Tell me what they are thinking.

THINKING QUESTION

Ministry Consultations:
A series of seven topics

Topic 3, Session 5:
Assessment Through Communication
28th November 2022

Topics Overview

Session One: The Journey of Language and Communication in Education (4/11)

Session Two: Communication Across the Curriculum (10/11)

Session Three: Making Meaning and Creativity (21/11)

Session Four: Communication and Competencies (24/11)

Session Five: Assessment through communication (28/11)

Session Six: Reading and Understanding / Growing Good Practice (30/11)

Introductions: participants

Please:

- Turn your camera on briefly
- Say hello in the chat box

During Webinar

- Please mute your microphone if not speaking
- Switch off your camera if not speaking

Thank you

Working together: protocols

- Please turn on your camera at the start and end of the webinar and when you come back from the break.
- Please turn off your microphone unless you are speaking to avoid background noise
- Please do use the chat box or put up your hand to ask questions
- We like questions and comments!

Breakout Room Rules

In your breakout room:

- put your camera on and unmute;

- introduce yourself;

- nominate someone who is willing to feedback to others;

- you can ask for help by alerting the host, using the button on the toolbar.

Learning Outcomes

At the end of this webinar you will:

Have explored how communication can create better learning outcomes through identifying students who need: stretch, challenge and support

Overview

Assessment Through Communication

Tell me what they are thinking.

THINKING QUESTION

Tell me what they are thinking…

Tell me what they are thinking…

Tell me what they are thinking…

What is learning and how do we observe it?

2:00

Paired work. Be prepared to share one sentence to answer the above question.

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Learning

what people think it looks like

what it really looks like

What do we notice in this lesson drop in?

- You enter the classroom at the beginning of the period. All students are silent and working on a task. When questioned, the teacher explains that students are retrieving knowledge from one week prior to this lesson. You see that not all students have the right answer as the teacher asks them to put their jotters back in their bag and begins the explanation for this lesson.

2:00

- Paired work. Be prepared to share one sentence to answer the above question.
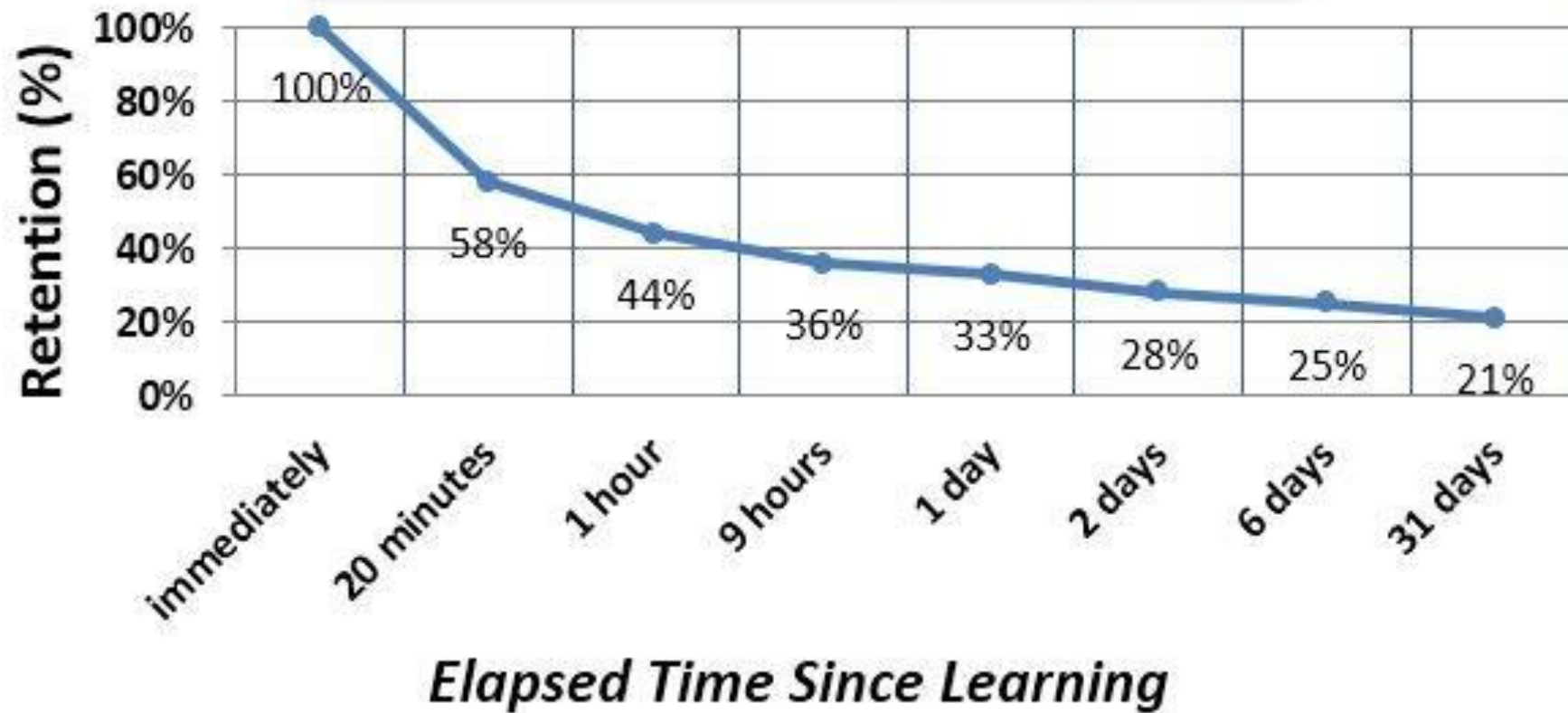
What do we notice on this lesson drop in?

- You enter half way through a lesson. Students are puzzling over a task. When questioned, a student tells you that they have just been told something that threw them all entirely. They are trying to make this new information fit their current understanding of the topic. The teacher circulates asking questions to direct student thinking but does not give them the right answer.

2:00

Piaget's Theory of Learning

ASSIMILATION
- The child constructs a theory or schema

EQUILIBRMUM
- The child's experiences to date seem to fit the schema (everything balances)

DISEQUILIBRIUM
- An experience occurs that casts doubt on the effectiveness of the schema (things don't add up anymore

ACCOMODATION
- The child changes the original schema to fit the new experience or piece of information
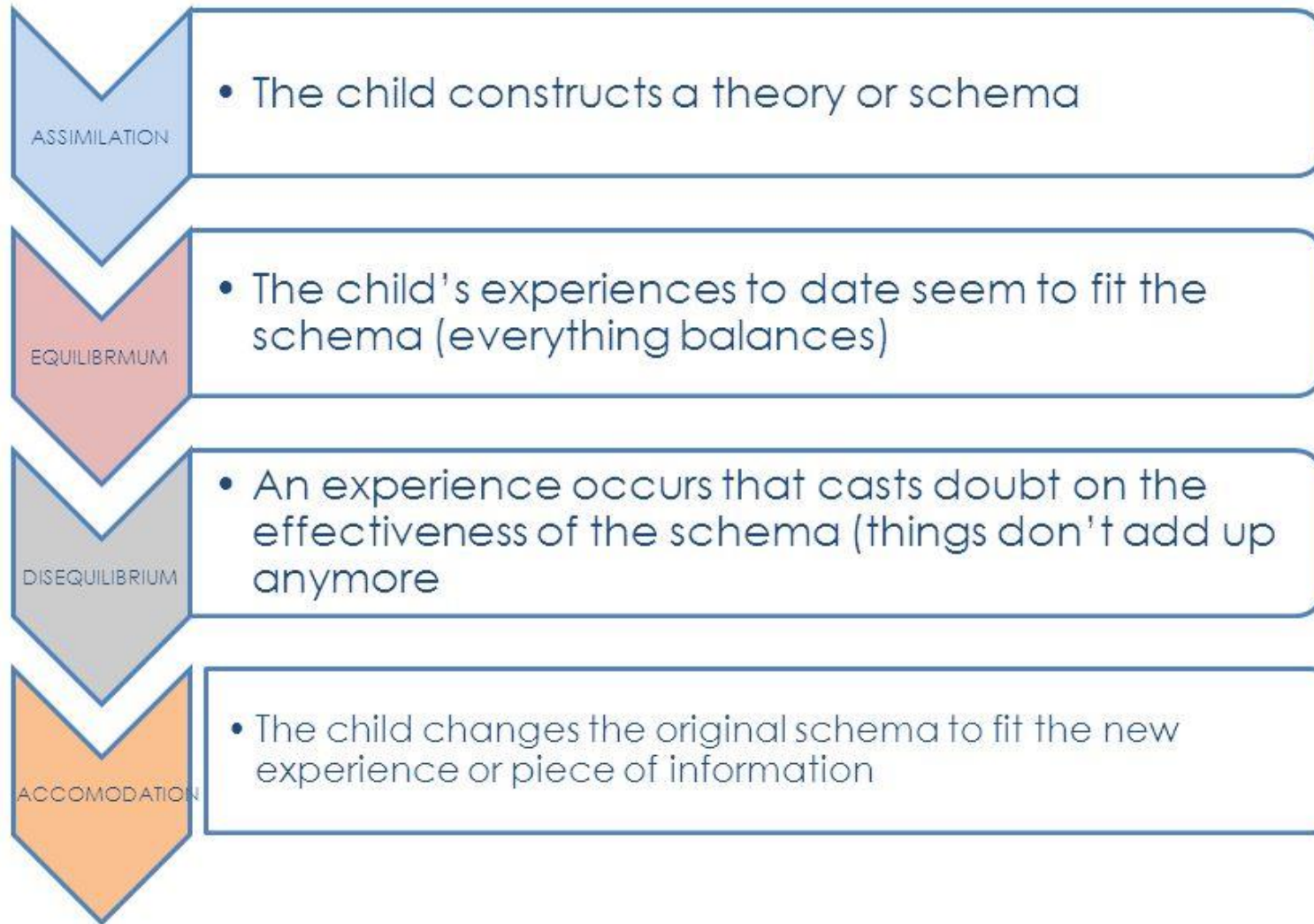
What do we notice in this lesson drop in?

- You enter the room at the end of the session. The teacher is asking closed questions. Certain students raise their hand to answer. Each time, the question answer is correct.

- Paired work. Be prepared to share one sentence to answer the above question.

2:00

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Unistructural/ multistructural Retrieving knowledge

- How much information have we retained 31 days after the content was delivered?

- What are the four stages of Piaget's theory of learning?

Unistructural/ multistructural Retrieving knowledge

- How much information have we retained 31 days after the content was delivered?

21%

- What are the four stages of Piaget's theory of learning?

Assimilation/ equilibrium/ disequilibrium/ accommodation

Relational
Using Knowledge

- What implications might the forgetting curve have upon our planning as teachers?

- How might we use Piaget's theory to improve our practice?

Relational
Using Knowledge

- What implications might the forgetting curve have upon our planning as leaders of learning?

When reviewing schemes of learning, we will want to investigate the opportunities that students have to recall key information.

- How might we use Piaget's theory to improve our practice?

When reviewing learning in lessons, we may want to recognise the specific schema that we are trying to develop. We may plan disequilibrium to change current thinking.

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Extended Abstract

Based upon your knowledge of learning theories, how might you create a new way of working in your department that draws upon the research of what works best in teaching?

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Keep this in mind… Question and listen. Don't jump to conclusions

what people think it looks like

what it really looks like

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10 minute break

Assessment Through Communication

What makes great teaching?

1. (Pedagogical) content knowledge (Strong evidence of impact on student outcomes)
2. Quality of instruction (Strong evidence of impact on student outcomes)
3. Classroom climate (Moderate evidence of impact on student outcomes)
4. Classroom management (Moderate evidence of impact on student outcomes)
5. Teacher beliefs (Some evidence of impact on student outcomes)
6. Professional behaviours (Some evidence of impact on student outcomes)

https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf

Dr Albert Mehrabian, *Silent Messages*

- 7% of communication is verbal (What you say)

- 38% Vocal elements (How you say it)

- 55% Non verbal elements (What your face/ hands and body are up to)

"Mehrabian believes that the person receiving a communication trusts the element which most accurately reflects the communicator's true feelings towards them. From the two studies it would appear that more is conveyed by the nonverbal 'clues' than by the spoken word."

This has been debunked. What you say remains important but there is a message we can take from this idea.

It's in the eyes…
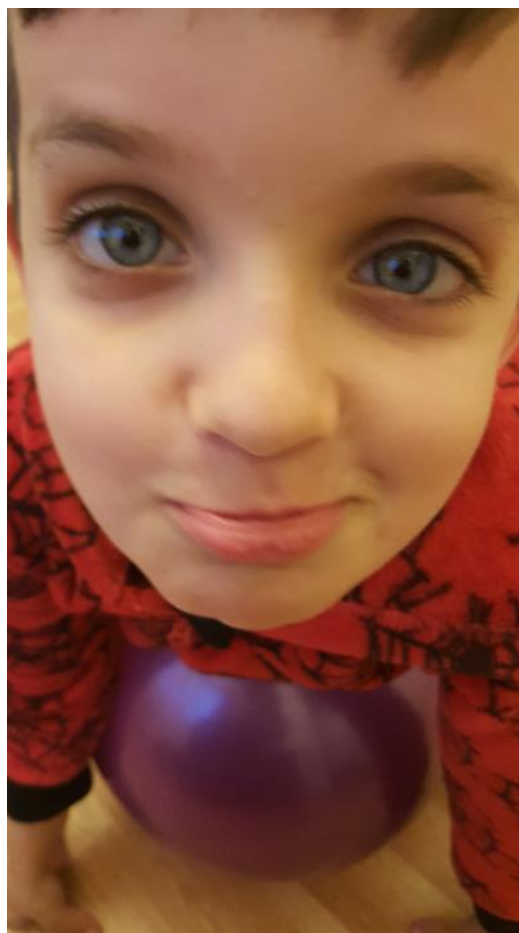
"It is what we know already that often prevents us from learning."

Claude Bernard

Claude Bernard was a French physiologist described as, "one of the greatest of all men of science". Among many other accomplishments, he was one of the first to suggest the use of a blinded experiment to ensure the objectivity of scientific observations

The cure for self-blindness is self-reflection
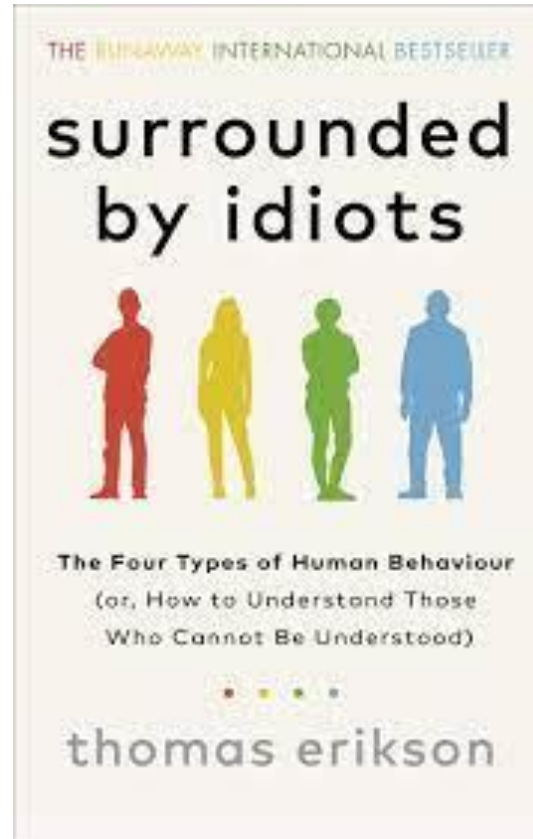
When someone says an opinion I disagree with, I'm most likely to...

A) Tell them I disagree

B) Crack a joke and change the topic

C) Ask for more information

D) Nod and say nothing

JUST THINK FOR YOURSELF

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When there's a difficulty at work and people can't agree, I'm most likely to say…

A) 'Let's make a decision'

B) 'Chill out, it'll be fine!'

C) 'Do we need more information?'

D) 'How does everyone feel?'

JUST THINK FOR YOURSELF

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When I go to an event where there's many people I don't know, I'm most likely to…

A) Make a beeline for the people most useful to me

B) Talk to as many people as possible

C) Stand off to the side and see if anyone comes to me

D) Find the few people I know and stick with them

JUST THINK FOR YOURSELF

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The best way to describe myself is...

A) Motivated and fast-paced

B) Friendly and fun

C) Logical and careful

D) Patient and helpful

JUST THINK FOR YOURSELF

The work I enjoy most is…

A) Overcoming a challenge

B) Working on a wide variety of tasks and with different people

C) Analysing information to solve problems and make things run better next time

D) Helping or coaching my team to be the best they can be

JUST THINK FOR YOURSELF

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I like it most when people say to me...

A) 'You get so much done'

B) 'You are amazing!'

C) 'You really care about doing good work'

D) 'I don't know what I'd do without you'

JUST THINK FOR YOURSELF

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When a big change is announced at work, I'm most likely to think...

A) Will we still hit our targets/make that deadline?

B) How does this affect me?

C) What's the reasoning behind the change?

D) Will my team be OK?

JUST THINK FOR YOURSELF

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If someone starts telling me about a problem, my first reaction is to think…

A) Get to the point!

B) I remember when something similar happened to me…

C) I'll let them finish speaking, then ask my questions

D) How can I help?

JUST THINK FOR YOURSELF

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If you are: mostly As. You're a Dominant Red

A Red loves to lead. You've got ambition to burn and you're really good at getting the job done, but you can also be, well, dominant – sometimes a bit too pushy or impatient.

- You can clash with mild-mannered Greens, who aren't as fast-paced as you, but give them encouragement and praise and they'll be a huge asset.

- You might also feel impatient around Blues, who are always getting bogged down in the detail, but together you can do amazing work.

- You naturally get along well with a Yellow's energy, just remember they need to be happy to do their best work.

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If you are: mostly Bs. You're an Influential Yellow

Yellows are creative social butterflies who can elevate everyone's mood, but you can also overwhelm a conversation with your anecdotes, and be a bit egotistical and undisciplined.

- The colour you're most likely to clash with is Blue, as they're all about the detail and will challenge you on it – so doing a bit more prep-work on a joint project will keep you both happy.

- Greens love your affectionate nature, but just remember to acknowledge their work and ask how they are.

- And with a Red, you will impress them with your big ideas, but keep the conversation short and sweet and they won't lose their patience.

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If you are: mostly Cs. You're a Conscientious Blue

Blues are the calm eye of the storm – you're level-headed, hardworking and love solving problems. But you can keep others at a distance, and be overly critical of people who haven't "done their homework".

- You can get annoyed by Yellows, who seem to be all talk and no detail, but if you can accept your different strengths (and laugh at their jokes) then together you can make a project soar.

- You get along well with Greens, just remember that they care as much about making people happy as you do about problem- solving.

- Reds and Yellows may both get impatient with your focus on getting things 'right', but if you point out how this will help them be better at their jobs, everyone should be happy!

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If you are: mostly D's. You're a Steady Green

Greens are the backbone of any team or group – you're dependable, kind and super supportive. But sometimes you can be too indecisive or compliant, which exasperates others (especially if you're in a leadership role).

- You're most likely to have tension with Reds, who can seem aggressive or uncaring, but don't back off – do the opposite! They'll respond better if you're more direct.
- You naturally get on with Yellows, just don't get too bogged down in their drama.
- And if Blues seem a bit cold or standoffish, don't take it personally - just focus on the work and they'll respond best to your diligence.

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EXCELLENCE IN EDUCATION

Part 2: Practical ideas for the classroom

Assessment Through Communication

To explore three types of assessment:

Assessment **of** Learning	Used to demonstrate achievement of learning. A graded assessment that is used to summarise students' position.
Assessment **for** Learning	Provides feedback. This can be graded or ungraded. The importance is upon the feedback improving students' performance.
Assessment **as** Learning	Empowers students to manage their own learning. The aim is to involve the student in evaluating their own performance.

To take away ideas that you can adapt and use to improve assessment in your own practice

Assessment

How much time has this marking taken?

Pupil + 5 minutes

Teacher reading + 5 minutes

Teacher writing + 2 minutes

Full class x30

How purposeful is this feedback compared to the time taken? Can we improve this practice?

Assessment Protocols

Can peer and self assessment really help you to save time?

Feedback

High impact for very low cost, based on moderate evidence.

£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +8

Whole Class Feedback

Explain two strategies to support multicultural communities in urban areas (4marks)

WWW:
- You are able to state several strategies like translators in schools and hospitals, leaflets printed in various languages, English lessons, health clinics set up in religious buildings
- AK, CC, AP, JM: you are starting to explain why your chosen strategies support multicultural communities
- All of you have "CUBED" the question

Spelling Errors
- Mosque
- Religious
- Segregated
- Integrated
- Ethnic

HTI:
- Command word is "Explain" so give reasons why your chosen strategy supports multicultural communities
- When stating how it supports multicultural communities, try and refer to how it makes these communities feel less isolated and more integrated into society.

What next
In green pen, under DIT redraft your exam question using this feedback

AfL Marking Crib Sheet

PRAISE:
RB shown excellent effort in attempting task 3
BA remembered a pen and completed task

MISSING/ INCOMPLETE:
SL absent – set test 25/09/2015

TEACHING NEXT STEPS AND OUTCOMES:
Explore the purpose of learning outcomes more fully so they can understand why they are useful in assessing learning. Look at link to pupil involvement and understanding.

OUTCOME FOR ALL - Relational: To be able to apply the named practices to their own planning.

Support required for LB & TA in exploring multi. Provide flipped learning and support sheet.
Catch up work required for SL once test is complete

CAUSE FOR CONCERN
- Pupils were able to complete the task to a multi structural level. Support is required to show them how to apply this to real lessons
- LB and TA are working at uni

MISCONCEPTIONS
Learning outcomes should be written on the board in every lesson

SPaG/ Presentation

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Marking is Planning

BUT ONLY IF IT IS PURPOSEFUL

Assessment of Learning

Used to demonstrate achievement of learning. A graded assessment that is used to summarise students' position.

Key research points

o   After the introduction of the National Curriculum tests in England, low-achieving pupils had lower self-esteem than higher-achieving pupils, whilst beforehand there was no correlation between self-esteem and achievement.

o   Repeated practice tests reinforce the low self-image of the lower-achieving students.

o   Students dislike high-stakes tests, show high levels of test anxiety (particularly girls) and prefer other forms of assessment.

o   High-stakes tests can become the rationale for all that is done in classrooms, permeating teacher-initiated assessment interactions.

Do you use retrieval practice as part of your teaching?

TIME TO COMMENT

Ebbinghaus Forgetting Curve

Retention (%)

100%

58%

44%

36%

33%

28%

25%

21%

Immediately | 20 minutes | 1 hour | 9 hours | 1 day | 2 days | 6 days | 31 days

Elapsed Time Since Learning
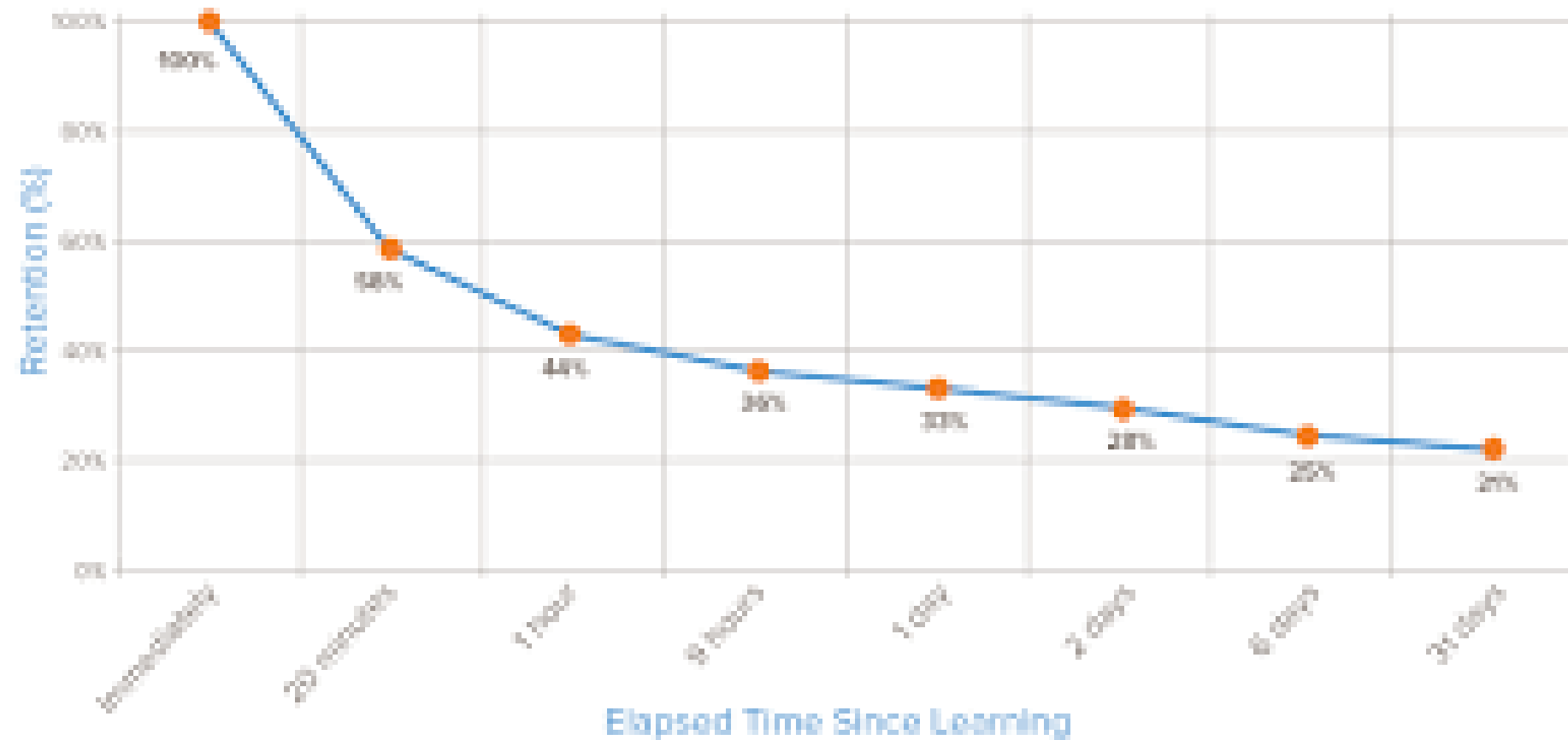
Retrieval Activity 1: **Do now activity**

Last week students learned:

- Cells are the basic building blocks of all animals and plants.

- Inside cells are various structures that are specialised to carry out a particular function. Both animal and plant cells have these components:

- **Cell membrane** – this surrounds the cell and allows nutrients to enter and waste to leave it.

- **Nucleus** – this controls what happens in the cell. It contains DNA, the genetic information that cells need to grow and reproduce.

- **Cytoplasm** – this is a jelly-like substance in which chemical reactions happen.

- **Mitochondria** – these are the powerhouse of the cell. They are structures where respiration takes place.

One week later…

Which retrieval activity do you think is best?

JUST THINK FOR YOURSELF

A: Students have to recall the key words and write them in the space provided

Key word	Definition
	this surrounds the cell and allows nutrients to enter and waste to leave it.
	this controls what happens in the cell. It contains DNA, the genetic information that cells need to grow and reproduce.
	this is a jelly-like substance in which chemical reactions happen.
	these are the powerhouse of the cell. They are structures where respiration takes place.

B: Students have to match the key word to the definition

Key word	Definition
Cytoplasm	this surrounds the cell and allows nutrients to enter and waste to leave it.
Cell membrane	this controls what happens in the cell. It contains DNA, the genetic information that cells need to grow and reproduce.
Mitochondria	this is a jelly-like substance in which chemical reactions happen.
Nucleus	these are the powerhouse of the cell. They are structures where respiration takes place.

English example
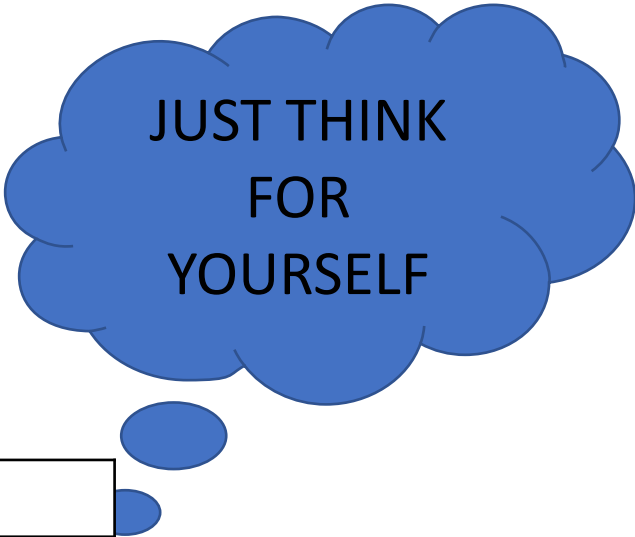
Key Word/ quotation	Who? What?
Dialogue	
"The raven himself is hoarse"	
"like a naked new-born babe, Striding the blast, or heaven's cherubim, horsed Upon the sightless couriers of the air,"	
Soliloquy	

Key word/ Quotation	Who? What?
Dialogue	Macbeth
"The raven himself is hoarse"	an act of speaking one's thoughts aloud when by oneself or regardless of any hearers
like a naked new-born babe, Striding the blast, or heaven's cherubim, horsed Upon the sightless couriers of the air,	Lady Macbeth
Soliloquy	a conversation that happens between two sides

The Leitner System

Students have been preparing flash cards during review activities. The information from past weeks is now going to be retrieved. Repeat this activity over a number of lessons.

Correctly answered cards move forward one box.

| 1 | 2 | 3 | 4 |
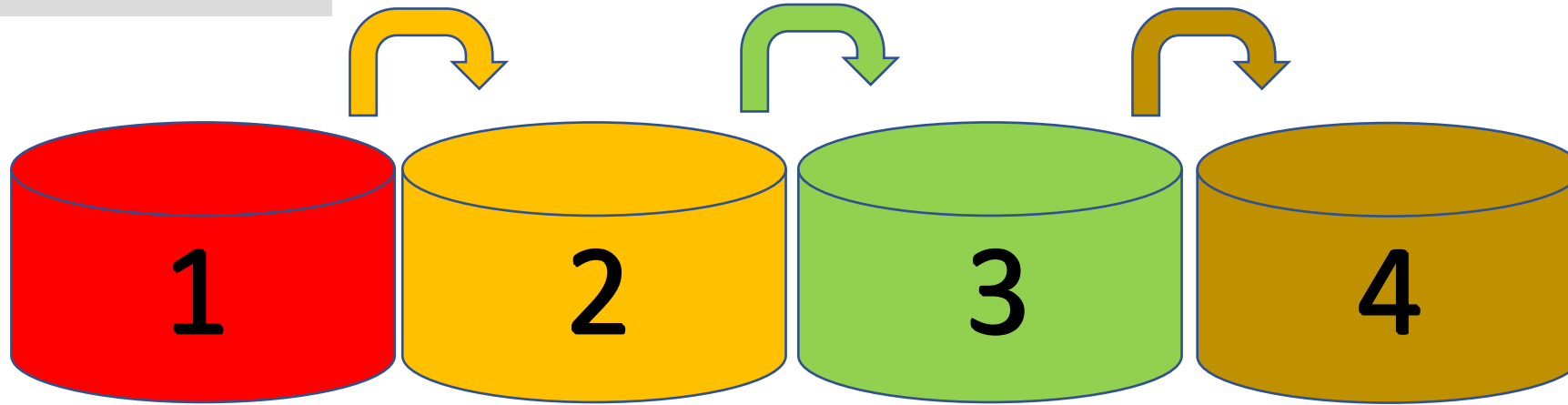
Incorrectly answered cards move back to the start

Reviewed at a higher rate   Reviewed at a lower rate

When you fail, do you…?

Failing backwards	*Failing forwards*
• Blame others	• Take responsibility
• Repeat the same mistakes	• Learn from each mistake
• Expect never to fail	• Know failure is part of the process
• Expect to fail continuously	• Maintain a positive attitude
• Accept tradition blindly	• Take new risks
• Stay limited by past mistakes	• Believe something didn't work
• Think you are a failure	• Persevere.
• Withdraw effort.	

Failing Forwards (John Maxwell 2012)

YOU CAN DO

ANYTHING!

Start by getting

the right skills

- Keep this log with you in every lesson.

- Practise your personal learning and thinking skills

- Get signatures from teachers when they recognise you have shown skill

- Get rewards for your effort!

"If you think you can… You can!"

- With great effort comes great reward

MY PLTS LOG

February 2016
Passport to Success

Name:

Class:

Aim:

CREATIVE **THINKER**	INDEPENDENT **ENQUIRER**	REFLECTIVE **LEARNER**
TEAM **PLAYER**	EFFECTIVE **PARTICIPANT**	ISELF **MANAGER**

YOU CAN DO ANYTHING!

Start by getting the right skills

- Be employment ready

- Review your skills regularly

- Improve on weak areas

- Become the best version of you

"If you think you can… You can!"

- With great effort comes great reward

EMPLOYABILITY RECORD

February 2016

Name:

Subjects:

Career Path:

CREATIVE **THINKER**	INDEPENDENT **ENQUIRER**	REFLECTIVE **LEARNER**
TEAM **PLAYER**	EFFECTIVE **PARTICIPANT**	I SELF **MANAGER**

- Do you know what a students work that is working at, beyond or towards in your subject actually looks like?

Primary: Do you know the difference between a working at English response in year five and the same in year 6?

Secondary: Do you know the difference between working at in your subject between year 7 and 8?

JUST THINK FOR YOURSELF

Moderation

Moderation should not just be about checking consistency, it should be systematically planned to improve all teachers' understanding of students' work.

"teachers' actions during standardized testing routinely compromise the effectiveness of test results for accurately gauging student achievement and informing steps to improve it.

Teachers often teach test items, provide clues and hints, extend time frames, and even change students' answers (Hall & Kleine, 1992; Nolen, Haladyna, & Haas, 1992). Even when standardized tests are not compromised, many teachers are unable to accurately interpret the test results"

- What are the common misconceptions that you expect to see time and time again on students' assessments?

| AfL Marking Crib Sheet | | IDEA FROM MR THORNTON TEACH |

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Assessment for Learning

Provides feedback. This can be graded or ungraded. The importance is upon the feedback improving students' performance.

Feedback

High impact for very low cost, based on moderate evidence.

£ £ £ £ £   🔒 🔒 🔒 🔒 🔒   +8

- Tests can influence teachers' classroom assessment, which may be interpreted by students as purely summative, regardless of the teacher's intentions, possibly as a result of teachers' over-concern with performance rather than process.

- Teacher feedback that is ego-involving rather than task-involving can influence the effort students put into further learning and their orientation towards performance rather than learning goals.

Riddle One

In an empty room are **a candle**, some **matches**, and a **box of pins**. The goal is to have the **lit candle five feet off the ground without having to hold it there**.

You've tried melting some wax on the bottom of the candle and sticking it to the wall, but it wasn't effective.

How can you get the lit candle five feet off the ground without having to hold it there?

Riddle Two

What has hands but cannot clap?

Riddle Three

Why is the distant universe so homogeneous when the Big Bang Theory seems to predict larger measurable anisotropies of the night sky than those observed? Cosmological inflation is generally the accepted solution, but are other possible explanations such as a variable speed of light more appropriate?

Big Picture Planning

How clear are you on knowledge starting points?

How clear are your learning goals?

Do you know what learning goals came before and where they are leading?

Click to edit Master title style

- Cl
  -

The Hidden Lives of Learners
Graham Nutall (2007)

Students had to come into contact with a complete idea three times before being able to learn the concept and remember it later. (82% accuracy)

New concepts are not created and transferred into long term memory until enough information has accumulated. If this does not happen, it is forgotten.

Year 7 Overview

	Unit 1	Unit 2	Unit 3		Unit 4	Unit 5	Unit 6	Unit 7			Unit 8
English Focus	Reading through literature	Analysis	Creative Writing	Fiction reading and writing	Structure reading	Structure Writing	Language and Shakespeare	Nonfiction	Opportunity to explore nonfiction Tesco careers unit	Non-Fiction reading and writing	Spoken Language
ARE	No specific ARE opportunity to review reading needs	Write a linear analysis	Write using language/ Structural features Write clearly and consistently for an audience and purpose		Analyse a framed narrative	Write a framed narrativeWrite clearly and consistently for an audience and purpose	Analyse language features (Shakespeare) Write a linear analysis	Analyse/ write a linear non-fiction text Write clearly and consistently for an audience and purpose			Present using a formal voice Listen with purpose
Literary timeline	An introduction to the timeline through extracts	Postmodernism/ modernism	Modernism/ Postmodernism		Victorian	Romantic	Renaissance	Today			Today
Theme	Home	Magic	Innocence and maturity		Heroes and Villains 1	Change	Heroes and Villains 2	Education			Right and wrong
Suggested Text	Post modern: Hitchhiker's Guide Modern: https://www.poetryfoundation.org/poems/47311/the-waste-land Victorian: Wuthering Heights: https://www.gutenberg.org/files/768/768-h/768-h.htm Romantic: https://www.poetryfoundation.org/poems/43687/the-tyger Renaissance: https://www.gutenberg.org/files/15272/15272-h/15272-h.htm	The Lion the Witch and the Wardrobe ttps://gutenberg.ca/ebooks/lewiscs-thelionthewitchandthewardrobe/lewiscs-thelionthewitchandthewardrobe-00-h.htmlh Comparison extracts for postmodernism	Modern and postmodern Excerpts for inspiration		Patrick Sandford's adaptation of Frankenstein https://www.amazon.co.uk/Frankenstein-Play-Mary-Wollstonecraft-Shelley/dp/184842194X	Romantic poetry P. Shelley Mont Blanc The flower that smiles today' Ode to the West Wind	A Midsummer Night's dream http://shakespeare.mit.edu/midsummer/full.html	Anthology of nonfiction excerpts			Mixed media excerpts

Y7 Unit 1 Essential Knowledge

	Unit 1		Rationale
English Focus	Reading through literature	(S) I know how to retrieve key information from texts to help me understand them better. I know inference is to look beyond a text's literal meaning. I Know how my knowledge of vocabulary can help me to identify the meaning of unfamiliar words. (D)I know how to apply my knowledge of reading to unfamiliar texts.	**Why this?** This unit will feel familiar to students as the knowledge of retrieval, inference, vocabulary and identification **will have been taught** in primary school. This unit helps to retrieve the disciplinary knowledge of reading as well as establish the base knowledge required to investigate the timeline in more depth. Teachers can set a baseline for students for reading and can use this knowledge for interventions, stretch and challenge.
Literary timeline - Substantive	Introduction to the literary timeline (S)	I know the names of five key times in literary history. I know at least one writer from each key time in literary history. I know that each time is distinct from each other and can name defining features: I know that modern is related to logical and rational thinking and was influenced by the world war. Whereas, postmodern has denied this logical thinking. I know that romantic writers adored nature. Whereas, Victorian writers regarded nature in a more realistic and less idealistic way I know that the Renaissance looks back to ancient civilizations for inspiration, such as the Greeks and Romans, and stepping away from the established Christian church.	**Why here?** As an introduction to the year, this unit will promote a love of reading and set learning habits for the year ahead. Knowledge of the process required to read and interpret texts independently will be used throughout their time in English. Being able to read a text without support or prompt will establish a habit that will improve their performance in both language and literature. Students are introduced to the timeline that they will be exploring through the year and will be able to draw upon this knowledge as each new timeline is investigated in more depth.
Theme	Home	(S) I know how five writers showed homes differently in their work (D) I can explain the way five writers have shown home in their work	
Suggested Text	Excerpts from five key literary periods	(S) Post modern: Hitchhiker's Guide to the Galaxy, Douglas Adams (1979) (S) Modern: Alice in Wonderland, Lewis Carroll (S) Victorians: Wuthering Heights, Emily Bronte (1947) (S) Romantic: The Lamb, William Blake (1794) (S) Renaissance: Julius Caesar, William Shakespeare	NO OFFICIAL ARE – FORMATIVE ASSESSMENT of READING AND WRITING THROUGH THE WORK COMPLETED IN THIS UNIT TO PREPARE FOR THE YEAR AHEAD
Recall		Links to primary Curriculum SAT revision of reading knowledge - recalling reading knowledge in all units	

Year 8 Overview

	Unit 1	Unit 2	Unit 3		Unit 4	Unit 5	Unit 6	Unit 7			Unit 8
English Focus	Reading through literature	Analysis	Creative Writing		Structure reading	Structure Writing	Language and Shakespeare	Non Fiction	Opportunity to explore nonfiction Tesco careers unit	Non-Fiction reading and writing	Spoken Language
ARE	No specific ARE opportunity to review reading needs	Write a conceptualised analysis	Take risks when writing for an audience and purpose		Analyse a fractured narrative	Write a fractured narrative	Write using language features (Shakespeare) Write a conceptualised analysis	Analyse/ write a contrasting nonfiction text Present a viewpoint Adopt and adapt tone			Lead talk Listen and respond effectively
Literary timeline	Recall timeline	Post modern/ Modernism	Postmodern/ modernism	Fiction reading and writing	Victorian	Romantic	Renaissance	Today			Today
Theme	Relationships	Supernatural	Responsibility		Honesty and Corruption 1	Evolution	Honesty and Corruption 2	Ambition			Innocence and Guilt
Suggested Text	Extracts from texts studied in Y7	Corroline Extracts from 'The New Mother' as an earlier inspiration to this text: http://seanconnors.net/eng3903/wp-content/uploads/2015/03/The-New-Mother.pdf	Postmodern and modernist excerpts for inspiration		Jane Eyre https://www.gutenberg.org/files/1260/1260-h/1260-h.htm	Romantic poetry: Blake https://en.wikisource.org/wiki/The_Book_of_Urizen	The Merchant of Venice http://shakespeare.mit.edu/merchant/full.html	Anthology of nonfiction Excerpts			Multimedia Excerpts

Year 9 Overview

	Unit 1	Unit 2	Unit 3		Unit 4	Unit 5	Unit 6	Unit 7			Unit 8
ARE											
English Focus	Reading through literature	Analysis	Creative Writing	Fiction reading and writing	Structure reading	Structure Writing	Language and Shakespeare	Non Fiction	Opportunity to explore nonfiction Tesco careers unit	Non-Fiction reading and writing	Spoken Language
ARE	No specific ARE opportunity to review reading needs	Write a comparative evaluation Compare texts Value contexts	Write engagingly and believably for an audience and purpose		Analyse a manipulated narrative	Write a manipulated narrative Write engagingly and believably for an audience and purpose	Analyse language features (Shakespeare) Compare texts Value contexts	Analyse a/ write non-fiction texts with multiple shifts in structure Write engagingly and believably for an audience and purpose			Manipulate talk for a range of purposes Challenge and build upon what is heard
Literary timeline	Texts from other cultures and traditions	Post modern/ Modernism	Postmodern/ modernism		Victorian	Romantic	Renaissance	Today			Today
Theme	My relationship with the world	Perception and reality	Leadership		Power and conflict 1	Transformation	Power and conflict 2	Status and class			Nature v Nurture
Suggested Text	Harlem renaissance early 20th C 1940s South Africa: Tatamkhulu Afrika Aboriginal Australia 1700s https://books.google.co.uk/books/about/Legendary_Tales_of_the_Australian_Aborig.html?id=7ZaBAAAAMAAJ&redir_esc=y 1321 Italy: https://www.sparknotes.com/poetry/inferno/	Noughts and Crosses	Excerpts		Charles Dickens' Oliver Twist https://www.gutenberg.org/files/730/730-h/730-h.htm	Romantic poetry: Wordsworth https://www.poetryfoundation.org/poems/45514/composed-upon-westminster-bridge-september-3-1802 https://poets.org/poem/my-heart-leaps https://www.poetryfoundation.org/poems/45521/i-wandered-lonely-as-a-cloud	Romeo and Juliet http://shakespeare.mit.edu/romeo_juliet/full.html	Anthology of nonfiction Excerpts			Multi media Excerpts

Curriculum Assessment Planning

- Reading, writing and communication are the core of assessments.

- Knowledge required for the end goal is strategically mapped to be built upon and recalled regularly over the three year course.

- The end goal is strategically mapped.

- We ask… What don't they know or what can't they do YET and that is what is taught.

Mapping the Schema

Schema = Analytical Skill

Overall aims for the end of the FULL course

READING LANGUAGE AND LITERATURE:

- AO1:
- identify and interpret explicit and implicit information and ideas
- select and synthesise evidence from different texts
- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- AO4: Evaluate texts critically and support this with appropriate textual references
    - AO1: Read, understand and respond to texts. Students should be able to:
        - maintain a critical style and develop an informed personal response
        - use textual references, including quotations, to support and illustrate interpretations.
    - AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
    - AO3: Show understanding of the relationships between texts and the contexts in which they were written.

What is the end point for all?

What SHOULD they already know?

Year Group	Covering
EYFS	Best practice early reading experiences A range of texts in role play areas (cookbooks in the kitchen) Nursery rhymes Library experiences
Reception	Best practice Phonics Retelling using beginning, middle, end Role play Making up stories Story rhymes Love of reading!
Y1	Predictions about texts. Talk about texts and why they end the way they do. Story rhymes **Oxford Reading:** Building knowledge of text types Children will continue to learn to read using phonics. Children will still be learning letter sounds for reading and spelling, but these will become more complex. For example, they will look at the same sounds but with different spelling patterns, such as long vowel sounds, e.g. ai, ay, a-e. It's

This led to:

Assessment of Learning
Used to demonstrate achievement of learning. A graded assessment that is used to summarise students' position.

The QLA reports generated from assessment points show teachers missing knowledge that can be taught as part of the next unit. Students are given clear learning goals and parents can use the reports to support with home learning.

Assessment for Learning
Provides feedback. This can be graded or ungraded. The importance is upon the feedback improving students' performance.

Mastery teaching allows teachers to concentrate upon the students most in need of them as the most powerful resource in the room.

Assessment as Learning
Empowers students to manage their own learning. The aim is to involve the student in evaluating their own performance.

Feedback to students is presented to give them control over their learning. Mastery learning gives students a continuous insight into their learning journey.

Developing the bigger picture

- Can you map the schema of your big picture starting with the desired end point?

- Can you use the map to identify the most important learning goals?

- Can you use the map to reinforce the most important learning goals systematically?

- Can you use the map to identify the points where knowing what they know will be the most useful to you?

The Research Suggests:

- Developing mastery learning programmes +5 months
- Having purposeful assessment systems +8 months

Mastery Learning

Typical Teaching Sequence

1. A clear learning goal is set

2. Students are taught in a variety of ways to understand and meet the learning goal

3. Students are assessed for fluency

Mastery Teaching Sequence

1. A clear learning goal is set

2. Students are taught in a variety of ways to understand and meet the learning goal

3. Students are assessed for fluency – They are able to self check

4. Students answer proving questions

5. Students practise the knowledge in a new or unfamiliar context

Try to think of something that you have learned so well you feel like you have a deep understanding of it.

Can you remember the learning steps that took you from no knowledge to deep knowledge?

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Mastery Teaching Sequence

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Year 7 Analysis

End Goal: I can write a linear analysis

- **I understand what analysis is.**
- **Through analysis, I can work out a writer's intentions.**
- **Through analysis, I can predict how a reader may respond to a text.**
- **I understand what is meant by the context of writing.**
- **I can use my understanding of context as part of my analysis of a text.**
- **I can plan a linear analysis.**
- **I understand why quotations and textual references make my analysis stronger.**
- **I know how to plan my linear analysis.**
- **I know how to introduce a linear analysis.**
- **I know how to conclude a linear analysis.**

Practise (AaL)

Using your knowledge of analysis, have a go at these analytical tasks.

Prove (AaL)

Can you prove that you know what you think you know? Here is a students' analysis of... Can you tell me how you know they have analysed?

Check (AoL/AfL/ AaL)

Recall questions to show the knowledge that they have is secure. Able to self check.

Teach (AfL)

This is analysis
Look at it like this
And this…

| Questioning | Exit Tickets | Quiz | Cloze tasks | Traffic lights |

Mastery Teaching Sequence

1. A clear learning goal is set

2. Students are taught in a variety of ways to understand and meet the learning goal

3. Students are assessed for fluency – They are able to self check

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5. Students practise the knowledge in a new or unfamiliar context

Investigation Activity

Assessment Through Communication

Breakout Task

- Choose a teaching topic as a team.

- Create a lesson starter that allows you assess students' starting points for a chosen topic.

- The activity should be engaging. It should also be purposeful for the lesson.

Feedback

Assessment Through Communication

We are going to critique each others' ideas

Kind, Specific and Helpful Feedback

Our kind, specific, helpful feedback should make the lesson opener idea even better.

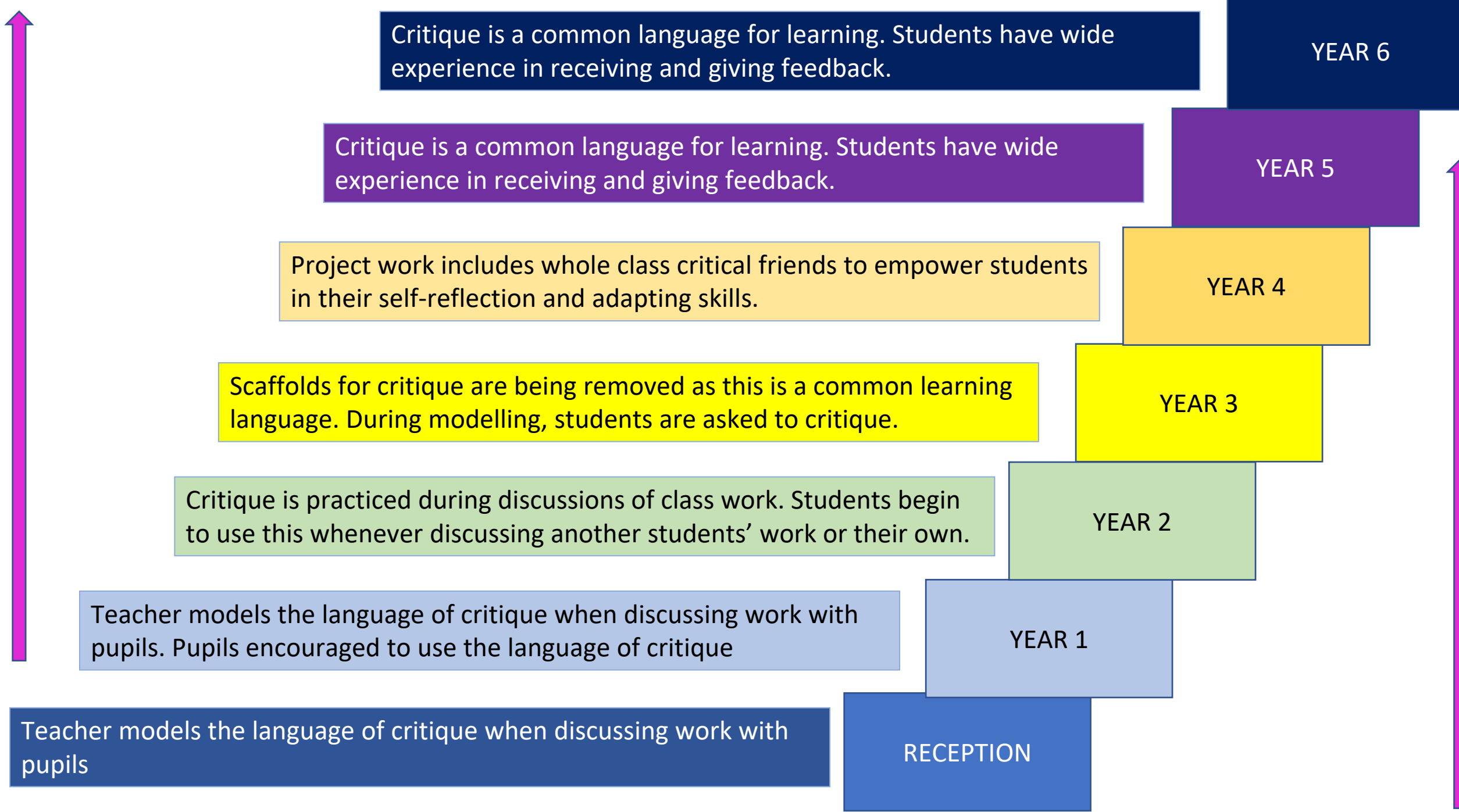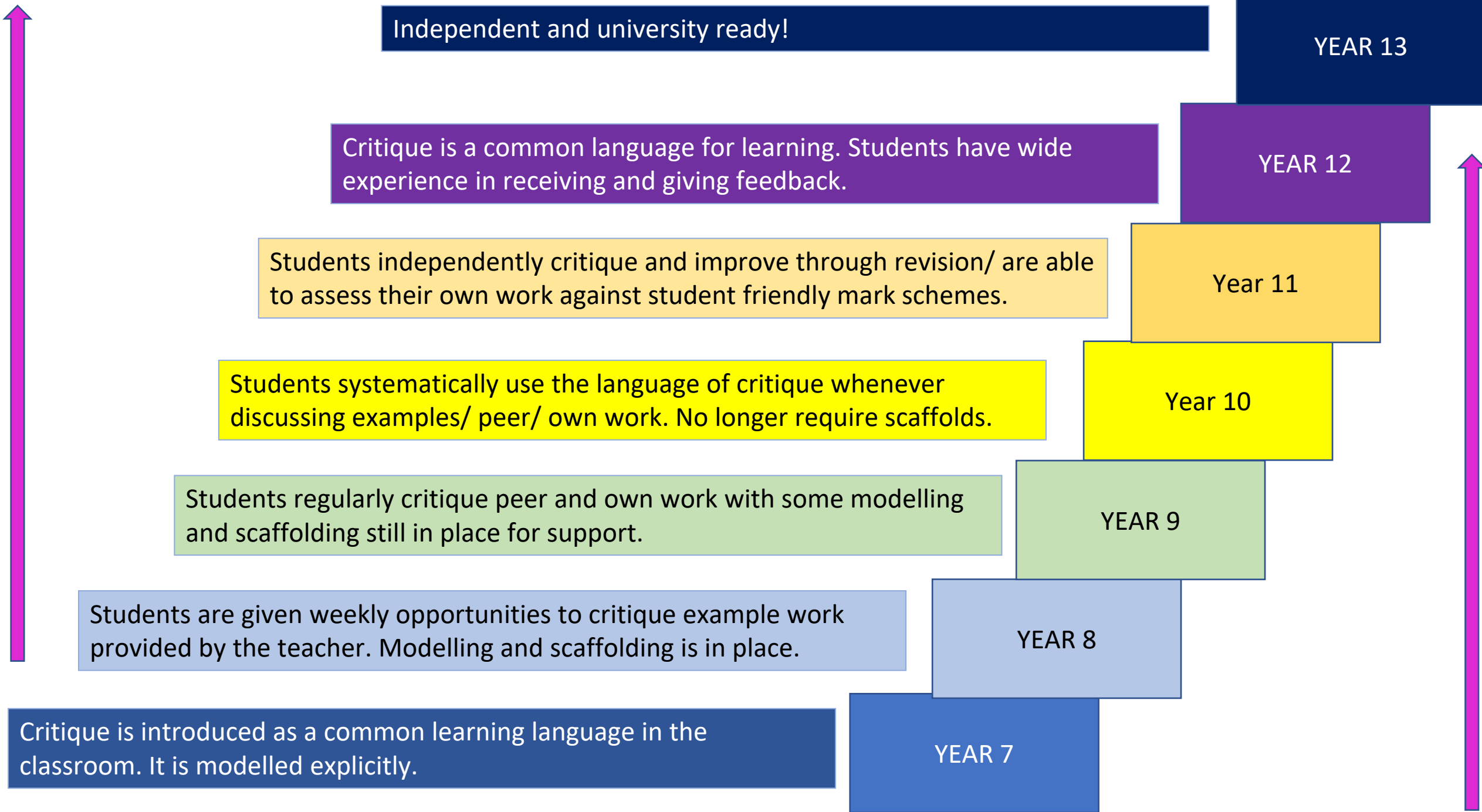We are aiming for perfection, but we know that there is always room for improvement

I like the fact
that...

I wonder if...

A good next step
might be...

Independent and university ready!

YEAR 13

Critique is a common language for learning. Students have wide experience in receiving and giving feedback.

YEAR 12

Students independently critique and improve through revision/ are able to assess their own work against student friendly mark schemes.

Year 11

Students systematically use the language of critique whenever discussing examples/ peer/ own work. No longer require scaffolds.

Year 10

Students regularly critique peer and own work with some modelling and scaffolding still in place for support.

YEAR 9

Students are given weekly opportunities to critique example work provided by the teacher. Modelling and scaffolding is in place.

YEAR 8

Critique is introduced as a common learning language in the classroom. It is modelled explicitly.

YEAR 7

Assessment **as** Learning

Empowers students to manage their own learning. The aim is to involve the student in evaluating their own performance.

Feedback

High impact for very low cost, based on moderate evidence.

£ £ £ £ £   🔒 🔒 🔒 🔒 🔒   **+8**

Metacognition and self-regulation

High impact for very low cost, based on extensive evidence.

£ £ £ £ £   🔒 🔒 🔒 🔒 🔒   **+7**

o Goal orientations are linked to effort and self-efficacy.
o Teacher collegiality is important in creating an assessment ethos that supports students' feelings of self-efficacy and effort.

Assessment **of** Learning	Used to demonstrate achievement of learning. A graded assessment that is used to summarise students' position.
Assessment **for** Learning	Provides feedback. This can be graded or ungraded. The importance is upon the feedback improving students' performance.
Assessment **as** Learning	Empowers students to manage their own learning. The aim is to involve the student in evaluating their own performance.

Next steps?

Part 6: Questions, comments, discussion

Assessment Through Communication