Unit 7: Support Assessment for Learning

Unit code: A/601/4072
QCF Level 3: Specialist
Credit value: 4
Guided learning hours: 20

Unit aim

This unit provides the knowledge, understanding and skills to support assessment for learning. It requires demonstration of competence in using assessment strategies to promote learning, supporting learners to review their learning strategies and achievements, and working with the teacher to review assessment for learning processes and outcomes.

Unit introduction

This unit will help learners understand how to encourage and support pupils in taking responsibility for their own learning and being active participants in managing their own learning by thinking about their progress towards meeting the learning objectives set.

Learners will know and understand strategies teachers use to inform assessment and they will demonstrate how they engage pupils in checking and reviewing their progress. Learners will be able to support pupils in applying self-assessment strategies to monitor and inform their learning as they work.

On completion of this unit learners will be able use assessment for learning strategies to enable pupils to become more effective learners and will be able to support pupils in reviewing their learning and achievements.

Part of the unit requires learners to contribute to developing assessment for learning opportunities and outcomes within the learning environment.
Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

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<th>Learning outcomes</th>
<th>Assessment criteria</th>
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<tr>
<td>1 Understand the purpose and characteristics of assessment for learning</td>
<td>1.1 Compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners’ achievements</td>
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<td>1.2 Summarise the difference between formative and summative assessment</td>
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<td>1.3 Explain the characteristics of assessment for learning</td>
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<td>1.4 Explain the importance and benefits of assessment for learning</td>
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<td>1.5 Explain how assessment for learning can contribute to planning for future learning carried out by: the teacher, the learners and the learning support practitioner</td>
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<tr>
<td>2 Be able to use assessment strategies to promote learning</td>
<td>2.1 Obtain the information required to support assessment for learning</td>
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<td>2.2 Use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners</td>
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<td>2.3 Use assessment opportunities and strategies to gain information and make judgements about how well learners are participating in activities and the progress they are making</td>
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<td>2.4 Provide constructive feedback to learners to help them understand what they have done well and what they need to develop</td>
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<td>2.5 Provide opportunities and encouragement for learners to improve upon their work</td>
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<td>Learning outcomes</td>
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<tr>
<td>3  Be able to support learners in reviewing their learning strategies and achievements</td>
<td>3.1 Use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs</td>
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<td>3.2 Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning</td>
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<td>3.3 Support learners in using peer assessment and self assessment to evaluate their learning achievements</td>
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<td>3.4 Support learners to: reflect on their learning, identify the progress they have made, identify their emerging learning needs and identify the strengths and weaknesses of their learning strategies and plan how to improve them</td>
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<tr>
<td>4  Be able to contribute to reviewing assessment for learning</td>
<td>4.1 Provide feedback to the teacher on: learner participation and progress in the learning activities, learners’ engagement in and response to assessment for learning and learners’ progress in taking responsibility for their own learning</td>
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<td>4.2 Use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning</td>
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Unit content

1 **Understand the purpose and characteristics of assessment for learning**

   *Compare and contrast roles:* defined roles eg job descriptions, professional standards, responsibilities, contributions

   *Formative and summative assessment:* formative eg informing; summative eg measuring progress

   *Characteristics of assessment for learning:* methods of assessment eg part of learning process, informs achievement, questioning techniques, observation, listening, knowledge acquisition, review

   *Benefits of assessment:* benefits eg monitoring, engagement, motivation, ownership, informing learning, relevance

   *Assessment contributes to planning:* eg setting learning objectives, giving benchmarks, identifying needs, learning styles

2 **Be able to use assessment strategies to promote learning**

   *Obtain information:* schemes of work eg learning objectives, immediate, long term, success criteria, assessment techniques

   *Personalised learning goals:* review eg prior learning, individual targets, specific language, skill development, knowledge development, testing pupil understanding of targets

   *Gain information and make judgements:* types eg external assessment, internal assessment, peer assessment, self-assessment

   *Constructive feedback to pupils:* techniques eg performance indicators, communicate, inform, positive, praise, constructive criticism, reflection, develop, review

   *Encouraging pupils to improve:* opportunities eg prior learning, consolidate learning, structure, removing barriers to learning, inspire, motivate

3 **Be able to support learners in reviewing their learning strategies and achievements**

   *Use information gained to review strategies:* monitor pupils eg review progress, interact with pupils, techniques; expression eg verbal, visual, kinesthetic

   *Listen carefully to pupils and encourage communication:* techniques eg enquiry, attention, questioning, value responses, active listening

   *Peer assessment and self-assessment:* context of learning; structure eg specific, clear, stage related, mutual respect, collaboration

   *Reflect and plan for improvement:* eg measure, evaluate, strengths, areas for improvement, review, support pupils, encourage pupil talk, confidence, learning by doing, SMART targets
4 **Be able to contribute to reviewing assessment for learning**

*Provide feedback to the teacher:* range eg successes, challenges, impact on pupil participation, impact on pupil engagement, verbal, written, feedback checklists

*Use the outcomes of assessment for learning:* review eg own experience of supporting pupil learning, questioning of pupils, feedback eg given, from pupils, teacher, responses, strategies eg successful, unsuccessful, alternative
Essential guidance for tutors

Delivery

The knowledge and understanding for this unit will be put into practice in a classroom setting. Tutor input and learner activities, including learner research into strategies for assessment for learning, should play a major role in delivery. Learners should be encouraged to discuss assessment for learning with professionals in school settings, how assessment activities are organised and how the learner may support these.

Learners should be encouraged to think about how pupils are engaged in measuring their learning, to check if pupils are clear about learning objectives and if they review them at the end of each lesson. Learners could be engaged in researching different ways of presenting information that measures progress, for example suitable software packages, and create a variety of self-assessment sheets that could be used with different age ranges of children. This could be delivered as a group activity so that learners can share their proposals for both simple ways of recording and more complex approaches and then comment and reflect on their work. Learners could explore the use of illustrative record keeping in the form of charts or pictures that enable pupils to present their attainments simply, using stickers or by colouring in for example.

Learners could be encouraged to observe classroom practice to record the learning objectives, identify the personalised learning goals for individual pupils and associated success criteria and make suggestions about the assessment opportunities and strategies that they could use in those situations to the tutor. This would enable them to explore and understand how they could contribute to assessment for learning before putting their knowledge in to practice. Alternatively, learners could be presented with a case study/studies to discuss how they would meet the special needs of specific pupils and support them in meeting their learning objectives.

Developing a template or checklist of tasks that learners could engage in to assess and review pupils’ progress could be a tutor-led activity, and in the spirit of the unit, learners could be encouraged to use a variety of mechanisms to show completion of the learning activities. Colouring smiling faces to indicate the extent to which pupils understand the learning objectives and any individual learning targets, writing in speech bubbles what they might say to inform pupils what they need to do, creating flash cards to inform pupils how they will be assessed and ensure they understand and providing model examples of work so that pupils can see how the assessment criteria are applied.

Learners could write or express the same piece of feedback in a number of different ways to convey the same message so that they become practised in using appropriate language that is consistent with pupil levels of understanding. They could also look at case studies and suggest how peer or self-assessment strategies could be used in those situations and provide feedback to other learners on the suggestions they have made.
The use of feedback is an important element of assessment for learning and learners should be encouraged to reflect on the impact feedback from their peers has in activities that form part of the delivery for this unit. By engaging learners in feedback activities or role playing activities in which they practise giving and receiving feedback will enable them to demonstrate these skills in the learning environment.

**Assessment**

Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1 and 4.2 must be assessed in the workplace.

**Suggested assessment activities**

The evidence for this unit could be presented in a portfolio in which learners use examples from classroom-based experience in the workplace to describe how they have supported pupils to take on more responsibility for their own learning and become more active learners. The portfolio could also contain written reflections that explain how they have supported either an individual or a group of pupils through a learning activity. The evidence must illustrate how the feedback they gave focused on strengths, was constructive and included information for the pupil about how they might improve next time. A log of what was observed or written and how they feed this back to pupils would evidence learner ability to feedback with clarity and purpose to inform future learning and formative assessment.

The portfolio could tell the story of how the learner used assessment strategies to promote learning and evidence the steps taken to obtain the required information, informed their use of language to discuss and clarify individual learning goals and the criteria for assessing progress with pupils. The portfolio could be supported by evidence statements that support learner observations about how well pupils are participating in activities and the progress they made. Learners could have examples in their portfolio of self and peer assessment mechanisms used by pupils. The use of evidence statements will be relevant to recording how learners gave constructive feedback to pupils to help them understand what they did well and what they need to do to improve further.

Tutors may wish to observe learners providing feedback to a teacher on pupil participation and progress and engaging in a professional discussion that demonstrates how learners reflect on their own practice to enable them to improve their own contribution to supporting learning. In this situation learners could be asked to think about a piece of work that have completed well and which they feel proud of, the learning objectives and success criteria of the session, and evaluate it against their targets.
Indicative resource materials

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

- www.cipd.co.uk: Chartered Institute of Personnel and Development
- www.bis.gov.uk: Department for Business Innovation and Skills
- www.education.gov.uk: Department for Education
- www.edexcel.com: Edexcel
- www.ento.org.uk: ENTO
- www.gtce.org.uk: General Teaching Council of England
- www.qcda.gov.uk: The Qualifications and Curriculum Development Agency
- www.teachers.tv: Teachers’TV
- www.teachernet.gov.uk: Teachernet
- www.tes.co.uk: The Times Educational Supplement
- www.tda.gov.uk: The Training and Development Agency for Schools