



# THREE STEPS TO HEAVEN.....

DESIGNING AN  
ASSESSMENT  
FRAMEWORK  
THAT IS REALLY  
FORMATIVE

“ASSESSMENT IS THE BRIDGE BETWEEN TEACHING AND LEARNING.”  
PROFESSOR DYLAN WILIAM

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## DESIGNING AN ASSESSMENT FRAMEWORK THAT IS REALLY FORMATIVE

### CONTEXT

A substantial and growing volume of research shows that using **assessment** to 'fine-tune' teaching to the **needs of learners** is one of the most **powerful ways of improving outcomes** for young people. However, when such assessment is added as an afterthought, the gains are minimal. What we need to do is **find ways of integrating assessment into teaching** to such an extent that they become one. In this Masterclass, participants will hear about the **five key strategies** of formative assessment, learn **thirty ways that these strategies can be implemented in every classroom**, and how **school-based teacher learning communities** do support teachers in making these **essential changes** to their practice. Teachers from Aberdeenshire and Moray share some new practices and discuss how **positive change is progressing** in their respective local authorities.



### BIOGRAPHY OF PROFESSOR DYLAN WILIAM

Dylan is Emeritus Professor of Education at the Institute of Education, University of London. Having taught in inner-city schools in London for seven years he joined King's College London. During this time he worked on developing innovative assessment schemes in mathematics before taking over the leadership of the mathematics teacher education programme at King's. From 1996 to 2001 he was the Dean and Head of the School of Education, and from 2001 to 2003, was Assistant Principal of the College.

In a varied career, he has authored or co-authored over 300 publications on ability grouping, education law, and assessment. His recent work has focused on formative assessment - assessment to support learning. He is the co-author, with Paul Black of *'Inside the black box'* and has subsequently worked with many groups of teachers, in both the UK and the USA, on developing formative assessment practices.

Dylan is an Advisor to Tapestry and is progressing work with Tapestry in 14 Scottish local authorities, on school-based learning communities. Reports to date on the initiative indicate that it is 'changing practice,' with positive results in the classroom.



### BIOGRAPHY OF JACKIE BROCK

Jackie is Deputy Director of the Curriculum Division within Scottish Government's Learning Directorate. She leads on curriculum development, including ICT within schools. She also has responsibility for aspects of the *Curriculum for Excellence* implementation programme.



### BIOGRAPHY OF PROFESSOR WALTER HUMES

Walter is a Visiting Professor of Education at the University of Stirling. Prior to his retirement in 2010 he held professorships at the Universities of Strathclyde, Aberdeen and West of Scotland. Along with Professor Tom Bryce of Strathclyde University, he is co-editor of *Scottish Education, 3rd Edition, Beyond Devolution*, published by Edinburgh University Press in 2008.

"IT IS ONLY THROUGH ASSESSMENT THAT WE CAN FIND OUT WHETHER WHAT WE HAVE DONE AS TEACHERS HAS RESULTED IN STUDENTS LEARNING WHAT WE INTENDED." PROFESSOR DYLAN WILIAM

# PROGRAMME

0900-0930	Registration
0930-0940	<b>MUSIC</b> <i>Young People from South Lanarkshire Council</i>
0940-0945	<b>WELCOME</b> <i>Jackie Brock, Deputy Director of the Curriculum Division, Scottish Government's Learning Directorate</i>
0945-0950	<b>AIMING HIGH</b> <i>Professor Walter Humes, Visiting Professor of Education, University of Stirling</i>
0950-1100	<b>WHAT KINDS OF ASSESSMENT PROMOTE LEARNING?</b> <i>Emeritus Professor Dylan Wiliam, Institute of Education, University of London</i> If students learned what teachers taught, assessment would be unnecessary – teachers could simply record their lesson plans. But all teachers know that <b>it is impossible to predict what students will learn</b> as a result of any particular set of classroom activities. That is why we need assessment. But too often, the minute-to-minute and day-to-day assessment that is at <b>the heart of good teaching</b> envisaged in <i>'Curriculum for Excellence'</i> is <b>divorced from the kinds of assessment that teachers use</b> to record student achievement. In this keynote presentation, <b>Dylan will outline</b> what kinds of assessment do, and do not, promote effective learning in classrooms, and <b>how teachers can design assessment</b> that meets their <b>day-to-day needs</b> and at the same time, builds into a <b>comprehensive picture</b> of the <b>achievement of every student</b> , in a manageable way.
1100-1130	Coffee
1130-1230	<b>ASSESSMENT DURING, NOT AFTER, LEARNING</b> <i>Emeritus Professor Dylan Wiliam, Institute of Education, University of London</i> In this interactive session, Dylan will describe and model <b>a number of techniques</b> that teachers can use to find out <b>where learners are</b> in their learning, <b>feed back</b> appropriately, and <b>engage</b> students more actively their <b>own learning</b> and that of their peers.
1230-1330	Lunch
1330-1430	<b>LEARNING IN PRACTICE: WORKING TOGETHER</b> Aberdeenshire and Moray local authorities will demonstrate the <b>impact</b> that Teacher Learning Communities (TLCs) have had on both the <b>quality of teaching</b> and <b>pupil learning</b> . This session will be complemented by Tapestry Tutors.
1430-1520	<b>TEACHING ISN'T ROCKET SCIENCE – IT'S MUCH HARDER</b> <i>Emeritus Professor Dylan Wiliam, Institute of Education, University of London</i> <b>Even when we know what we need to do, doing it is hard</b> , especially when it involves changing long-established habits. In medicine, it has been found that even when everyone agrees that washing hands is important, compliance rates rarely exceed 50%. In this final session, participants will learn <b>why improving classrooms is so hard</b> , and what kinds of professional <b>development will maximise the chances of success</b> .
1520-1530	<b>THE WAY FORWARD AND VOTE OF THANKS</b> <i>Professor Walter Humes, Visiting Professor of Education, University of Stirling</i>



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THURSDAY 10<sup>TH</sup> MARCH 2011  
GLASGOW ROYAL CONCERT HALL

### APPLICATION FORM

Title  Forename  Surname

Designation

Establishment/School

Mailing Address

Local Authority

Special Access Requirements

Telephone  Fax

Email

I enclose a cheque for £125.00 + 20% VAT (total: £150.00) made payable to **"Tapestry Partnership"**.  
Alternatively, please send an invoice as detailed below:

*Closing date for applications is 10 working days prior to the commencement of this Masterclass. No refunds will be made on cancellation after this date. Substitutions will be accepted. To keep costs down delegates are requested to purchase their own lunch.*

**Please return to:** Sarah Harper/Lynn Priestley, Tapestry Partnership, c/o Learning and Teaching Scotland,  
The Optima, 58 Robertson Street, Glasgow, G2 8DU.  
Tel: 0141 282 5275/5276 Fax: 0141 282 5140

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