1. The quality of teachers is the single most important factor in the education system
2. Teacher quality has a greater impact on some pupils than others

5 key Strategies of Formative Assessment
1. Clarifying, sharing and understanding learning intentions and criteria for success
2. Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning
3. Providing feedback that moves learning forward
4. Activating learners as instructional resources for one another
5. Activating learners as owners of their own learning

“There one really competitive skill is the skill of being able to learn. It is the skill of being able not to give the right answer to questions about what you were taught in school, but to make the right response to situations that are outside the scope of what you were taught in school.”  (Papert 1998)

The case for Formative Assessment
Attention to minute by minute and day to day formative assessment is likely to have the biggest impact on pupil outcomes.

Teachers need professional development because the job of teaching is so difficult, so complex, that one lifetime is not enough to master it. The only teachers who think they are always successful are those who have low expectations of their pupils.

Formative Assessment
- To provide feedback and correctives at each stage in the teaching-learning process
- All the activities undertaken by teachers and/or pupils, which provide information to be used as feedback to modify the teaching and learning in which they are engaged (Black & Wiliam)
- The process used by teachers & pupils to recognise and respond to student learning in order to enhance that learning, during the learning (Cowie & Bell)
- Assessment carried out during the instructional process for the purpose of improving teaching and learning (Shepard et al.)

Assessment for Learning
The Assessment for Reform Group argued that using assessment to improve learning required five elements to be in place:
1. Provision of effective feedback
2. Active involvement of pupils in their own learning
3. Adjustment of teaching to take into account the results of assessment
4. Recognition of profound influence assessment has on motivation & self-esteem
5. Need for pupils to be able to assess themselves & understand how to improve
The **BIG IDEA** is that evidence about learning is used to adjust T&L to better meet pupils’ needs – in other words, teaching is **adaptive** to the learners’ needs.

Assessment is **THE** central process in T&L. **Pupils do not learn everything that we teach** (otherwise we could simply record what we teach).

“The influence has shifted from “what am I going to teach and what are the pupils going to do?” towards “how am I going to teach this and what are the pupils going to learn?” (Black, Harrison, Lee, Marshall & Wiliam 2004) (And what evidence will I see of this learning? How will the learning be VISIBLE?)

The teacher’s job is to engineer effective learning environments for the pupils. The key features:

- Create pupil engagement
- Allow teachers & learners to ensure that learning is proceeding in the intended direction