

Great assessment should be the servant of learning, not its master. It is a purposeful, manageable, efficient and effective tool, and the skill of assessing is fundamental to good planning. After all, how can we know what to teach tomorrow if we do not know what has been understood today?

By generating and using higher quality information on pupil learning, and better integrating assessment with curriculum and pedagogy, teaching can be more responsive to pupil needs.

### Assessment Lead Programme

The aim of the Assessment Lead Programme is to improve the efficiency of assessment as a tool to improve the quality of information that supports effective teaching and learning. The programme enables education professionals to make assessment more efficient and purposeful, allowing them to make more reliable judgements about what pupils understand, can do and need next.

The programme will encourage you to re-think your approach to assessment and support you to lead improvement.

- Understand why, when and how to assess
- Understand key concepts in assessment and assessment as pedagogy
- Use assessment more effectively to support curriculum planning and pedagogy
- Be able to design powerful formative questions and quizzes that can be used during teaching to identify pupil misconceptions and learner needs
- Design formative and summative assessments that are demonstrably reliable in supporting curriculum planning and tracking progress

### What do delegates think of the Assessment Lead training?

The following feedback was captured at the last Assessment Lead Residential held August 2017:

100% of the group said that the course met or exceeded their expectations, and **100% of delegates would recommend the Assessment Lead Programme to friends or colleagues.**

According to Suzanne O'Farrell, Assessment and Curriculum Specialist at the Association of School and College Leaders, *"Schools desperately need this kind of clear guidance to question the how and the what of their assessment practices"*.

"The tools, which allow teachers to create reliable assessments for themselves, will be very useful as we come to create our own summative assessments. **We can now ensure that the assessments we use actually align with our curriculum**" - Jamie McNamara

"I can say, with 100% certainty, this was **the best course I have ever been on**" – Okeyinfu Ajayi

## Course outline

### Day one: theories of assessment

Day one provides a grounding in assessment theory, with pragmatic content on how it can be made accessible to classroom teachers. The key content areas are:

- assessment as pedagogy;
- the pillars of great assessment – purpose, reliability, validity, value;
- the role of the assessment lead; and
- Why, when and how to assess.

### Day two: designing effective assessment

Day two is a practical day, with a focus on writing effective assessment questions:

- writing effective assessment questions, both multiple choice and open response;
- bias in teacher assessment;
- bridging teaching and learning with assessment - how curriculum and assessment should support each other; and
- assessment and school accountability.

### Day three: understanding assessment data

Day three is a day dedicated to the analysis of assessment data. We have a number of practical tools to assist in this, and the ultimate aim of this analysis is to become skilled in both analysing the data at your fingertips, but also in acting on it:

- Stories in assessment data – looking for patterns;
- Visualising your data;
- What's next? How you can use the analysis to improve assessment items, fine-tuning them to improve the reliability and validity of the results; and
- Accessibility – fair assessment for all pupils.

### Day four: the assessment lead in action

The fourth and final day is all about translating the programme of learning into practice. This includes:

- How can the skills and knowledge of Assessment Leads be used to improve assessment in school?
- Leading widespread improvements in assessment practice in school – providing advice and guidance for colleagues, and developing an “assessment culture” in schools;
- Guiding assessment policy in school; and
- Balancing the needs of accountability and pedagogy.

### Course cost

£825.00 Per delegate.

### Who's it for?

Any primary or secondary school, or FE College that is committed to improving their use of assessment as a tool to support teaching and learning. The training is open to senior and middle leaders, and classroom teachers.

### Course benefits

1. Develop professional skills that are in high demand
2. Join the National Network of Assessment Leads – share good practice and drive system wide improvement
3. Gain certification from Evidence Based Education

### Logistics

#### Dates for 2018:

- 16th March
- 13th July
- TBA
- TBA

**Venue:** Middlewich High School, King Edward Street, Middlewich CW10 9BU

**Local contact:** Michael Taylor (Head of Teaching & Learning (Research Lead))  
[mtaylor@middlewichhigh.cheshire.sch.uk](mailto:mtaylor@middlewichhigh.cheshire.sch.uk)

### Booking

Book your place using the following link <http://bit.ly/MiddlewichALP>