

How can we make school better?

AifL in Highland

Personal Learning Planning

What does this mean for me?

<http://www.highlandschools-virtualib.org.uk/ltt/>

Development Priority

By the end of 2007 all Highland schools should ensure that personal learning planning is embedded in learning and teaching policy and practice.

Rationale

Research shows that effective personal learning planning helps to raise achievement by

- increasing motivation
- encouraging learners to take greater responsibility for their own learning
- providing a focus for a learning partnership involving learner, teacher and parent/carer.

Making Personal Learning Planning Effective

Research shows that personal learning planning is effective when

- Formative assessment practice is sound - genuine dialogue takes place and results in clear understanding about what needs to be done to improve
- Process takes precedence over paper – targets are recorded only when necessary and where most appropriate to facilitate learning
- Long term targets are usually linked to national standards
- Short term targets are SMART – specific, measurable, achievable, realistic, time-related
- Parents/carers discuss long term targets and are regularly involved (via homework) in the learning process for achieving short term targets

The Highland Approach

The Highland Council recommends the following approach for personal learning planning:

Long term target setting

- Targets should where possible be related to national standards and recorded in the pupil report
- Targets should be agreed through dialogue involving teacher, learner and parent/carer at parents' evening and/or through reporting
- Targets should be subject to review involving teacher, learner and parent/carer on a minimum of two occasions during the session (e.g. at parents' nights and/or through reporting).

Short term target setting

- Targets should arise from ongoing formative assessment
- Targets should be SMART and personal
- Targets should be agreed and reviewed by dialogue between learner and teacher or through peer assessment
- Targets should be recorded only when necessary to facilitate learning and where most appropriate – in a jotter, portfolio, personal learning diary . . .
- Targets should be regularly reviewed at home through ongoing homework.

Further information

<http://www.highlandschools-virtualib.org.uk/ltt/>
<http://www.ltscotland.org.uk/assess/index.asp>

How can we make school better?

**You will find out more about
Personal Learning Planning in
The Highland
Learning & Teaching Toolkit**

Look out for the following Issue Papers:

**Personal learning plans
Target setting
Independent learning
Thinking skills
Planning
Inclusion
Partnerships
Learning styles
Flexible learning
Gifted and talented**

What does this mean for me?

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AifL in Highland

Local Moderation

What does this mean for me?

<http://www.highlandschools-virtualib.org.uk/ltt/>

Development Priority

By the end of 2007 all Highland schools should have in place systems which assure the quality of their summative assessment. These systems should include local moderation where teachers review and discuss examples of pupil work

Rationale

National standards in Scotland have been set in most curricular areas from 3-18. As professionals, it is essential that all staff involved in teaching share these standards and can conduct summative assessment with confidence and accuracy.

In most instances, this can be achieved relatively easily. Some subjects which include an element of subjectivity pose particular problems. Examples include Writing and Art. These subjects require an approach based on local moderation at school and associated school group levels. Experience shows that teachers develop their skills when they engage in regular local moderation – reviewing and discussing examples of pupil work with fellow professionals.

National Support

NAB criteria for assessing Writing are helpful and should be adopted by all schools for ongoing assessment. SEED and SQA are providing training in applying these criteria to teachers who will be available for in-service in the local authorities.

Local Authority Support

The local authority will undertake to provide the opportunity for annual in-service in summative assessment of 5-14 Writing. Requests for other subjects will be considered.

School and Associated School Group Support

School managers and teachers should

- build up a Writing Folio for each pupil including examples written with minimal levels of teacher and peer support
- cross mark informally and formally – asking for a second opinion, sharing examples of good (and bad!) work, exchanging marking from class to class...
- share Folios and discuss standards at meetings in school and at ASG level
- make summative assessment a focus for performance monitoring by school managers
- be particularly aware of the annual date for submitting attainment statistics to the local authority and the need to have sound evidence.

Further information

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How can we make school better?

**You will find out more about Local Moderation in
The Highland
Learning & Teaching Toolkit**

Look out for the following Issue Papers:

**Summative assessment
Teacher self-assessment
Roles and responsibilities
Diagnostic assessment
Multiple intelligences
Self esteem
Praise
Motivation
Inclusion
Learning difficulties**

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How can we make school better?

AifL in Highland

Formative Assessment

What does this mean for me?

<http://www.highlandschools-virtualib.org.uk/ltt/>

Development Priority

By the end of 2007 all Highland schools should ensure that formative assessment is embedded in learning and teaching policy and practice.

Rationale

Research and experience show that effective formative assessment helps to raise achievement by

- increasing motivation
- encouraging learners to take greater responsibility for their own learning
- focusing the learner on what needs to be done to improve rather than a summative level/grade or comparison with others in the class.

Research and experience show that formative assessment is effective when

- Teacher and learner are clear about learning objectives and criteria for success, how these might be achieved and why they are important short and long term
- Genuine dialogue between learner and teacher/peer assessor takes place and results in praise for genuine effort and clear understanding about what needs to be done to improve
- Improvement targets are SMART – specific, measurable, achievable, realistic, time-related.

The Highland Approach

The Highland Council recommends that formative assessment in schools should be based on the following approach:

- Teachers sharing learning intentions, objectives and criteria for success with pupils and explaining the reasons for learning
- Teachers where possible allowing individuals, groups and classes choices about how they are to achieve learning objectives
- Teachers taking steps – by modelling and the teaching of skills – to generate high quality assessment dialogue
- Teachers adopting skilled questioning techniques and diverse strategies for assessing understanding
- Self and peer assessment being built in as standard features of ongoing assessment in the classroom
- Grades or levels only featuring at key points in the course e.g. when reporting to parents/carers
- Record keeping taking place only where needed to facilitate learning

Further information

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Learning & Teaching Toolkit**

Look out for the following Issue Papers:

**Formative assessment
Questioning
Feedback and marking
Peer and self assessment
Cooperative learning
Target setting
Ethos
The learning environment
Learning styles
Teaching approaches**

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How can we make school better?

AifL in Highland

The AifL School

What does this mean for me?

<http://www.highlandschools-virtualib.org.uk/ltt/>

Development Priority

By the end of 2007 all Highland schools should be AifL schools.

Rationale

AifL (Assessment is for Learning) is the Scottish title for an international movement in education. This movement acknowledges three main types of assessment:

- assessment *for* learning (helping learners to do 'it' better);
- assessment *of* learning (accurately awarding levels, grades);
- assessment *as* learning (being aware of how and why learning takes place...or not).

AifL – the last three years

Since 2002-3, AifL in Highland has:

- disseminated information using various media
- developed L&T and Assessment policies in line with AifL
- developed the L&T Policy Toolkit to support individual and school projects
- organised significant programmes of high quality AifL in-service for school managers and teachers
- provided direct support to schools via development officers.
- facilitated and funded action research projects in schools and classrooms
- rationalised development to concentrate on formative assessment (*for* learning), personal learning planning (*as* learning) and local moderation (*of* learning).

What is an AifL School ?

An 'AifL School' is one where:

- classroom assessment involves high quality interactions, based on thoughtful questions, careful listening and reflective responses
- Pupils and staff are fully involved in deciding next steps in their learning and identifying who can help
- Pupils and staff are given timely feedback about the quality of their work and how to make it better
- Pupils, staff and parents are clear about what is to be learned and what success would look like
- Pupils and staff practise self- and peer-assessment
- Pupils and staff help to set their own learning goals
- Pupils and staff identify and reflect on their own evidence of learning
- Staff use a range of evidence from day to day activities to check on pupils' progress
- Staff use assessment information to monitor their establishment's provision and progress, and to plan for improvement
- Staff work and talk together to share standards in and across schools

AifL is currently preparing an audit tool to support school self-evaluation in this area.

Further information

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Learning & Teaching Toolkit
Contains**

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**Formative Assessment
Summative Assessment
Personal Learning Plans
Thinking skills
Learning to learn
Questioning
Peer and self assessment
Target setting
Feedback and marking
The learning environment**

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How can we make school better?

AifL in Highland

Using the 5-14 National Assessment Bank

What does this mean for me?

<http://www.highlandschools-virtualib.org.uk/ltt/>

Development Priority

By the end of 2007 all Highland schools' L&T and/or Assessment policies should take account of the 5-14 National Assessment Bank for quality assurance.

Rationale

Items held in the National Assessment Bank are designed to confirm the accuracy of teacher judgement of 5-14 course-work. They are an element of quality assurance.

A Systematic Approach

National Assessments should not be used to 'block test' whole year groups, nor used on their own as the sole means of awarding levels to individual pupils.

National Assessments should be used proportionately as one element of a system designed to ensure accuracy of assessment. A high quality system will include the following:

- Compilation of a portfolio of evidence (folder, jotter, collection of scripts . . .) for each pupil demonstrating attainment achieved with varying levels of support
- A collective approach to ongoing assessment – sharing standards, asking for second opinions, cross marking . . .
- Regular group marking of selected course work (local moderation) as an element of CPD within schools and across associated schools.

Proportionate Use

In such a system the National Assessment Bank will be used proportionately to meet the particular needs of the school. Examples include:

- sampling say, 1 in 5 pupils from all classes as they achieve levels
- assessing all pupils, where significant uncertainty exists about standards
- making ongoing use of national assessments with all pupils in one class, for example to support a probationer teacher
- omitting a particular form of national assessment where there is confidence that accurate summative assessment can be evidenced e.g. a folio of Writing

Delivery and Processing Information

When a National Assessment Bank item is to be used:

- Teachers should present National Assessments to pupils in a positive way –the assessments should not be seen as threatening
- Where there is uncertainty about individual pupil performance in the National Assessment, then benefit of doubt should be applied – this is particularly relevant when assessing Writing and when using cut-off scores.

Further information

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