

## Session Report Form

**OUR GUIDING QUESTION:** What learning arrangements can we design that will achieve a step change in engagement and integration for all students?

**Session Name:** How can we create meaningful and effective assessment/quality assurance?

**Summary of the guiding ideas arising from your session:**  
eg We trust learners to take responsibility for their learning

- It seemed to be a thorny area and this was indicated by the fact that we seemed to have more concerns and questions than solutions
- We need to take account of a range of pressures from both in and out of school
- We need to create assessment that leads to a meaningful, purposeful response and not just be an end in itself
- We need a shared language of learning that is used by everyone, eg students, parents, staff
- We need to include students wholeheartedly as part of assessment of the process/progress of learning and not just of outcomes
- We would need to engage parents more in discussing the development and application of skills and not just academic progress
- It has to be OK to fail and that is not only a learning opportunity but also a part of experimenting

**Please describe the pedagogic design of your idea**  
eg Key teaching and learning principles, learning arrangements, workforce deployment/development, etc

- Some schools using regular assessment followed by red, amber, green tracking and follow-up
- Some schools assessing skills on a continuum from teacher-led to working completely independently
- Some schools using a Learning Journal approach to create a dialogue between the student and the teacher
- There needs to be a mechanism for staff and students to follow up/respond to assessments
- Skills assessments need to sit alongside judgements made on academic progress and be ongoing
- Academic tutoring (which seems to be falling out of favour again) was recognised as having real value in discussing the whole learner
- Some schools use mentors or learning coaches

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**Please describe the curriculum design of your idea**

eg How engagement & integration - made possible through vibrant pedagogy - is reflected in content selection/balance/sequencing

- That effective assessment and follow-up would lead to enhanced engagement
- That students would feel and be more empowered in shaping the curriculum, if it was more responsive to assessment/feedback and this would also make the practical application of skills clearer
- Assessment would need to be integral to and a constant part of the curriculum design and not just a bolt-on at the end
- The assessment criteria need ultimately to run across the whole school and not be part of a separate curriculum

**Please describe any implementation issues you see**

eg Mechanisms to avoid 'roadblocks', priority strategic development areas

Thank you!

Please leave a copy (Paper or digital) of this report with the facilitator before you leave today.