



Llywodraeth Cymru  
Welsh Government

# Learner well-being and assessment: mutual support systems

## Information

Information document no: 207/2020  
Date of issue: September 2020

# Learner well-being and assessment: mutual support systems

- Audience** This document is for all practitioners of maintained primary and secondary schools in Wales.
- Overview** This document focuses on the relationship between assessment and well-being of a learner. It explores how using assessment on an ongoing, day-to-day basis to identify, capture and reflect on individual learner progress over time provides continuing opportunities to promote the well-being of the learners.
- Action required** The document offers prompts for reflection and consideration for practitioners on their school's current practice and how it could be improved.
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- Additional copies** This document can be accessed from the Welsh Government's website at [hwb.gov.wales/distance-learning/sharing-our-experiences/](https://hwb.gov.wales/distance-learning/sharing-our-experiences/)

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.  
This document is also available in Welsh.

# Contents

Introduction	2
Well-being and education	2
Affiliation, autonomy and agency: what do these terms mean?	3
Affiliation, autonomy and agency: where does assessment come in?	4
Affiliation, agency and autonomy: how can assessment practice promote these?	5
How can assessment promote affiliation?	5
How can assessment promote autonomy?	7
How can assessment promote agency?	7
Affiliation, agency and autonomy: questioning, feedback, discussion and dialogue	9
Affiliation, agency and autonomy: a note about transitions	12

## Introduction

This document focuses on the role played by practitioners in promoting the well-being of all learners through their classroom practice, and specifically practice in assessment that promotes learners' sense of affiliation, autonomy and agency<sup>1</sup> and their capacity to take ownership of their learning.

This document offers prompts for reflection and consideration. It is suggested that practitioners might consider these collectively within their phase or department, and then reflect on their school's current practice and how it could be improved further. These phase or department discussions could then feed into a whole-school approach or policy and be used to inform the development of exemplification to be shared and discussed across the school.

## Well-being and education

Assessment practice designed to support individual learners on an ongoing, day-to-day basis and to identify, capture and reflect on individual learner progress over time (see [hwb.gov.wales/curriculum-for-wales](http://hwb.gov.wales/curriculum-for-wales)) can contribute significantly to the mental, emotional and social well-being of all learners. These three facets of well-being cannot be separated in practice: one's mental, emotional and social well-being are all three aspects contribute to educational well-being. The term well-being is used here rather than health or illness – these latter terms are associated with clinical approaches that tend to focus on means of addressing, alleviating or mitigating the mental and emotional ill health of an individual. This is not to ignore the needs of those children and young people who suffer from serious clinically diagnosed mental illness (e.g. schizophrenia or bipolar depression) and who require treatment or therapy; a school environment that promotes the well-being of all should recognise their needs for additional support.

All well-being will involve feelings of satisfaction and happiness but, as used here, the concept of well-being goes beyond these feelings to include developing and flourishing as a person, being fulfilled and contributing to the community. As the word suggests, it is concerned with 'being' at the present moment, as well as 'becoming' and preparing for the future<sup>2</sup>.

There is a wide range of factors that impact negatively and positively on the well-being of children and young people. Schools and practitioners cannot be expected to resolve factors beyond their control (including inequality, poverty, precarious employment, poor housing or family ill health), but there are ways in which they can take action. Schools and practitioners can plan and provide learning experiences that will help learners develop the understanding, skills, capacities and dispositions required to address challenges, improve resilience and enhance well-being and thus mitigate the impact of negative influences. While they plan learning, schools and practitioners can also eliminate any assessment

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<sup>1</sup> Alan McLean, when he was Principal Educational Psychologist with Glasgow City Council Education Department, employed the terms 'affiliation, autonomy and agency'. He developed the concepts in promoting classroom cultures that would engage disengaged learners and used them to support professional learning and discussion with practitioners. His book *The Motivated School* published in 2003 by Sage (Paul Chapman Publishing) provides further information.

<sup>2</sup> Further discussion of the meaning of well-being in the school context can be found in Thorburn, Malcolm (ed.) (2018) *Wellbeing, Education and Contemporary Schooling* published by Routledge. Malcolm Thorburn's own chapter 2 is particularly helpful and the definition used here is derived from his discussion.

practices that may impact negatively on learner well-being (e.g. some types of testing). This document focuses on the former without seeking to minimise the importance of the latter.

A whole-school approach is important in fostering well-being; such an approach both promotes and is supported by a culture that respects all members of the school community. Recognising this approach and culture, this document focuses on one key area through which **all practitioners** can contribute powerfully to promoting the **well-being of every learner** in all classes, at all stages, and in all areas of the curriculum: their **assessment practice**. In so doing, it is recognised that:

- activities designed to promote the physical health of all (e.g. physical education and healthy eating) also promote mental, emotional and social well-being
- specific focused learning activities are designed to foster the mental, emotional and social well-being of all, e.g. relationships and sex education (RSE), substance use, understanding mental health
- schools should provide, often in partnership with other agencies, specific types of support to individuals or small groups with particular needs, e.g. counselling, art therapy, nurture group.

These are all necessary components of a whole-school approach to promoting well-being but the focus here is on classroom assessment.

## **Affiliation, autonomy and agency: what do these terms mean?**

The three terms **affiliation**, **autonomy** and **agency** usefully summarise characteristics of cultures and practice in schools and classrooms that are fundamental to promoting well-being; these characteristics are themselves interrelated. Various authors use other terms with similar meanings<sup>3</sup>.

**Affiliation** refers to the extent and the ways in which the learner feels connected to the school and those within it – through participating in a shared culture and ethos and a shared sense of membership of a community. In particular, well-being is fostered by an inclusive culture that in all its practices demonstrates respect for all members of the school community, promotes positive relationships and fosters engagement with its core values and activities; all of these will have at their heart learning that supports the four purposes of the Curriculum for Wales. Such a culture encompasses the recognition of the right of the child to have their voice heard and listened to as they take part in school activities, including learning activities within the classroom<sup>4</sup>.

However, affiliation without **autonomy** is insufficient. The well-being of individuals is associated with access to opportunities to take responsibility for their activities, to make informed choices and to exercise control. While formally recognised as the right of all in our society, such opportunities are often constrained by a range of factors (e.g. poverty or ill health or unemployment). The education system can itself do little to remove these factors,

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<sup>3</sup> For example, Ros McLellan and Susan Steward state that ‘wellbeing depends on the fulfilment of three core needs, namely the need for competence, autonomy and relatedness, with humans possessing the capacity or “will” to choose how to do this’ in their 2015 article ‘Measuring children and young people’s wellbeing in the school context’, *Cambridge Journal of Education*, 45:3, pp307–322 (Taylor and Francis).

<sup>4</sup> This right is enshrined in Article 12 of the United Nations Convention on the Rights of the Child (UNCRC): ‘[the state] shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.’

though it may be able to mitigate some (e.g. through targeted financial support). However, importantly, schools and practitioners can through learning activities provide opportunities for all learners to exercise autonomy within the safe space afforded by the classroom and, through doing so, to develop the dispositions and capacities needed to make their own informed choices throughout life.

However, autonomy will be limited if the available choices are not significant. **Agency** implies that learners must be able to perceive that their choices will make a difference to them and/or to others around them. As learners participate in activities which afford them opportunities to exercise agency through making real (not trivial) choices, they will develop their own understanding of this responsibility and their competence in carrying it out if they perceive that others listen to and give serious and respectful consideration to their choices and the consequences of these.

It is impossible, so closely are these concepts linked, to draw absolute distinctions among them in practice, to see them as freestanding or to address one without addressing the others.

### **Affiliation, autonomy and agency: where does assessment come in?**

The *Curriculum for Wales guidance* (see [hwb.gov.wales/curriculum-for-wales](http://hwb.gov.wales/curriculum-for-wales))<sup>5</sup> outlines the capacities and attributes learners develop as they realise the four purposes and acquire the integral skills that underpin these purposes. These brief statements signal the importance of promoting well-being through all aspects of curriculum planning and practice, including planning and practice of assessment. The six key principles underpinning assessment practice<sup>6</sup> provide further clear signposting of how, directly or indirectly, assessment practice in the classroom can contribute to the promotion of well-being.

Thus, as practitioners plan and use assessment to support individual learners on an ongoing, day-to-day basis and to identify, capture and reflect on individual learner progress over time, they will have continuing opportunities to promote the affiliation, autonomy and agency and hence the well-being of all learners. This is reflected in the roles and responsibilities of practitioners and learners as they participate in assessment in the classroom<sup>7</sup>. The roles and responsibilities of the practitioner include 'enabl[ing] learners to appreciate where they are in their learning, where they need to go next and how they will get there ... ensur[ing] they each make progress ... through:

- being clear about the intended learning and planning engaging learning experiences accordingly
- sharing intended learning appropriately with learners
- evaluating learning, including through observation, questioning and discussion
- providing relevant and focused feedback that actively engages learners, encourages them to take responsibility for their learning, and which moves their learning forward
- encouraging learners to reflect on their progress and, where appropriate, to consider how they have developed, what learning processes that they have undertaken and what they have achieved
- providing opportunities for learners to engage in assessing their own work and that of their peers, and supporting them to develop the relevant skills to do this effectively

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<sup>5</sup> *Curriculum for Wales guidance* pp 23–24

<sup>6</sup> *Curriculum for Wales guidance* p 223

<sup>7</sup> *Curriculum for Wales guidance* p 227

- developing learners' skills in making effective use of feedback to move their learning forward
- involving parents/carers in learner development and progression, with the learner's involvement in this dialogue increasing over time...'

In parallel, the 'Supporting learner progression: assessment guidance' (see [hwb.gov.wales/curriculum-for-wales/supporting-learner-progression-assessment-guidance/](http://hwb.gov.wales/curriculum-for-wales/supporting-learner-progression-assessment-guidance/)) is explicit that the roles and responsibilities of the learner require active and interactive participation in the processes of assessment – 'the role of the learner is to contribute and participate in the learning process ... learners should be supported and encouraged to:

- understand where they are in their learning and where they need to go next
- develop an understanding of how they will get there
- respond actively to feedback on their learning
- review their progression in learning and articulate this both individually and with others
- reflect on their learning journey and develop responsibility for their own learning over time.'

Assessment practice designed to involve practitioners and learners in carrying out these roles in the classroom on a daily basis will support each learner to develop their sense of affiliation, autonomy and agency and associated dispositions and capacities.

### **Affiliation, agency and autonomy: how can assessment practice promote these?**

Practitioners can plan assessment in ways that enhance these opportunities to foster well-being and should be supported to do so. While each of these aspects is considered in turn, a statement related to one aspect is often readily applicable to the other two aspects and/or relates closely to a point about another of the aspects.

### **How can assessment promote affiliation?**

Learners' understanding of what it is intended that they learn is a key aspect of the promotion of affiliation and a culture of engagement within schools and classrooms. A learner who does not understand the purpose of a learning activity (both immediate and longer term) will not perceive it as intelligible or valuable, is unlikely to feel commitment to it and will thus fail to engage meaningfully with it. Sharing understanding of intended learning with a learner includes ensuring that they understand their immediate next steps, but also includes ensuring that they can view the purposes of education beyond the immediate context and understand how their current learning can be used in new contexts and/or taken forward into the next stage.

It is therefore important to consider **learning intentions** and **success criteria**. At all stages, learning intentions make clear to all involved what a learner should know, understand and be able to do by the end of a learning experience. Powerful learning intentions focus on what is to be learned rather than on specific tasks or activities. They relate to statements of what matters in each area of learning and experience in the curriculum and thus to powerful concepts and high-level skills. As good questions are open rather than closed, so also good learning intentions promote discussion and reflection on the part of learners rather than taking the form of closed checklists to be 'ticked off' lesson by lesson. Reflecting the principles of progression, they acknowledge and build clearly on learners' prior experiences and learning. Powerful learning intentions are not over-detailed and achieving them will

usually involve learning over a period of time. It is important to recognise that there will often be more than a single pathway to achieving a learning intention and that achievement can be demonstrated through a variety of evidence.

Learning intentions can then be used to generate success criteria, which will inform clearly all involved (learner, practitioner, others) about the sorts of evidence of learning that will justify decisions that these learning intentions have been achieved. Success criteria derived directly from the learning intentions rather than from specific tasks or activities will also not be expressed as a series of detailed statements to be checked off. Good success criteria will support thinking about what will count as relevant evidence of learning and will allow this evidence to take different forms for different learners within a group. Completion of an activity in itself will rarely be sufficient evidence that learning intentions have been achieved.

Good learning intentions and success criteria support progression by looking forward to the next stage of learning, as well as informing decisions about the extent of achievement to date; they will signpost to a learner how their learning can be extended in greater depth and/or breadth and towards opportunities to apply their learning effectively in new and challenging contexts.

To support and further develop learners' sense of affiliation, practitioners will involve learners in dialogue to establish their understanding of these. Learners can then perceive how their learning activities match the learning intentions and how they can use these learning activities to generate evidence of learning that matches relevant success criteria. Sharing should not be regarded as a one-way process; the sense of affiliation is further supported when learners are themselves involved in contributing to the planning of learning intentions, to the development of success criteria and to the design of learning activities aligned with these. In particular, learners involvement in this way will ensure recognition of prior learning and experience and thus support progression.

### **For consideration and reflection**

- How do I currently develop learning intentions and success criteria as I plan learning? How do I ensure that these reflect the what matters statements and encourage deep learning that can be made use of in new contexts?
- To what extent do learning intentions and success criteria support progression by looking forward to the next stage of learning rather than focusing principally on achievement to date? How well does planning look beyond the immediate context to supporting progression over the longer term?
- How have I involved learners in developing learning intentions and success criteria? How can I further involve learners in these processes?
- How can I build on and enhance my practice to:
  - ensure that I am aware of learners' prior learning and use this to develop learning intentions that build on this?
  - recognise that a single common set of learning intentions may not match all the needs of all learners in the classroom?
  - develop high-level powerful learning intentions that reflect what matters in the curriculum?
  - develop success criteria that can be demonstrated through different types of evidence, including, where appropriate, evidence from beyond the classroom?

## How can assessment promote autonomy?

Developing and sharing appropriate learning intentions and success criteria is also a powerful means of promoting learners' sense of autonomy. Involving learners in the development of learning intentions and success criteria and in ensuring understanding of these through engagement in dialogue with the teacher and with one another empowers them firstly as they contribute actively to planning learning, and then as they evaluate (using the processes of self- and peer assessment) how well they have learned. As the initial step in the process, practitioners can elicit and discuss evidence of prior learning from learners, affording them practice in self-assessment and in articulating and evidencing their learning.

Learning intentions and success criteria must also provide space and opportunities for individual learners to make choices. Throughout a learning activity, autonomy is promoted when learners can make real choices and produce different types of evidence to demonstrate the achievement of agreed success criteria; the capacity to justify choices and decisions is an important contribution to the development of the capacity to act autonomously and responsibly.

The processes of cooperative learning promote shared responsibility for learning within the group and thus promote discussion through which learners develop further their understanding of learning intentions and success criteria. Peer interaction is likely to be successful when there are group goals (so that learners are working as a group, not just in a group) and when the group is organised so that learners are individually accountable to the group for the quality of their contribution. Learners will benefit from initial and ongoing support to:

- develop their capacity to draw on relevant evidence
- articulate reasons rather than assertions for their choices and decisions
- develop their understanding of the group as a safe space in which they can feel confident to take risks and make tentative statements that are open to reasoned challenge from others.

### For consideration and reflection

- How well do learning intentions allow for individual choice and recognition of a range of evidence of learning?
- How can I build on and enhance my practice by further supporting learners to:
  - articulate their understanding of their progression in learning?
  - identify and draw on relevant evidence from a range of sources to inform their judgement of achievement and progression and to articulate reasons rather than assertions?
  - develop their capacity to justify choices and decisions?
- What factors contribute to making the classroom and collaborative learning groups safe spaces in which learners feel confident to take risks? How can I model and foster these through my classroom practice?

## How can assessment promote agency?

Learners will develop the dispositions and capacities for agency as they independently and cooperatively use the success criteria through regular self- and peer-assessment activities.

Affording learners responsibility for their own learning (and, crucially, affording them support to do so) through the assessment process builds their capacity to act as agents who take ownership of their own learning, share responsibility for the learning of all and contribute to planning further progression in their learning.

In this context learners develop their responsibility for selecting and gathering relevant evidence of their (and others') achievement of learning intentions, assessing how the evidence warrants their conclusions and presenting this with authority to others. With regard to their own learning, they will be able to draw on a range of evidence, primarily from within the classroom but also from other school contexts and, where relevant, contexts beyond the school. Such decision-making for real purposes and for a real audience builds learners' capacity for agency and motivates them through the recognition of success within the school community.

While learning intentions will often be designed in terms of the knowledge, understanding, skills and learner dispositions to be achieved, they can simultaneously be designed to develop the learner's understanding of metacognition and the processes by which they learn. Learning intentions like this will address not only the 'what' but also the 'how' of learning. As the learner is challenged and supported to reflect on how they have learned, they will begin to recognise and articulate previously unconscious processes and thus make these available for future use. As the learner becomes ever more aware of these processes their capacity to exercise agency by planning, monitoring and directing their learning is enhanced, both in the immediate context and for the longer term. The development of these capacities can be supported by the learner's use of the learning portfolio to 'stand back' and review their learning over a period of time. Further, resilience will be enhanced when the learner can draw on learning strategies when faced with a challenge and understands how they can apply their learning in new and different contexts. Success criteria should also reflect this focus on 'how' as well as 'what'; planning success criteria that do this will reinforce the expectation that evidence of progression in learning can be provided through a variety of activities and/or in a range of contexts.

### **For consideration and reflection**

- How do I presently support learners in reflecting on their learning and developing their understanding and use of self-assessment?
- How do I presently support learners in developing their understanding and use of peer assessment?
- How do I ensure self-assessment and peer assessment are mutually supportive?
- What responsibilities do I currently afford learners for the selection and gathering of evidence of learning?
- How can learners use their learning portfolio (e-portfolio) to stand back and review their learning over time, and develop their understanding of how they learn?
- How can I develop learning intentions that promote learners' understanding and skills of metacognition and reflection on how they learn?
- How can I build on and enhance my practice by further supporting learners to:
  - focus discussion of learning and progression on what matters and on developing powerful concepts, as well as using higher-level skills and capacities?
  - extend their understanding and skills in identifying, selecting, gathering and presenting evidence of their achievement of learning outcomes and progression in learning?
  - apply their learning in new and challenging contexts and to articulate how they have done so?
  - plan their learning over the longer term?

### **Affiliation, agency and autonomy: questioning, feedback, discussion and dialogue**

Questioning, discussion or dialogue and feedback are central to the processes of assessment and to building affiliation, autonomy and agency.

Practitioners pose questions at all stages of the learning process to:

- support learners in articulating their prior knowledge
- involve learners in developing learning intentions and success criteria
- stimulate learners' reflection and thinking related to the learning activities
- support learners in articulating how and what they are learning as they work on learning activities
- involve learners in contributing effectively to classroom discussions.

Questions can be addressed to the class, groups or individuals; they may be planned or they may arise spontaneously, they may address immediate points or they may have a longer-term perspective. In all cases, questioning has to be carefully designed to open up rather than close down options, to afford opportunities and support for all to contribute, to encourage thoughtful rather than immediate responses, and thus to model for learners how

to contribute to dialogue that will support self- and peer-assessment processes. Designing with such ends in mind requires consideration to be given to:

- the structure of questions (open rather than closed)
- modes of address
- observing the conventions of respectful discourse
- private as well as public questions
- allowing time for responses to be formulated
- adopting the appropriate tone and body language
- valuing and building on responses.

Practitioners will thus respond to learners' contributions and questions in ways that acknowledge the value of all contributions, including those that are unexpected; this involves making positive use of all contributions to take discussion forward. Not only does this promote learning, it also models the process of establishing and maintaining a safe place for learners to think aloud and open their thinking up to debate by others. The responsibility of learners to contribute to discussion connects with their responsibility to take forward their own learning (and that of others) in the classroom. Through such discussion, learners will further understand the purpose of the learning and be motivated by that.

Providing feedback to learners is not a one-way process but rather one that involves and engages the learner. The practitioner and the learner will use the evidence of the learner's achievements and the indications of areas for improvement to ascertain the next steps required to move learning forward. Feedback will relate as appropriate to both the 'what' of learning and the 'how' of learning. Feedback includes one-to-one exchanges between the practitioner and the learner, both during ongoing learning activity in the classroom and in considering products or outcomes of learning activities. Some feedback will be aimed directly at improving immediate outcomes of learning, some at improving the processes of learning, some at informing the next stages in learning. Much feedback in the classroom will be oral, other feedback will be written.

Feedback must relate clearly to learning intentions and success criteria, to the evidence provided by the learners, and to the next steps in learning. This evidence may focus on the ways in which learners are working on delivering the success criteria, on whether they have met agreed success criteria and/or on what still needs to be done to achieve the learning intentions. Feedback will often relate to improving learning within the immediate context but, when appropriate, feedback will inform the steps required to take forward progress and develop new learning intentions in the context of the bigger picture of the continuum of learning. Accompanying feedback and dialogue with a grade is likely to weaken the attention paid to feedback.

It is wrong to assume that giving one-way (practitioner to learner) feedback statements will lead to learner engagement and meaningful response. Practitioners need to ensure that the feedback they provide is not only relevant to the agreed learning intentions and success criteria, but that it also uses respectful but honest language and, importantly, provides and supports opportunities for further questioning, dialogue and discussion where misconceptions and misapprehensions can be explored. Means of doing so must be carefully planned and provided where feedback is not provided orally.

It is important to consider the timing and mode of feedback to ensure both that it is immediately helpful and that it does not interrupt the flow of learning; this issue is

particularly evident and relevant as practitioners observe and seek to support responsively ongoing learning in the classroom.

Developments in digital technology afford a range of tools that can be used to provide feedback to learners. These can be used in different contexts: practitioners can provide feedback to individual learners and groups of learners; learners can provide feedback to one another; learners can engage with and respond to this feedback; more generally, these tools can be used to support cooperative learning and the discussion of learning intentions and success criteria. Feedback will be used to inform consideration of products of learning, whether in draft or final form, whether written, oral, artefacts or performances; further, as online learning offers means of recording processes of learning, there will be opportunities to encourage learners to review how they are learning. Digital tools provide means of expressing and illustrating feedback, annotating learner drafts, modelling performance and supporting ongoing interaction between practitioner and learner, as well as among learners.

Peer assessment, within the classroom or using online tools, provides further opportunities for feedback built on dialogue and discussion; this should not be perceived as an easy option either for the learner or for the practitioner. As with all group discussion, the practitioner will provide the necessary support, including modelling, to ensure that learners develop the disposition and capacities to contribute effectively. Learners must be prepared to examine evidence in the light of the agreed learning intentions and success criteria, and be able to articulate how well and in what ways the evidence matches these criteria.

The same principles apply whatever the nature of the evidence: ongoing activity in the classroom or online, presentations, written documentation, models, artefacts or performances. Feedback and discussion should enhance not only performance on the task in hand, but also support the development of metacognition and therefore promote learner ownership of their learning, including the capacity to apply it in new and challenging contexts and in the development of understanding of the bigger picture of progression through the continuum of learning.

### **For consideration and reflection**

- How do I develop my own skills and those of the learners in formulating questions that will be challenging and stimulating?
- What steps do I take to minimise the risk that challenging questions may be perceived as negatively critical?
- While oral in-class feedback can be immediate and lead readily to engagement, how do I promote engagement with written feedback?
- What online means (synchronous and asynchronous) can I employ to provide feedback and to support learners' engagement with feedback?
- How do I structure peer assessment to ensure a focus on what matters in learning?
- What online means (synchronous and asynchronous) can I employ to enhance use and quality of peer assessment?
- What new and challenging contexts can I plan or provide, involving learners in these decisions if possible, through which learners can demonstrate their progression in learning?
- What opportunities can I provide to develop learners' understanding of the bigger picture of progression through the continuum of learning?
- How can I use such means as learning portfolios to allow learners to 'stand back' and review their learning and progression over a period of time and to inform a longer-term view of progression?

### **Affiliation, agency and autonomy: a note about transitions<sup>8</sup>**

We are all moving through a period of transition at the current time. Children and young people, as always at this time of year, are making the transition from one class to another, many from an early years establishment to primary school or from primary to secondary school. This year children and young people are also making the transition back into school after a lengthy period when schools have been closed to the majority of learners, as well as simultaneously making a transition between different modes of learning (online and in classroom). Practitioners have been experiencing a transition from their established classroom practice through online learning to what may be a mix of modes, while simultaneously moving through the transition from previous curriculum and assessment policies to the Curriculum for Wales.

While transitions are often perceived or portrayed as uniquely stressful (sometimes without any positive features), there is evidence that successful transitions in education can and do occur when:

- learners like school and do not feel isolated
- learners enjoy a sense of belonging and have maintained and developed relationships across the transition

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<sup>8</sup> This section has been informed by a recent presentation by Divya Jindal-Snape of the University of Dundee; her most recent work on transitions can be found in two articles published by the British Educational Research Association: (a) Jindal-Snape, D and Cantali, D (2019) 'A four-stage longitudinal study exploring pupils' experiences, preparation and support systems during primary–secondary school transitions' *British Educational Research Journal*, 45:6, pp 1255–1278; (b) Jindal-Snape, D, Hannah, E F S, Cantali, D, Barlow, W and MacGillivray, S (2020) 'Systematic literature review of primary–secondary transitions: International research' *Review of Education* 8:2, pp 526–566.

- the school culture is marked by respectful, reciprocal relationships
- learners have a sense of engagement with learning and perceive achievement in their learning and progression.

The parallels are evident between these findings and the promotion of affiliation, autonomy and agency through assessment processes that involve and empower learners as active participants and more generally promote the well-being of all.

### **For consideration and reflection**

- From my experience of online learning and teaching when schools have been closed to the majority of learners, what have I learned about the ways in which children and young people can and do learn?
- How can I use this understanding to support more effective assessment by:
  - extending the range of ways of providing feedback and fostering more effective learner engagement with feedback?
  - extending opportunities for dialogue and discussion?
  - extending opportunities for peer assessment?
  - providing new forms and sources of evidence of learning?
  - drawing on and examining a wider range of evidence than that generated in the classroom, including digital evidence?
  - promoting learner independence and ownership of their learning?
  - developing alternative pathways to the same learning intentions?
- How can I use a learning portfolio (or similar means) to allow learners to 'stand back' and review their learning and progression over a period of time, therefore informing their longer-term view of progression through transition?
- How can my assessment practice support learners through this period of transition?
- How can I use assessment practice to ensure that the learner voice is listened to in transition procedures?