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Welsh Government

CAMAU Assessing for the Future

Workshop 1

Theme: progression and assessment

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Introduction

This is the first in an integrated series of 6 workshops designed to develop understanding of assessment and progression and the important relationships between them. The workshops bring together policy, research and practitioner expertise to build capacity in schools and settings as they engage with '[Supporting learner progression: assessment guidance](#)' and develop approaches to assessment designed to improve further progression in learning rather than to prove current learning.

Working together in these workshops to develop policy into practice continues the co-construction model used successfully to develop Curriculum for Wales.

The 6 workshops are organised as 3 pairs, each pair addressing a particular theme of central importance to assessment and curriculum design within Curriculum for Wales.

- Workshops 1 and 2: progression and assessment
- Workshops 3 and 4: the learner at the centre
- Workshops 5 and 6: integrating curriculum, assessment and pedagogy

Curriculum for Wales: fundamentals of assessment

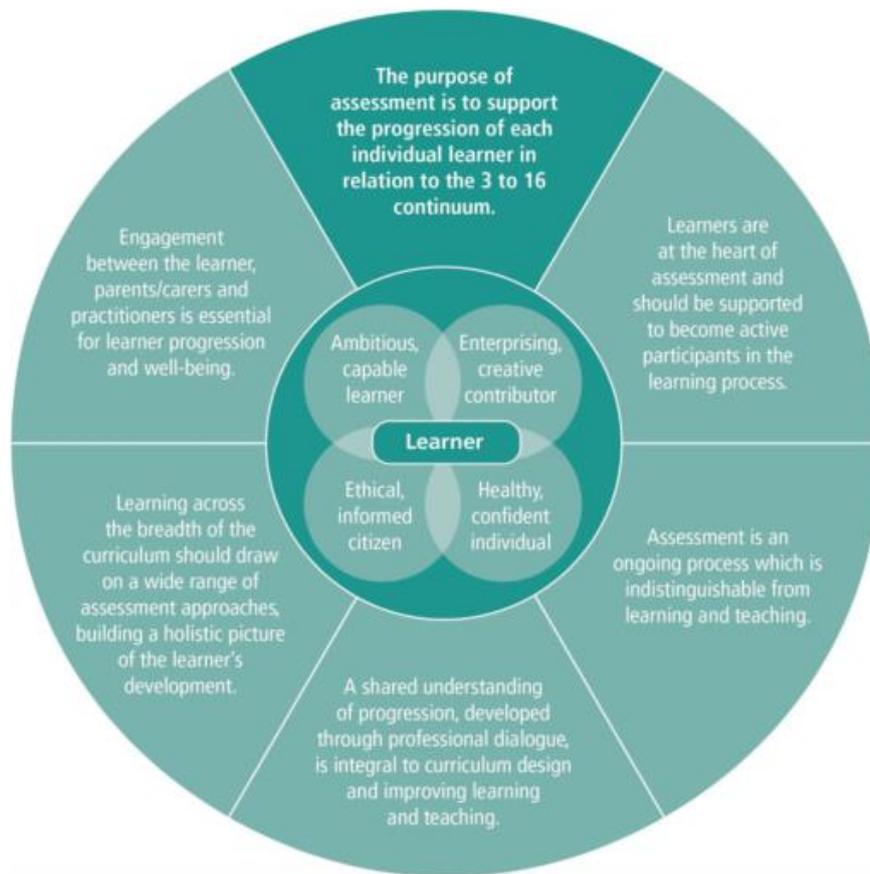
The progression and assessment section of the '[Supporting learner progression: assessment guidance](#)' provides the following fundamental statement.

'Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. Assessment plays a fundamental role in enabling each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly.'

The [Introduction to Curriculum for Wales](#) emphasises the relationship between curriculum design and assessment practice.

'Assessment is intrinsic to curriculum design. Its overarching purpose is to support every learner to make progress. Assessment should always focus on moving learning forward by understanding the learning which has already taken place and using this to ensure that each learner is challenged and supported appropriately, according to their individual learning needs.'

These fundamental statements are reflected in the assessment principles that underpin assessment planning and practice within Curriculum for Wales.



While all 6 principles that underpin assessment within Curriculum for Wales are relevant to each of these 3 themes, each pair of workshops focuses on 3 principles, and each of the principles is considered in at least one pair of workshops.

Workshop 1: assessment principles and policy context

The principles addressed in workshops 1 and 2 are that:

- the purpose of assessment is to support the progression of each individual learner in relation to the 3 to 16 continuum
- a shared understanding of progression, developed through professional dialogue, is integral to curriculum design and to improving learning and teaching
- learning across the breadth of the curriculum should draw on a wide range of assessment approaches, building a holistic picture of the learner's development.

Workshop 1 considers the nature of progression in Curriculum for Wales and how this informs the planning of assessment. '[Supporting learner progression: assessment guidance](#)' and the [Progression Code](#) together play central roles in designing the curriculum and lesson planning in each school or setting. The Progression Code includes the principles of progression, both the generic or overarching principles and those specific to each of the 6 areas of learning and experience.

Preparatory activity

Considering relevant aspects of policy and research findings before the workshop prepares you to participate fully in the workshop activities. Reflecting on relevant practice is also an important aspect of preparation. You will often select your own practice relevant to the workshop but may wish to draw on other practice with which you are familiar.

Policy

You should refresh your knowledge of the [Progression Code](#). Section 2 of the document provides an outline of how planning progression in the classroom draws on both the principles of progression and on other aspects of the framework of Curriculum for Wales. Within Section 3 of the document you should consider the sets of principles of progression which seem most immediately relevant to you in your own context.

In the course of the workshop you will need to refer to this material.

Research

You should view 2 short videos in which researchers outline the implications of moving from assessment practice designed to prove learning to assessment practice designed to improve learning.

Robin Banerjee's four-minute video provides an introduction to progression and learning in Curriculum for Wales ('[Past conversations and analysis](#)'): click on the button marked 'Progression' and scroll down the next page to this video. As you view this, you may find it worth bearing the following 2 questions in mind.

- What are the major differences, in the speaker's view, between assessment designed to check whether standards have been met and assessment designed to provide evidence of progression in learning?
- What does he see as the advantages in moving to focusing on progression in learning?

You may also want to view Dylan Wiliam's three-minute video '[Self and peer assessment](#)' in which he provides a brief introduction to several aspects of assessment related to supporting progression: feedback, peer assessment and self-assessment. You will return to these throughout the workshops.

Feedback is an essential component of assessment practice designed to promote further learning. It is suggested that throughout the workshops you bear in mind the summary provided by Benedikt Wisniewski, Klaus Zierer and John Hattie in their open access article '[The Power of Feedback Revisited: A Meta-Analysis of Educational Feedback Research](#)' of key relevant findings about the use of feedback.

Feedback operates at different levels:

- the task – is the learner response correct, sufficient, relevant? What should they add or correct?

- process – how can the learner develop, refine and master strategies and skills employed in this task so that they can use them more effectively in other tasks?
- self-regulation – how can the learner develop their metacognitive skills and become a more effective learner? How do they develop their capacity to select and manage learning strategies? Can the learner identify next steps in learning?

Feedback at any level will be helpful but the most effective feedback aims to move learners from task to processing and then from processing to regulation. Too much feedback only at the task level may encourage learners to focus on the immediate goal and not the strategies to attain the goal.

Practice

After viewing the videos and reading the Progression Code, you should reflect on the ways in which you and your colleagues are developing assessment practice in your school or setting to provide information on learners' current progression which can then be used to plan further progression. You should focus on a group of learners (or an individual learner) whom you know and on one area of learning.

As you do so, you could use the following questions to scaffold your thinking.

- In what ways does this assessment practice relate to the ideas that Robin Banerjee and Dylan Wiliam introduce?
- How do you and your colleagues make use of the principles of progression in planning learning experiences, including assessment? In particular:
 - what information can you and the learners gather in the course of their learning experiences about the ways in which they are becoming more effective learners?
 - how do learners demonstrate that they are increasing the breadth and depth of their knowledge, deepening their understanding of ideas and refining their use of skills?
 - what sorts of new contexts can you use that allow learners to demonstrate that they are able to apply their learning and make connections across different aspects of learning?
- What are the implications of this approach to assessment for classroom organisation and pedagogy?
- In what ways does this practice differ from former practice? In what ways have you and your colleagues been able to build on former practice?

The workshop programme

Welcome and introductions

(5 minutes)

Activity 1: Setting up a community of enquiry

(Whole group: 25 minutes)

Both adults and young people learn better when they have opportunities to work constructively with others. Research is clear that real sustainable development in education is achieved when all involved share a common aim, work together towards this and share their knowledge and expertise. This is described as co-construction.

Co-construction often takes the form of creating and sustaining a community of enquiry. A community of enquiry is a group of individuals who work together for a common purpose through studying, discussing and reflecting critically on evidence. A community of enquiry provides an environment in which all participants feel at home and able to refer to their experience and express their views openly and honestly, knowing that these will be treated with respect by all others in the group.

The first shared exercise here helps set up a climate of openness and trust. Assessment is a topic about which many feel strongly. This exercise provides an opportunity for all to consider and share their own feelings and assumptions about assessment as each of you answers the following questions.

- What are your own most memorable memories of assessment?
- How did you feel?
- What made you feel like this?

Secondly, if this has not been done prior to the meeting, it is necessary to agree on practical matters of facilitation¹, including the identification of a facilitator and means of taking, recording and sharing notes of group discussions².

And thirdly, again if this has not been done prior to the meeting, your group should choose an app or platform³ to share information, ask questions and propose ideas during and between workshops. This should be readily accessible to all members.

Together, these 2 steps provide all participants with a means of accessing a record of new information and key points which will be useful as you progress through the workshops.

Activity 2, Part 1: Reporting and reflecting on preparatory activity

(Trio: 25 minutes)

You now move into trios⁴: as far as possible these should include colleagues who do not regularly work closely together. If the total number of participants is not a multiple

¹ See handbook, page 21 to 22

² See handbook, page 20

³ See handbook, page 20

⁴ See handbook, page 26

of 3 then you may choose to create, as necessary, pairs of colleagues, each of whom will act in turn as a critical friend⁵ to the other.

You may select another small group approach if that seems preferable or more useful to the group, for example connect, extend, challenge⁶. In either case, you should keep the notes relevant to you for use later in this workshop.

Working in structured trios encourages and supports all to participate actively in reflection, their own and that of their colleagues. Each participant here acts in turn as:

- presenter
- questioner
- reporter.

The presenter provides an account of their practice. The questioner encourages the presenter, asking prompts for further detail as required. The reporter notes key points (a [template](#) has been provided for this purpose) and keeps time. Each participant has an opportunity to undertake each of these roles.

At the end of this session the group should decide on a few common points they would like to share with the whole group.

You are asked to share and discuss brief reports of your preparatory practical activity. You considered assessment practice in your context that provides information on learners' current progression and that uses this information to help plan further progression in learning. Your group may well contain practitioners working in contexts that differ in some ways from your own. As you listen to and ask questions of one another, what common themes do you perceive across the group? If there are major differences of approach, what has led to these?

You should keep the completed template related to your report for your own reference as you work through this workshop.

Completed templates should also usually be uploaded to the group's discussion app or platform so that all participants can benefit from the experience and thinking of all their colleagues throughout the workshop series.

Activity 2, Part 2: Reporting and reflecting on preparatory activity

(Whole group: 10 minutes)

When trios come back together into the whole group, each trio reports on no more than 1 or 2 significant ideas or issues emerging from its discussions. These should be noted and shared on the group's app or platform. You will be able to refer to this in later activities throughout the series of workshops.

⁵ See handbook, page 19

⁶ See handbook page 26

Break
(10 minutes)

Activity 3: Principles of assessment
(Small group: 25 minutes)

The purpose of this discussion is to support you to consider critically the principles of assessment and think about how these can inform planning and practice in your own context.

You should choose the principle that is most relevant to you from the 3 Curriculum for Wales principles of assessment that are the focus of this workshop. It would be good if each member chose a different principle but there is no obligation to do so. You should then select the relevant question below and share your response to it. Think about your own context as you do so.

- How can practitioners and learners gather information about the learner's progression in their learning, including the processes of learning? How can they use this information to identify next steps in their learning and to plan how to take these steps?
- What sorts of evidence of progression can be used to help learners and practitioners share understanding of progression? Sharing may involve a group of learners and their practitioners, or a group of practitioners in the same or different schools, or practitioners and parents and carers.
- What sorts of assessment approaches will allow practitioners, learners and parents and carers to share a holistic picture of the learner's development and learning across the breadth of the curriculum?

As you listen to your colleagues you might like to use one of such techniques as the PMI grid or connect, extend, challenge⁷ to record your thinking.

To remind you as you take part in the first workshop, here is the PMI grid.

Plus	Minus
Interesting	

And here are the connect, extend, challenge questions.

- How are the ideas and information connected to what you already knew?
- What new ideas did you get that broadened your thinking or extended it in different directions?
- What challenges or puzzles emerge for you?

As before you should keep your notes from this for you to use as a resource as you continue through these workshops. You can also upload key points or questions that

⁷ See handbook, pages 24 and 25

you would like to share with your colleagues on the group's discussion app or platform.

Activity 4, Part 1: Planning a small-scale practical enquiry

(Individual: 5 minutes)

Within this series of workshops, a small-scale practical enquiry is a means of considering, planning and, if possible, trialling the development of a limited aspect of assessment practice. It should be manageable and capable of being carried out between one workshop and the next. In many cases, it will be valuable to ask a colleague in your school or setting to work with you on this. As you begin this process in each workshop, you can draw on your own experience and expertise, on your thinking and reflection in preparatory activities and on your discussions with your colleagues in the workshop.

You will be asked to report and reflect on this activity in the next workshop. It is recognised that trialling may not always be possible within the time available, but it will be valuable to you and your colleagues in the workshop to have the opportunity to hear your report of your planning and reflect on it as they consider development in their own context.

In this workshop, the enquiry should aim at developing assessment practice that links assessment with supporting further learner progression. You may want to consider (these are examples only):

- changing a limited aspect of learning and teaching in a class with which you work, for example providing an opportunity for reflection with the class at the end of a lesson on what went well, asking each learner to identify a question that requires further consideration, asking more open questions, allowing more learner choice
- holding a discussion with learners to seek their perceptions of how an aspect of assessment practice could be improved
- discussing with colleagues a possible change in assessment practice to better support progression, its feasibility and the means of making the change

or something quite different relevant to your context and priorities.

You should consider an initial plan for this activity.

Activity 4 Part 2: Planning a small-scale practical enquiry

(Critical friend: 20 minutes)

In pairs, you should discuss your initial plan for your small-scale practical enquiry with a colleague who will act as a critical friend. Through responding to their questions and comments, you should ensure that your activity is:

- clearly related to the theme of the workshop
- manageable, realistic and practical
- informed by the discussions that have taken place in this workshop
- developmental, moving your assessment thinking and practice forward.

Remember to manage the time to allow each of you to present your plan to the other.

You should complete the [planning template](#) provided as part of this workshop in enough detail to take back into your school or setting to set about developing the enquiry.

Review of workshop

(Whole group: 10 minutes)

At the end of the workshop, it is important to spend a few minutes reflecting together upon your experience. You might then choose, as a group, to do things differently in future. The following questions are offered for stimulus during this brief review.

- What went well today? Why was that?
- What could have been better or differently done?
- How could our experience be improved?
- What would we like to do differently in our next workshop?

The points should be noted and any implications for the next workshop agreed.

Templates

CAMAU Assessing for the Future Template Workshop 1: Activity 2

Name

Can you briefly describe the context for the assessment practice you are considering, for example: topic, stage, group of learners, any special features of the context?

How does this assessment practice relate to the ideas that Robin Banerjee and Dylan Wiliam introduce? In what ways is this practice forward-facing and able to support next steps in learning?

How have the principles of progression been used to shape this practice?

How does this assessment practice allow learners to demonstrate in the classroom that they are increasing the breadth and depth of their knowledge, deepening their understanding of ideas and refining their use of skills?

Does this assessment practice make use of new contexts that will allow learners to demonstrate that they are able to apply their learning and make connections across different aspects of learning?

How might this assessment practice support learners to become more effective learners?

What are the implications of this approach to assessment for classroom organisation and pedagogy?

In what ways does this practice differ from former practice? In what ways have you been able to build on former practice?

Any other thoughts?

**CAMAU Assessing for the Future
Planning template
Workshop 1: Activity 4**

Name

What form will your small-scale practical enquiry take: classroom activity?
Planning a development with colleagues? Seeking the perceptions of learners?
Something else?

How does it relate to ideas that Robin Banerjee and Dylan Wiliam provided?

How will the principles of progression be used in this enquiry?

What other aspects of the framework of Curriculum for Wales might be drawn upon in this enquiry?

What sorts of new contexts can you use that will allow learners to demonstrate the ways in which they are making connections and applying the full range and depth of their learning?

What are the implications of this enquiry for classroom organisation and pedagogy?

Any other thoughts?