

Module 2

The formative use of summative assessment

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Objectives

- To recognise some of the key characteristics of assessment for learning
- To show how assessment **of** learning can contribute to assessment **for** learning
- To recognise the influence assessment has on motivation, self-esteem and learning
- To consider the impact of feedback to pupils on their learning
- To demonstrate how assessment for learning can actively involve pupils in setting their own individual targets
- To plan a series of actions designed to promote developments in assessment for learning

Resources

- OHTs 2.1–2.4
- Handouts 2.1–2.3 (Handout 2.3 is OHT 2.3.)
- Video sequence for this module
- Flipchart and pens

Session outline

75 minutes

2.1	Introduction	10 minutes
2.2	Identifying factors contributing to learning	20 minutes
2.3	Discussion of video	10 minutes
2.4	Pupil discussion	5 minutes
2.5	Discussion of issues raised	15 minutes
2.6	Ready for more?	15 minutes

Pre-course task

Participants should first have received training in module 1 'Assessment for learning in everyday lessons', or otherwise be familiar with its content and key messages.

2.1 Introduction

10 minutes

Show **OHT 2.1** and clarify the objectives of this module.

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Explain that this module builds upon the understanding of the key characteristics of assessment for learning gained in module 1.

Show **OHT 2.2** (OHT 1.3 from module 1) to remind participants of the key characteristics of assessment for learning.

Assessment for learning – key characteristics OHT 2.2

Assessment for learning:

- is embedded in a view of teaching and learning of which it is an essential part;
- involves sharing learning goals with pupils;
- aims to help pupils to know and to recognise the standards they are aiming for;
- involves pupils in [peer and] self-assessment;
- provides feedback which leads to pupils recognising their next steps and how to take them;
- involves both teacher and pupils reviewing and reflecting on assessment data [information].

*Assessment for learning: beyond the black box,
Assessment Reform Group (1999)*

This module develops a particular area of assessment for learning: how teachers can use information gained through summative assessment formatively, in order to:

- draw pupils into assessment processes;
- improve motivation and self-esteem;
- enhance the quality of target setting;
- contribute to raising standards;
- increase pupils' understanding of the standards they are aiming for.

2.2 Identifying factors contributing to learning

20 minutes

Introduce the video. Explain that the lesson on the video demonstrates several of the key characteristics of assessment for learning.

Give out **handout 2.1**.

Swanmore School religious education (SACRE levels)		Handout 2.1 1 of 2	
Assessment opportunity: Marriage in Sikhism			
Q1 Identify and explain what happens during a marriage ceremony			
A level 4 answer will	identify what happens during a wedding ceremony	A level 4 answer will	describe your own opinion with simple supporting
A level 5 answer will	identify what happens during a ceremony and begin to explain these events in a simple account	A level 5 answer will	identify and begin to explain different points of view. Describe your own opinion explaining your reasoning fully
A level 6 answer will	identify what happens during a ceremony and explain these events using more than one source. The symbolism and religious importance will be explained in a thorough account	A level 6 answer will	identify and explain a range of views using a wide variety of sources. Describe your own opinion, explaining your reasoning which is well substantiated
Q2 How does a Sikh wedding compare to a Christian wedding?			
A level 4 answer will	identify some of the similarities and differences and begin to explain them	A level 4 answer will	identify the similarities and the differences and explain them fully. There will be evidence of more than one source being used
A level 5 answer will	identify the similarities and the differences and explain them fully. There will be evidence of more than one source being used	A level 5 answer will	identify the similarities and the differences and explain them fully. There will be evidence of more than one source being used to make an overall conclusion that is well supported
A level 6 answer will	identify the similarities and the differences and explain them fully. There will be evidence of more than one source being used to make an overall conclusion that is well supported	A level 6 answer will	identify the similarities and the differences and explain them fully. There will be evidence of more than one source being used to make an overall conclusion that is well supported

Handout 2.1 2 of 2	
Q3 In Sikhism marriage is described as a 'ceremony of bliss'. What do you think this means? Is marriage always a blissful experience? Give reasons for your answer showing that you have examined other points of view.	
A level 4 answer will	describe your own opinion with simple supporting
A level 5 answer will	identify and begin to explain different points of view. Describe your own opinion explaining your reasoning fully
A level 6 answer will	identify and explain a range of views using a wide variety of sources. Describe your own opinion, explaining your reasoning which is well substantiated
Pupil target setting	
I want to make progress in religious education.	
In my last assessment I obtained level	<input type="checkbox"/>
In this assessment I aim to obtain a level	<input type="checkbox"/>
To do this I will need to	
<div style="border: 1px solid black; height: 30px; width: 100%;"></div>	

The lesson on the video takes place at the end of a topic on Sikhism as part of a summative assessment exercise. Handout 2.1 shows the sheet used by the pupils in the video plus notes about acceptable answers. The levels shown come from the locally agreed Standing Advisory Council on Religious Education (SACRE) syllabus.

Provide the following information:

- The video shows a Year 8 RE lesson with a class of 28 pupils, all of whom are at level 5 or above in English.
- Swanmore School is in a predominantly white area and has a slightly above average intake of pupils on free school meals.
- The pupils are exceptionally articulate and 'well spoken', and experience in the pilot shows that this can be an obstacle when viewing. Participants need to look beyond this context and recognise that the good practice exemplified is achievable in the full range of socio-economic contexts.
- The school has been developing its practices regarding assessment for learning for over a year, particularly in the history, geography and RE departments. Such commitment, preparation and training are critical to success; what is observed cannot happen overnight.

Give out **handout 2.2** and identify any RE specialists in the group who may support the discussion.

Questions for video observation	Handout 2.2
Identify ways in which the teacher shares learning goals and helps pupils to understand the standards they are aiming for	
<ul style="list-style-type: none"> • What examples do you see of 360 peer assessment? 	
360 self-assessment?	
What evidence is there that these activities have a positive impact on learning?	
What evidence is there that pupils' motivation and self-esteem have been improved?	
<ul style="list-style-type: none"> • In the video pupils assess one another's work and identify next steps. In what other ways can you give feedback which helps pupils to identify next steps? 	
<ul style="list-style-type: none"> • What are pupils' targets based on? How else might they be identified? 	

Briefly introduce handout 2.2. Ask participants to make notes on it whilst viewing the video. Show the first part of the **video sequence** – the lesson.

2.3 Discussion of video

10 minutes

Arrange the participants in small groups of about four or five. Ask them to go through the questions on handout 2.2 and compare their responses.

2.4 Pupil discussion

5 minutes

Explain that the next part of the video sequence shows a short discussion about assessment for learning between a small group of pupils and the deputy head. Ask participants to add anything more they notice to their notes on handout 2.2. Show the second part of the **video sequence** – the discussion.

2.5 Discussion of issues raised

15 minutes

Allow 5 minutes for discussion.

Invite feedback from the small groups by asking each group to summarise what they noticed in relation to each question on handout 2.2, selecting a different question for each group (5 minutes).

Show **OHT 2.3** (this should also be distributed as **handout 2.3**) and spend 5 minutes summarising the points raised during the discussion.

Factors that contributed to the pupils learning on the video	OHT 2.3/Handout 2.3
<ul style="list-style-type: none"> • Communicating the aims of the lesson clearly to pupils • Making assessment criteria clear and accessible to pupils • Longer wait time during questioning • Oral and written feedback • Pupils required to reflect on their learning using assessment criteria • Balance of self-, peer and teacher assessment • Pupils trained in how to behave cooperatively in group work • Feedback specifying targets for improvement • Different media used to assess pupils so that some can demonstrate their understanding through means other than writing 	

2.6 Ready for more?

15 minutes

Show **OHT 2.4** and explain that participants are going to be asked to consider assessment practice in their own schools.

Ready for more? OHT 2.4

Identify three ways you can carry out assessment for learning using summative assessment in your own subject – for example:

- adapting National Curriculum level descriptions into 'pupil speak' to enable clearer feedback on progress in the National Curriculum;
- developing regular and planned periodic peer and self-assessment opportunities;
- developing class, group and individual target setting.

Where is the existing good practice in curriculum target setting in your school (using evidence from department audits)? How can this good practice be shared more widely?

Ask participants to sit with others from their own school and discuss how they will review current practice in assessment and set priorities for development.

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Assessment for learning – key characteristics

OHT 2.2

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Assessment for learning: beyond the black box,
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Factors that contributed to the pupils learning on the video

OHT 2.3/Handout 2.3

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**Assessment opportunity:
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Pupil target setting

I want to make progress in religious education.

In my last assessment I obtained level

In this assessment I aim to obtain a level

To do this I will need to

Identify ways in which the teacher shares learning goals and helps pupils to understand the standards they are aiming for.

- What examples do you see of
(a) peer assessment?

(b) self-assessment?

What evidence is there that these activities have a positive impact on learning?

What evidence is there that pupils' motivation and self-esteem have been improved?

- In the video pupils assess one another's work and identify next steps. In what other ways can you give feedback which helps pupils to identify next steps?

- What are pupils' targets based on? How else might they be identified?

Factors that contributed to the pupils learning on the video

OHT 2.3/Handout 2.3

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