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.
## Gaining Evidence FOR Learning

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