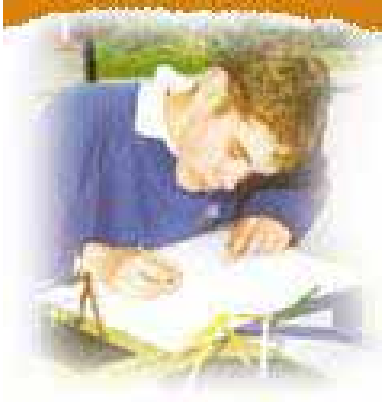




School Context

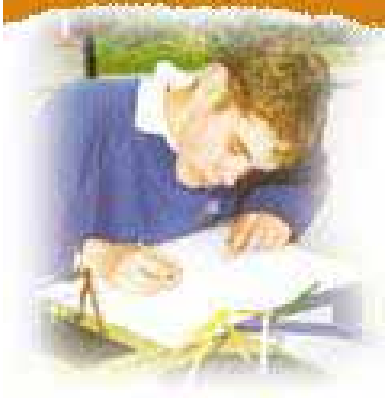
- 11 16 Comprehensive School in Stroud, Gloucestershire.
- 790 on roll.
- Specialist Technology College since September 2002.
- Sport as a Second Specialism since September 2006.





School Context

- Membership of the most improved and best value-added clubs for 3 consecutive years.
- 5+ A* - C results increased from 40% in 2001 to 62% in 2003.
- School named as most improved in the South-West in 2004.





Students as Researchers

Investigating practice in Assessment for Learning





Original hypothesis

'The school's continued focus on assessment for learning has resulted in G + T pupils receiving systematic feedback in all subject areas that helps them maximise their progress.'

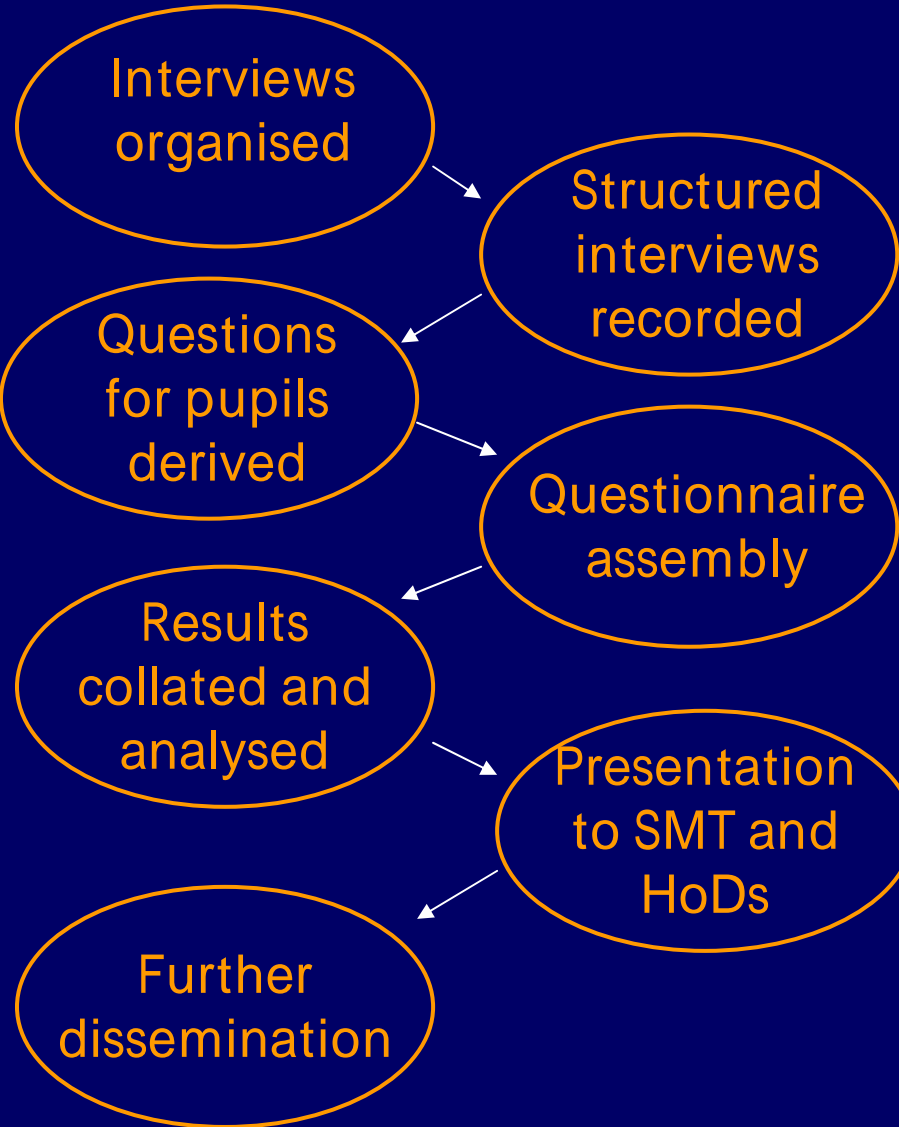
- How aware are gifted and talented pupils in year 9 of 'assessment for learning' practices?
- How do gifted and talented pupils rate these practices in their effectiveness for supporting learning?



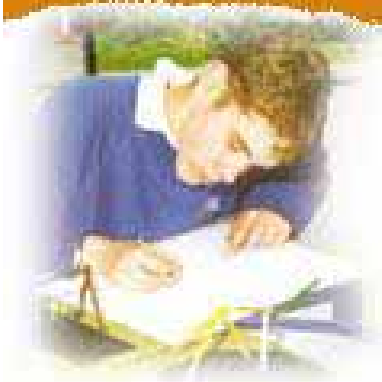


Process...

July 07



Sept 07





Assessment for Learning Research Initial Timetable

<u>Time</u>	<u>Normal Lesson</u> <i>Shona/ Amelia</i>	<u>Normal Lesson</u> <i>Brigida</i>	<u>To do</u>
Wed 20 th June – p. 2	<i>Geog - AF</i>	<i>Hist – TH</i>	Prepare for Interviews
Thu 21 st June – p. 2	<i>MFL – LH</i>	<i>MFL - KLJ</i>	Interview GB – PE office
Fri 22 nd June – p.2	<i>IT – CJC</i>	<i>SE – VB</i>	Interview BC – A1
Fri 22 nd June – p. 5	<i>Drama – JC</i>	<i>IT – RB</i>	Interview TJ – S1
Mon 25 th June – p. 3	<i>Music - AD</i>	<i>Geog – CT</i>	Interview KA – M1
Tue 26 th June – p. 5	<i>RE - SH</i>	<i>Drama – JC</i>	Interview RH – E3
Wed 27 th June – p. 3	<i>Drama - JC</i>	<i>Art – HW</i>	Review findings – JG office
Mon 2 nd July – p.1	<i>Music - AD</i>	<i>Art – HW</i>	Write questionnaire for students
Mon	<i>RE - SH</i>	<i>RE - AF</i>	





Assessment for Learning Questionnaire for Heads of Department

1. What do you understand by the term 'assessment for learning'?
2. Please describe the main aspects of assessment for learning in your department.
3. How do the teachers in the department carry out these activities?
4. How often would you expect students to experience these things?
5. Are particular activities targeted at specific year groups or group such as the gifted and talented?
6. How do you know whether or not all classes are experiencing effective assessment for learning?
7. Please describe your plans for further development of assessment for learning.





Process...

June 07

Interviews organised

Structured interviews recorded

Questions for pupils derived

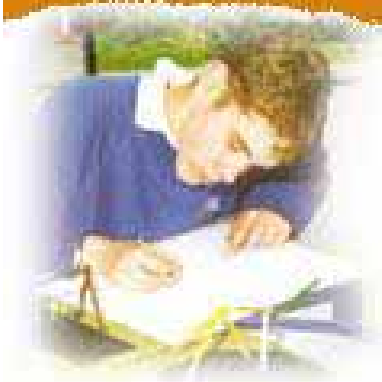
Questionnaire assembly

Results collated and analysed

Presentation to SMT and HoDs

Sept 07

Further dissemination





Assessment For Learning Pupil Questionnaire

Year 9

This happens...

It helps me...

Very often	Quite often	Only sometimes	Rarely or never	Tick the appropriate boxes	Learn a lot	Learn quite a lot	Learn a little	Learn nothing.
				Class discussions take place regularly.				
				My books are marked every two weeks with comments and targets on how to improve.				
				I always know the learning objectives of the lesson.				
				We often comment on each other's work.				
				Demonstrations take place in lessons when needed.				
				Displays of pupil's work are put up in classrooms.				
				The criteria levels and sub-levels are displayed.				
				Examples of work at different levels are used as models to help us.				
				I use a sheet or folder to record all my marks for further reference.				
				We are constantly being told, and telling each other, how to improve.				
				We sometimes use videoing equipment in appropriate lessons.				
				In every lesson we learn how to do better next time.				



Assessment For Learning Pupil Questionnaire Percentages-Year 9

This happens...

It helps me...

Very often %	Quite often %	Only sometimes %	Rarely or never %	Tick the appropriate boxes	Learn a lot %	Learn quite a lot %	Learn a little %	Learn nothing. %
6	52	40	2	Class discussions take place regularly.	13	44	41	3
16	37	35	13	My books are marked every two weeks with comments and targets on how to improve.	13	31	45	10
28	43	27	3	I always know the learning objectives of the lesson.	10	29	41	20
1	15	41	43	We often comment on each other's work.	8	24	52	16
14	34	41	11	Demonstrations take place in lessons when needed.	37	35	25	4
26	34	34	6	Displays of pupil's work are put up in classrooms.	14	26	32	29
30	38	25	7	The criteria levels and sub-levels are displayed.	26	30	36	9
6	35	51	8	Examples of work at different levels are used as models to help us.	15	30	37	17
3	15	41	40	I use a sheet or folder to record all my marks for further reference.	15	21	44	19
9	34	43	14	We are constantly being told, and telling each other, how to improve.	15	44	36	5
8	24	43	14	We sometimes use videoing equipment in appropriate lessons.	19	38	33	10
11	35	39	15	In every lesson we learn how to do better next time.	22	43	30	5



Assessment For Learning Pupil Questionnaire Percentages-Gifted and talented

This happens...

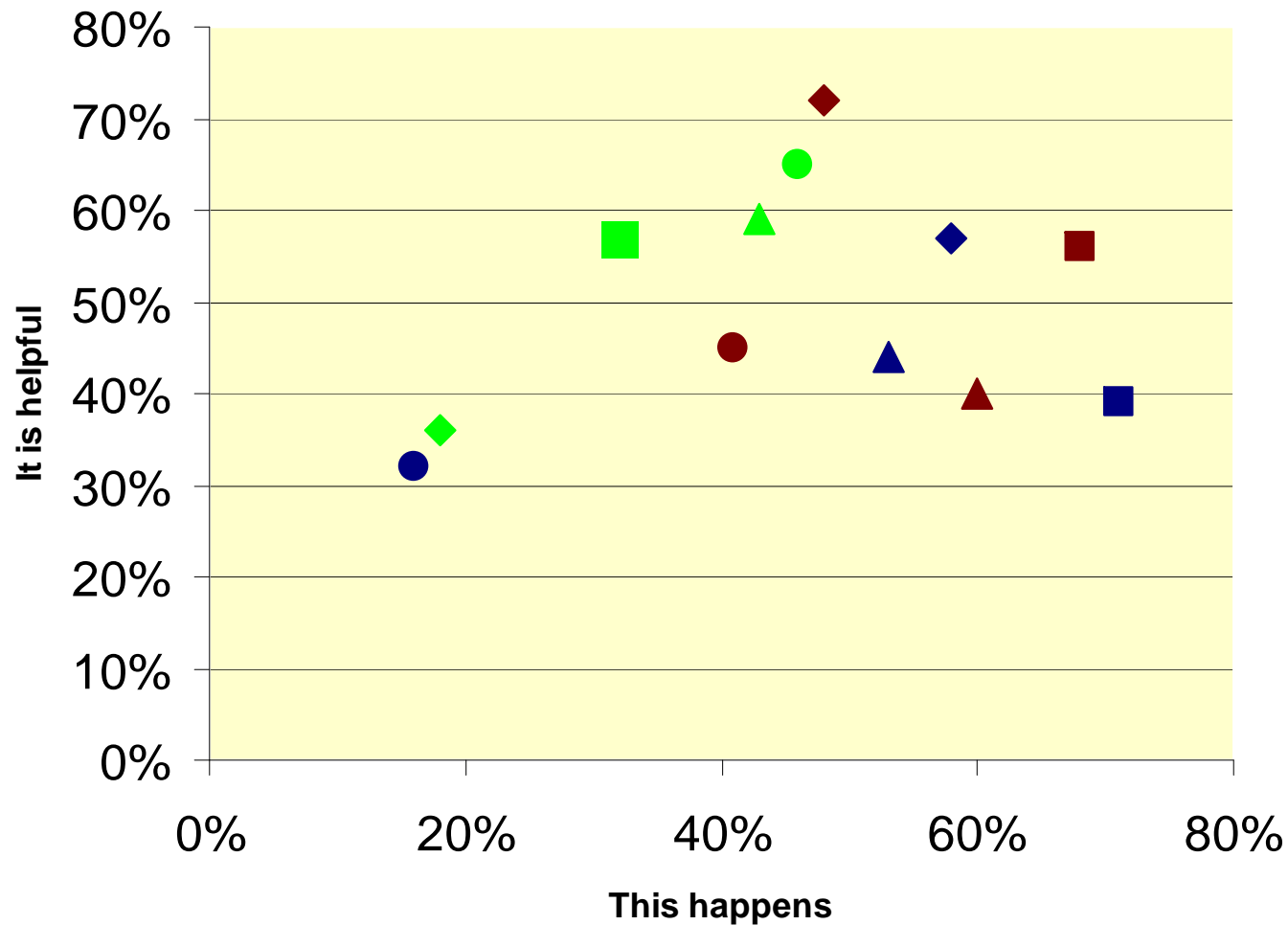
It helps me...

Very often %	Quite Often %	Only sometimes %	Rarely or never %	Tick the appropriate boxes	Learn a lot %	Learn quite a lot %	Learn a little %	Learn nothing. %
6	63	31		Class discussions take place regularly.	24	48	27	
15	59	24	3	My books are marked every two weeks with comments and targets on how to improve.	15	33	48	3
34	38	19	6	I always know the learning objectives of the lesson.	3	19	53	25
	12	45	42	We often comment on each other's work.	16	34	24	26
22	25	47	6	Demonstrations take place in lessons when needed.	27	36	28	6
27	42	24	6	Displays of pupil's work are put up in classrooms.	4	7	39	50
52	24	21	3	The criteria levels and sub-levels are displayed.	26	39	16	18
3	48	42	6	Examples of work at different levels are used as models to help us.	10	39	35	16
	21	43	36	I use a sheet or folder to record all my marks for further reference.		38	47	16
15	27	52	6	We are constantly being told, and telling each other, how to improve.	10	39	42	
6	24	44	26	We sometimes use videoing equipment in appropriate lessons.	18	48	24	9
9	53	24	15	In every lesson we learn how to do better next time.	21	55	24	

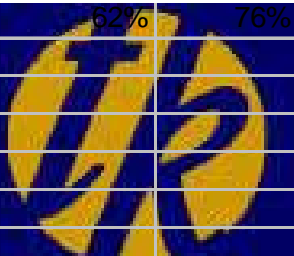




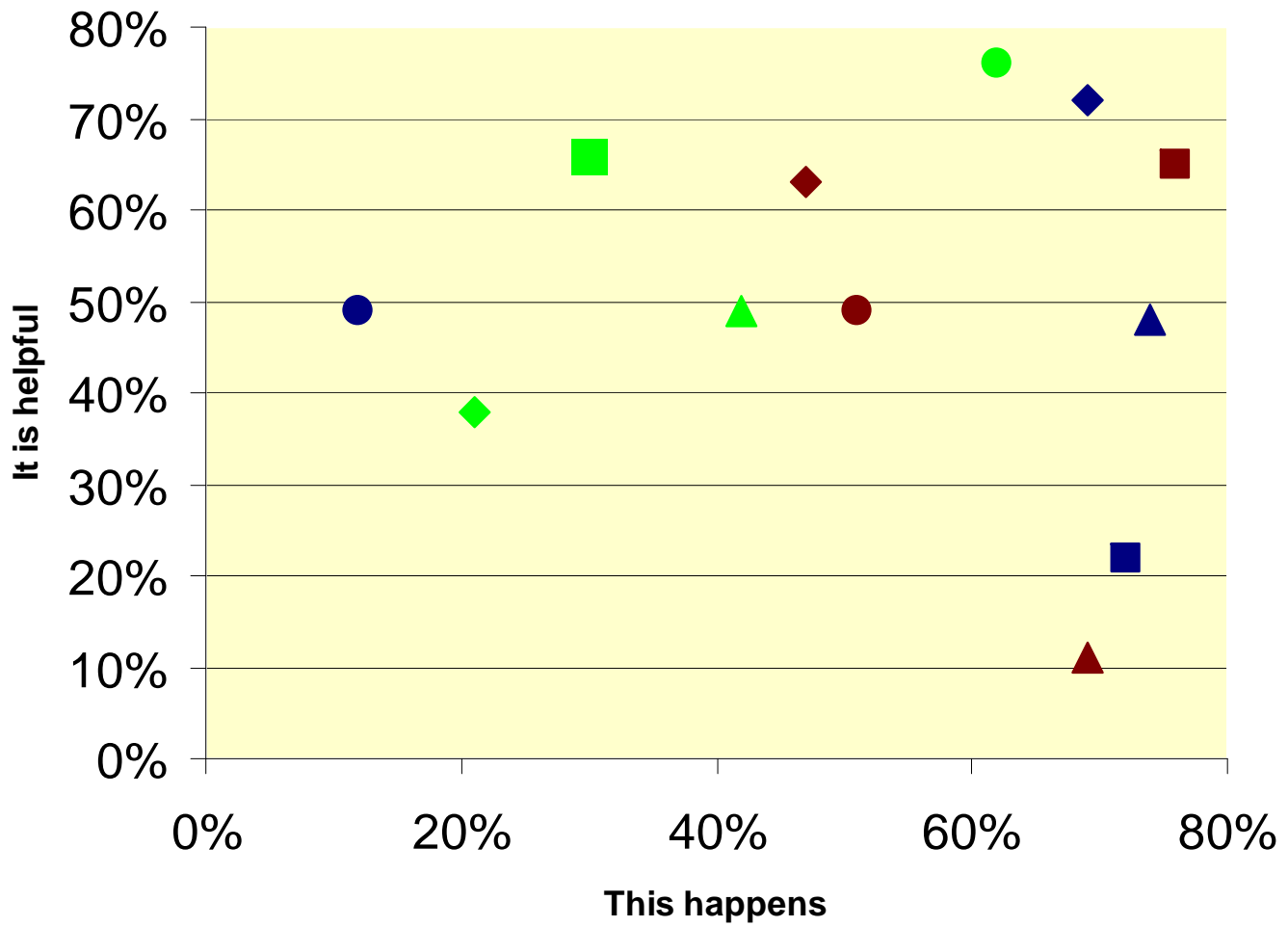
Percentages - All year 9 students



- ◆ Class discussions take place regularly
- ▲ My books are marked every two weeks with comments and targets
- I always know the learning objectives of the lessons
- We comment on each other's work
- ◆ Demonstrations take place in lessons when needed
- ▲ Display's of pupil's work are put up in classrooms
- The criteria for levels and sub-levels are displayed
- Examples of work at different levels are used as models to help us
- ◆ I use a sheet or folder to record all my marks for future reference
- ▲ We are constantly being told, and telling each other, how to improve
- Video equipment is used in appropriate lessons
- In every lesson, we learn how to do better next time.



Percentages-Year 9 Gifted and Talented

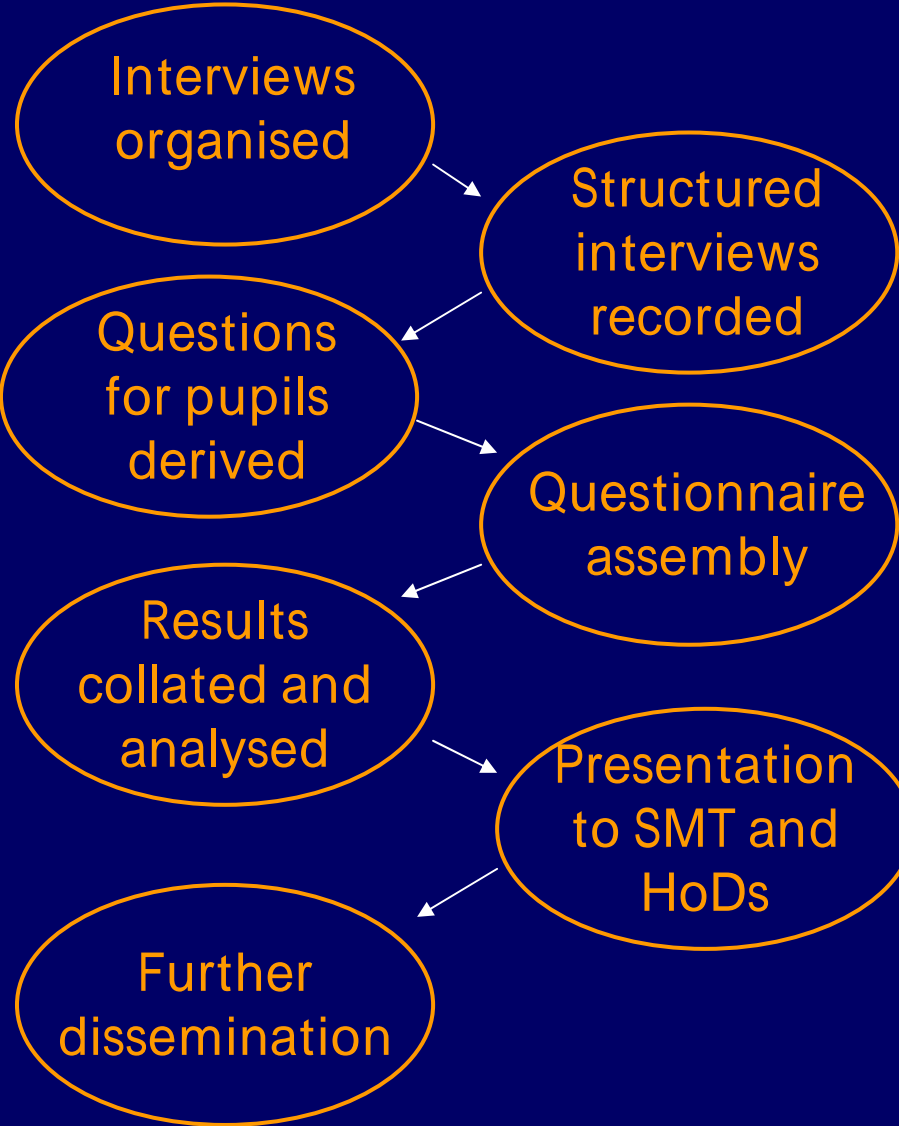


- ◆ Class discussions take place regularly
- ▲ My books are marked every two weeks with comments and targets
- I always know the learning objectives of the lessons
- We comment on each other's work
- ◆ Demonstrations take place in lessons when needed
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- Examples of work at different levels are used as models to help us
- ◆ I use a sheet or folder to record all my marks for future reference
- ▲ We are constantly being told, and telling each other, how to improve
- Video equipment is used in appropriate lessons
- In every lesson, we learn how to do better next time.

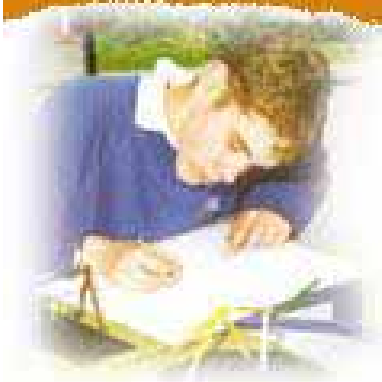


Process...

June 07



Sept 07





Draft findings...

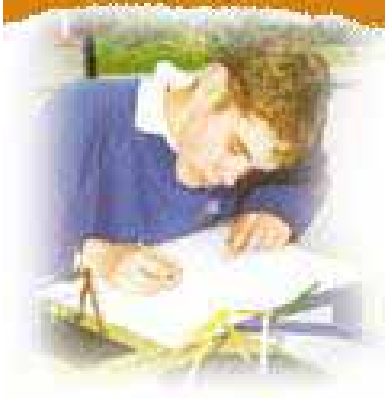
- The gifted and talented students placed higher value (for learning) on class discussions and reviewing each other's work.
- In terms of learning value, gifted and talented pupils rated communication of learning objectives significantly lower than the rating given by the whole year group.
- Gifted and talented students give a low rating to displays of other students' work with regard to how much it helps them learn.
- More gifted and talented pupils perceived that they were given advice in each lesson about how to improve. They rated the value of this more highly than did their year group as a whole.





Original hypothesis

‘The school’s continued focus on assessment for learning has resulted in G + T pupils receiving systematic feedback in all subject areas that helps them maximise their progress.’





Lessons about the process...

- Choose participants carefully – friendship groups may be best.
- Build capacity for the work – liaise with key staff and plan time to be used.
- Involve parents, and define benefits for researchers – they are not employees!
- Ensure findings are shared – particularly with those who were involved.
- Apply findings to the wider agenda of school improvement if possible.

