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DELPHIC approach

WHAT

Use of effective teaching and learning to conduct AfL in the moment or lesson to lesson. Directly address misconceptions, challenge ideas and encourage building connections

HOW

- Quality targeted questioning
- Clear, measurable learning intentions
- Various strategies including (but not limited to) cold calling, Control the Game reading, retrieval practice, dictations, accountable independent reading
- Also extends to book glances

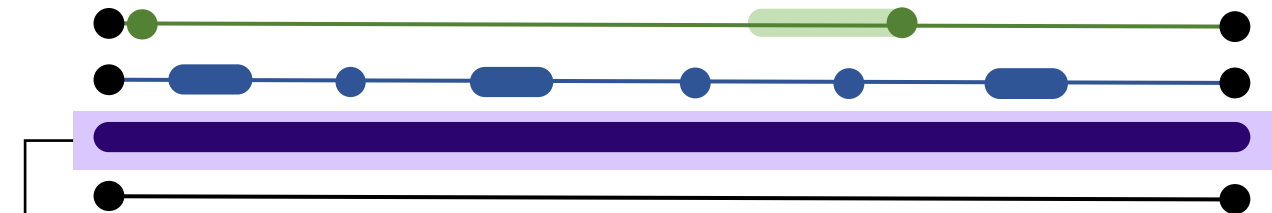
WHY

- Foresee and predict issues and address them as they arise.
- Evidence shows live marking/quick feedback loops have strong impact

GUIDANCE

‘supporting individual learners on an ongoing, day-to-day basis’

[Supporting learner progression assessment guidance - Hwb \(gov.wales\)](#)



- Assessment is in every lesson, often at multiple points in multiple ways. Feedback is in conversation, live marking or reteaching.
- Quality questioning can encourage learners to peer assess, evaluate and build on each others’ ideas, as well as challenging them

What does the research say?

‘Support individual learners on an ongoing, day to day basis’

WG Assessment Guidance

‘We believe the best way to find out what students are thinking is by talking to them’

Wiliam and Leahy (2015)

‘The only point of asking questions is to raise issues about which the teacher needs information or about which the pupils need to think.’

Black, Harrison, Lee, Marshall, Wiliam (2002)

‘Before we can find out what our learners are learning...we have to be clear about where they are going’

Wiliam and Leahy in Kate Jones

‘Opportunities for students to express their understanding should be designed into any piece of teaching, for this will initiate the interaction whereby formative assessment aids learning.’

Wiliam and Black (1998)

‘Dylan Wiliam argues that this is the type of feedback that has the greatest impact on student learning.’

On teacher-student dialogue: Sherrington (2020)

Stand 2: Questioning
Sherrington (2019)



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HIPPOCRATIC approach

WHAT

Diagnostic assessment for both learner and curriculum, that allows for reflection with pinpoint accuracy. Assessment considers layers of understanding needed to make progress within a subject discipline

HOW

- A blend of low and high tariff questions, categorised by assessment focus
- Carefully crafted MCQs or short answer questions that flag common misconceptions
- Scaffolded extended tasks: redrafts, slow writing, SPOs
- Explicit criteria that can be marked discretely

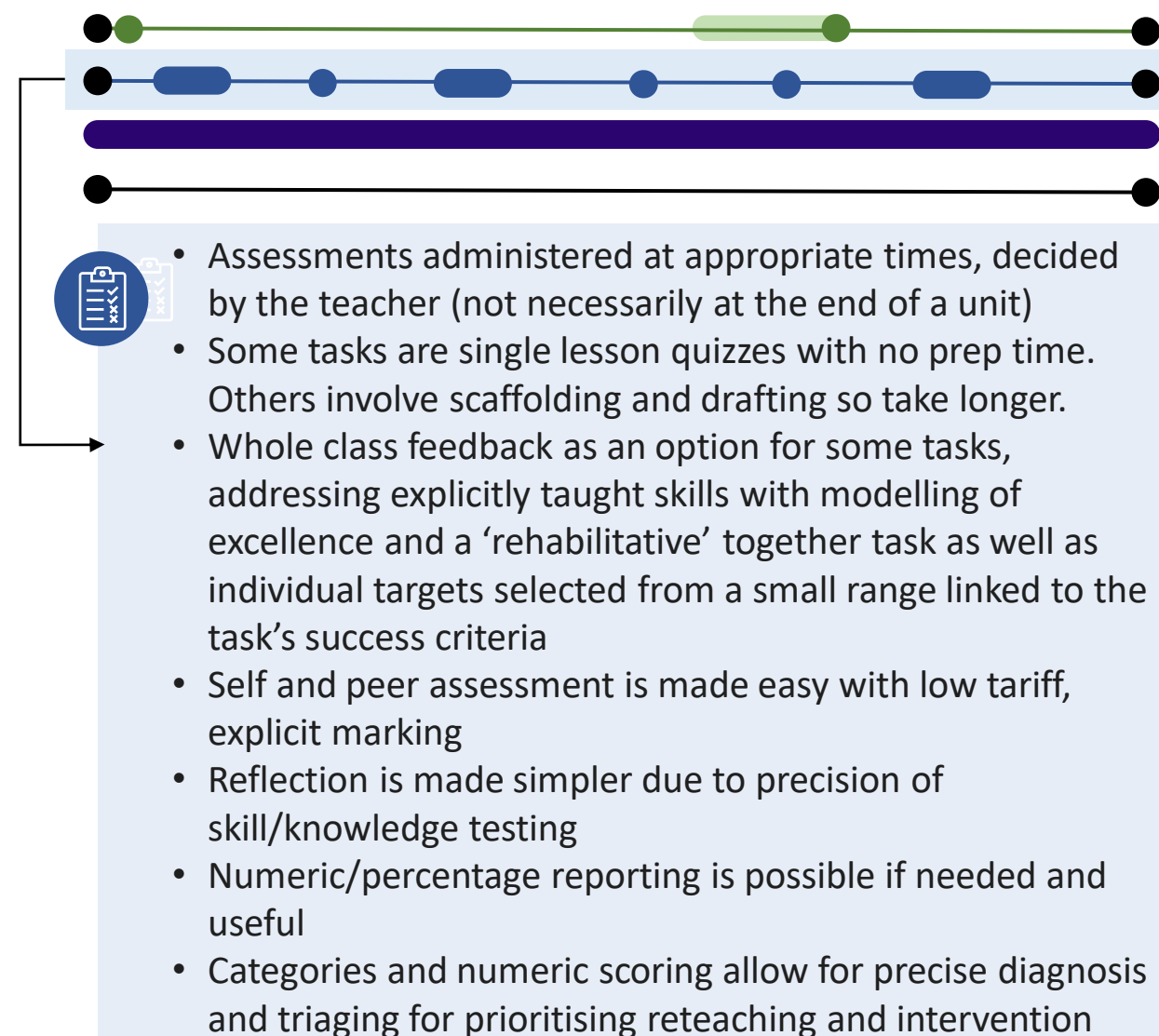
WHY

- Treats the cause, not the symptoms: Focuses on improving the learner, not the work
- Accepts that the assessment is intrinsically linked to curriculum and pedagogy
- Accepts that the assessment is the start or part of the conversation, not the end

GUIDANCE

- identifying, capturing and reflecting on individual learner progress over time
- understanding group progress in order to reflect on practice.'

[Supporting learner progression assessment guidance - Hwb \(gov.wales\)](#)



What does the research say?

'...a well structured MCQ can be extremely powerful, in terms of identifying what students know and dealing with misconceptions.'

Hill in Donarski and Bennett 2020

Great formative assessment is 'specific and focused ' against a particular 'standard' and in response to the 'qualities of the individual child's work'. It is reflective on progress made while providing feedback that is incremental and that will support pupils moving from 'their current state to the goal state.'

Odell in Donarski and Bennett 2020

'This type of assessment offers opportunities for both guided practice and deliberate practice...'

On short answer response assessment tasks in English: Odell in Donarski and Bennett 2020

'...teachers' record-keeping systems should be designed primarily for the purpose of helping teachers plan and adjust teaching, with the potential for summative uses as a secondary consideration.'

Wiliam 2014

'We shouldn't want [formative assessment] because research shows how it improves learning (we don't need to be told that – it has to be true). We should want it because schools are places where learners should be learning more often than they are being selected, screened or tested in order to check up on their teachers. The latter are important; the former are why schools exist'

Silcock, 1998 in Wiliam 2014

'...subjects that have traditionally relied on 'marks for style' may benefit from the use of more focused assessments in addition to the more open assessments typically used.'

Wiliam 2014

OLYMPIC approach

WHAT

Summative or normative assessment. Often high stakes, this assessment compares students to each other within a cohort or nationally. Grades are sometimes awarded in discrete bands.

HOW

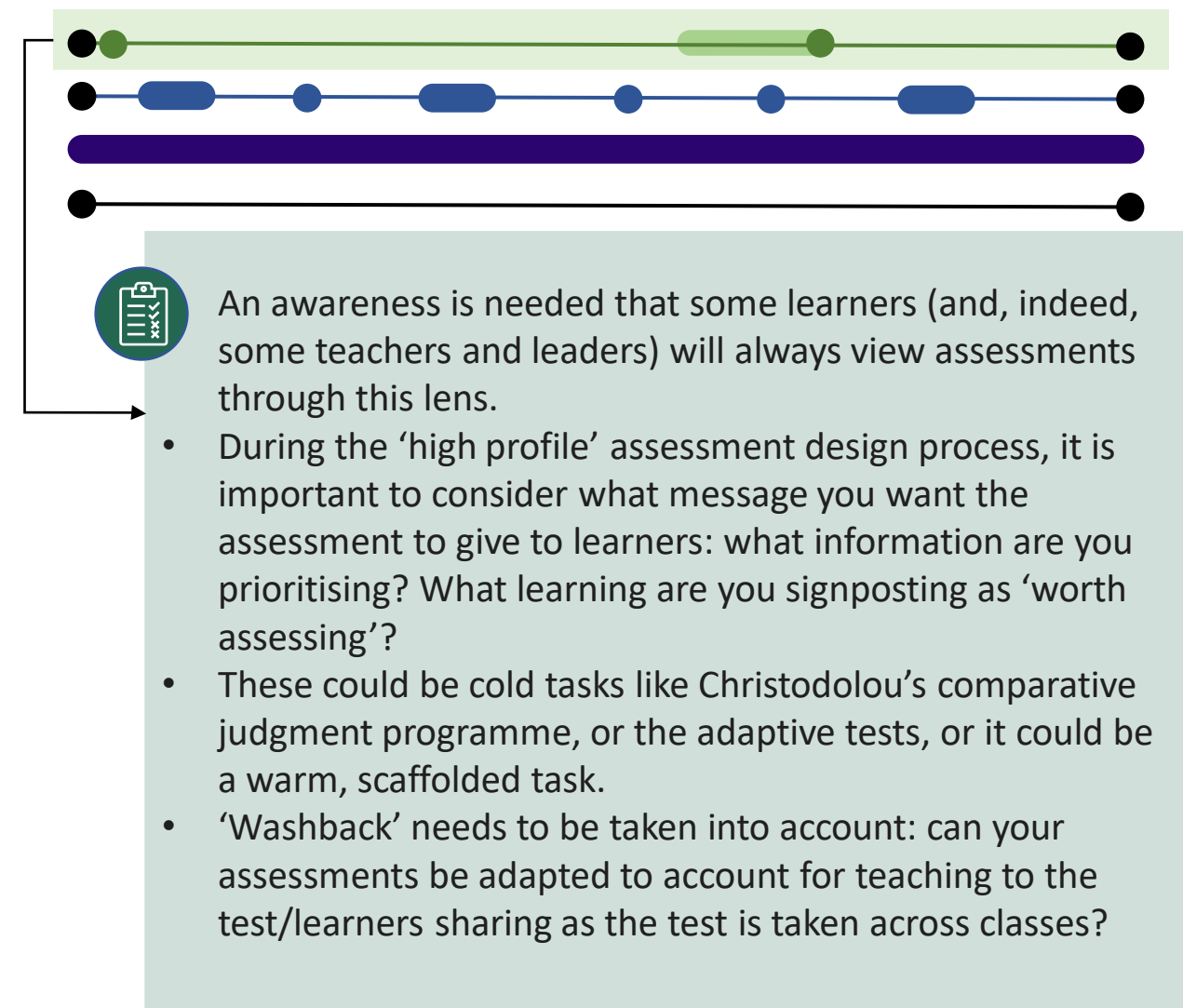
- Terminal exams
- Comparative judgement assessments
- Examination style mocks

WHY

- Awarding qualifications
- Easy snapshot assessment of learning of whole cohorts
- Useful baseline judgements to determine next steps in learning

GUIDANCE

- 'understanding group progress in order to reflect on practice.'
[Supporting learner progression assessment guidance - Hwb \(gov.wales\)](#)



What does the research say?

'a school's assessment culture influences students' feelings of self efficacy.'

'[High stakes] Tests can influence teachers' classroom assessment, which is interpreted by students as purely summative regardless of teacher intention, possibly as a result of teachers' over concern with performance rather than process'
 Harlen (2005)

The high stakes use [of assessment] is universally found to be associated with teachers focusing on the content of the tests, administering repeated practice tests, training students in the answers to specific questions/question types, and adopting transmission styles of teaching. In such circumstances teachers make little use of assessment formatively to help the learning process.'

Broadfoot et. al in Harlen (2005)

If the purpose for learning is to score well on a test, we've lost sight of the real reason for learning
 Jeannie Fullbright in Chiles (2020)

'Summative assessments need to be far enough apart that pupils have the chance to improve on them meaningfully...no more than twice a year.'

Christodolou (2016)

It is suggested that the synergy of formative and summative assessment comes from making use of the same evidence for the two purposes.'
 Harlen (2005)

'The impact of assessment upon teaching and learning has been termed 'washback' or 'backwash' (Anderson and Wall 1993)

...it should be recognised overtly as part of the assessment design process'
 Baird, Andrich, Hoffenbeck, Stobart (2017)