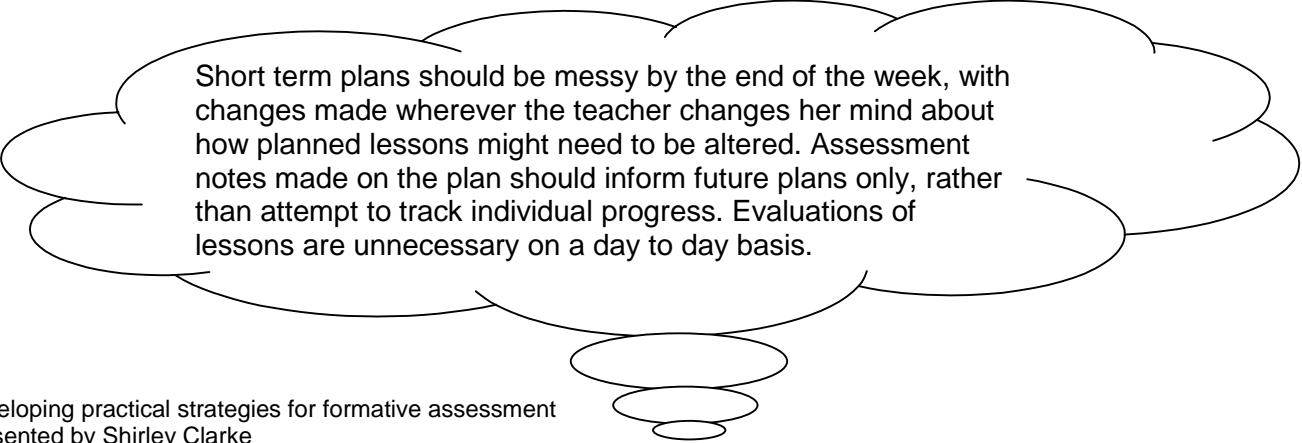
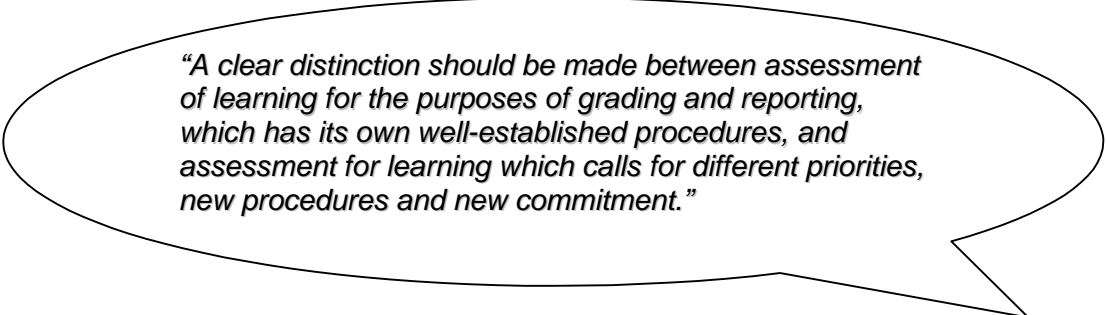


Quotes



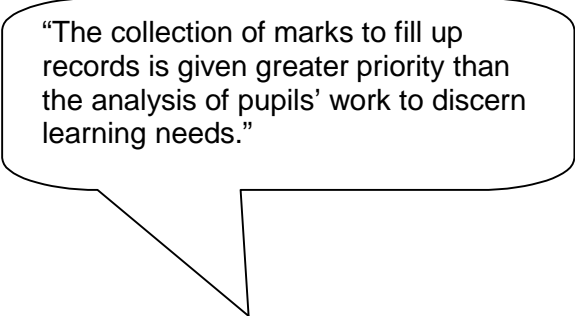
Short term plans should be messy by the end of the week, with changes made wherever the teacher changes her mind about how planned lessons might need to be altered. Assessment notes made on the plan should inform future plans only, rather than attempt to track individual progress. Evaluations of lessons are unnecessary on a day to day basis.

Developing practical strategies for formative assessment
Presented by Shirley Clarke
Institute of Education, London University



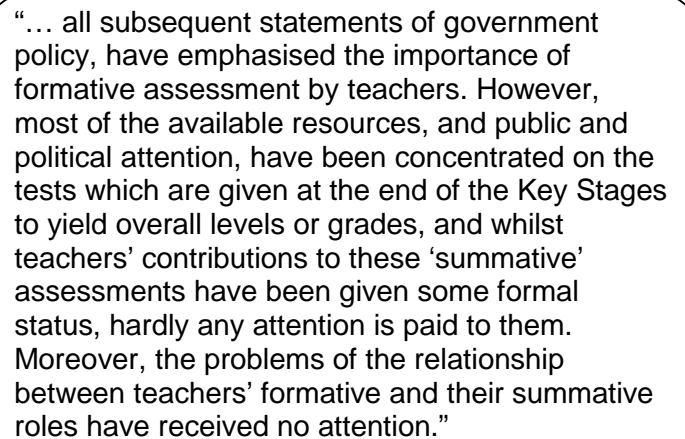
“A clear distinction should be made between assessment of learning for the purposes of grading and reporting, which has its own well-established procedures, and assessment for learning which calls for different priorities, new procedures and new commitment.”

(Assessment Reform Group, 1999)



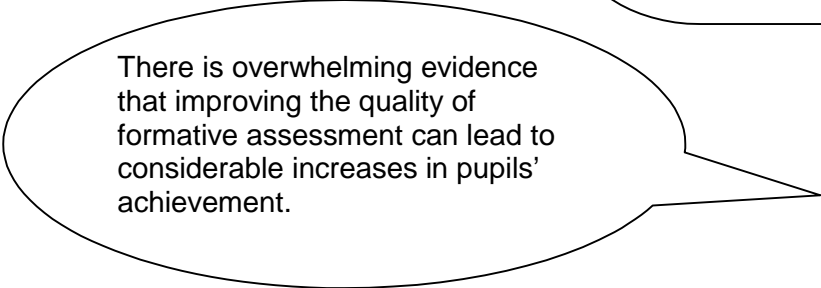
“The collection of marks to fill up records is given greater priority than the analysis of pupils’ work to discern learning needs.”

Paul Black and Dylan Wiliam
Raising Standards Through Classroom Assessment



“... all subsequent statements of government policy, have emphasised the importance of formative assessment by teachers. However, most of the available resources, and public and political attention, have been concentrated on the tests which are given at the end of the Key Stages to yield overall levels or grades, and whilst teachers’ contributions to these ‘summative’ assessments have been given some formal status, hardly any attention is paid to them. Moreover, the problems of the relationship between teachers’ formative and their summative roles have received no attention.”

Ann Neesom
Report on Teachers’ Perception of Formative Assessment



There is overwhelming evidence that improving the quality of formative assessment can lead to considerable increases in pupils’ achievement.