owners of their own learning	

Adapted from Dylan William 'Five key strategies for formative assessment', in Leahy et al (2009)

These 5 strategies are:

- *Clarifying, understanding, and sharing learning intentions*
- *Engineering effective classroom discussions, tasks and activities that elicit evidence of learning*
- *Providing feedback that moves learners forward*
- *Activating students as learning resources for one another*
- *Activating students as owners of their own learning*

Clarifying, understanding, and sharing learning intentions

Learning Intentions

"The learning intention, or objective, for a lesson or series of lessons states clearly what the teacher wants the students to know, understand or be able to do as a result of the learning and teaching activities"
(Glasson, 2009)

At Christie Downs we ensure that learning intentions;

- are developed for each lesson (either by the teacher or collaboratively created with the students)
- start with...
 - To know
 - To be able to
 - To understand
- are open ended to ensure the transfer of skills, knowledge and understanding to other contexts
- are clear and easy to understand and written in student friendly language

	<p>The learning intention is to be used in a variety of ways by the teacher to;</p> <ul style="list-style-type: none"> • refer to at the start of the lesson, during lesson and reflect back on at the end of the lesson • help guide 'Check in and Act' activities to monitor student understanding <p>The learning intention can be used by the student to;</p> <ul style="list-style-type: none"> • know the purpose of the learning
<p>Success Criteria</p>	<p><i>“Success criteria are directly linked to the learning intention. They spell out the skills, knowledge and understanding that students are expected to demonstrate in a particular activity or task in order to meet the learning intention.”</i></p> <p style="text-align: center;"><i>(Glasson, 2009)</i></p> <p>At Christie Downs we ensure that all Success Criteria;</p> <ul style="list-style-type: none"> • relate to the Learning Intention • are easy to understand and are written in student friendly language • are achievable for the student, and ensure suitable challenge <p>Teachers will use Success Criteria;</p> <ul style="list-style-type: none"> • to differentiate the Learning Intention to meet student needs • to support teachers with a marking criteria • to record progress and success, and alter future learning based on achievement • to refer to at the start of the lesson, during lesson and reflect back on at the end of the lesson • to help guide 'Check in and Act' strategies to monitor student understanding • to inform planning <p>Students will use Success Criteria;</p> <ul style="list-style-type: none"> • to identify what success looks like • To monitor their achievement
<p>Stretch</p>	<p>Is an extension activity to build on explicit learning that has just been taught. This activity is either independent or in small groups.</p>

Examples

Learning Intention

To be able to demonstrate what we know about persuasive writing.

Success Criteria

- Introduction-3 arguments with extra information-conclusion
- Have complex sentences
- Use persuasive devices
- Uses vocabulary
- Statistics
- Paragraphs

Stretch

- Identify what type of persuasive text they have used in their writing.

Learning Intention

To understand how to calculate perimeter.

Success Criteria

- Articulate how to calculate perimeter.
- Use a formula to accurately calculate perimeter.

Stretch

- Calculate the perimeter of an irregular shape.

Engineering effective classroom discussions, tasks and activities that elicit evidence of learning

Checking in & Act Strategies

"Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited."

(William & Leahy, 2015)

Check in and act strategies are tools to inform both teachers and students of progress to support next steps and adjustments.

At Christie Downs Primary we ensure that check in and act tools are;

- directly linked to learning intentions and success criteria
- used to collect data to inform practise and next steps in learning so that planning adjustments can be made
- used to regularly monitor student progress and informs feedback

Providing feedback that moves learners forward

Feedback

"Feedback is information given to the learner or teachers about the learner's performance relative to the learning goals or outcomes"

(AITSL, n.d)

Feedback informs students of their progress (verbal, written or visual) specific to the learning intention and success criteria. The response is timely, targeted and actionable and clearly explains each student's next steps.

At Christie Downs Primary we ensure that feedback is actionable and designed to;

Support the learner to know...

- **Where am I going** -state the learning intention and success criteria
- **How am I going** -give targeted feedback on the learning intention and success criteria
- **Where to next** -discuss the next steps with the learner to move them forward in a clear and appropriate way

At Christie Downs Primary we ensure that feedback is timely and designed to;

- be ongoing and is given at different progress points throughout the learning
- be given during and after lessons through verbal direction, written comments or visual aids

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