



Gaining Evidence FOR Learning

Purpose:

To help you gain evidence about students' learning in order to plan your teaching program to better improve students' learning.

What you need:

- 1 copy of page 1 per pair of teachers
- 1 copy of page 2 per pair of teachers (enlarged 140% to A3 size)
- whiteboard and marker for brainstorm.

Step 1:

- In the whole group, **BRAINSTORM** strategies and sources you use (or could use) to **GAIN** evidence of learning progress to help you plan your teaching program and improve students' learning (both for the whole class - and for individual students).

Step 2:

- In small groups, **SORT** the brainstorm list into the categories in the Table on page 2, "Gaining Evidence FOR Learning":
 - A. Informal ways of identifying prior learning before you start new learning.
 - B. Formal ways of identifying prior learning before you start new learning.
 - C. Informal ways of shaping learning during the learning process.
 - D. Formal ways of shaping learning during the learning process.
 - E. Any other strategies and sources of evidence that don't fit categories A-D.
- As you categorise you may think of other examples of strategies and sources that you use in each category - **ADD** them into your Table.
(As you can see in the Table there are technical terms for these ways of gaining evidence of student learning.)

Step 3:

- In small groups **IDENTIFY** the **FREQUENCY** of your use of each strategy/source. Do you use it rarely, weekly, daily? (Tick the appropriate column.)
- **IDENTIFY** the rough **PROPORTION** (half?) of these strategies and sources that provide evidence about individual's learning - and what proportion provide evidence about the whole class. Is the balance right?

Step 4:

- In small groups **PRIORITISE** the strategies and sources of evidence that you will endeavour to use more frequently than you currently do (for individuals and/or for groups). **HIGHLIGHT** your top three strategies/sources.
- **PLAN** how you will do this.

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Type of evidence we could gain	Examples of our Strategies and Sources (How? Where from?)	Frequency of Use		
		Rarely	Weekly	Daily
A: Informal & identifies prior learning before new learning. e.g. questioning <i>(informal diagnostic)</i>				
B: Formal & identifies prior learning before new learning. e.g. Torch test <i>(formal diagnostic)</i>				
C: Informal & shapes learning during learning. e.g. observe class work <i>(informal formative)</i>				
D: Formal & shapes learning during learning. e.g. feedback on homework <i>(formal formative)</i>				
E: Other types (what?)				