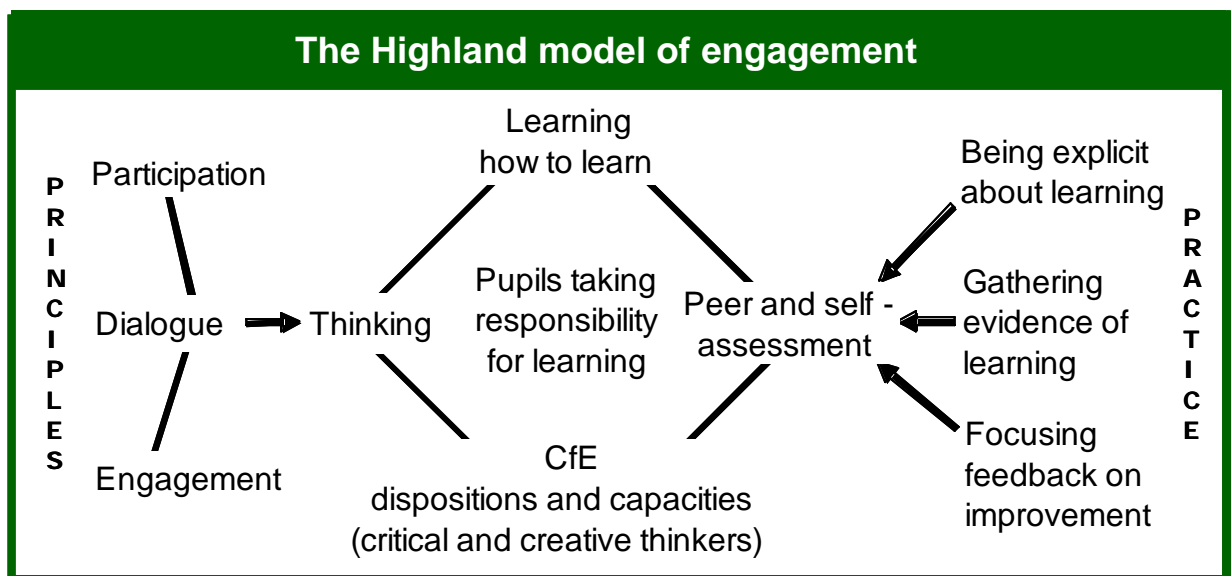


Highland Council Learning, Teaching and Assessment Policy

Fostering the CfE capacities and raising achievement



A Route to Engagement

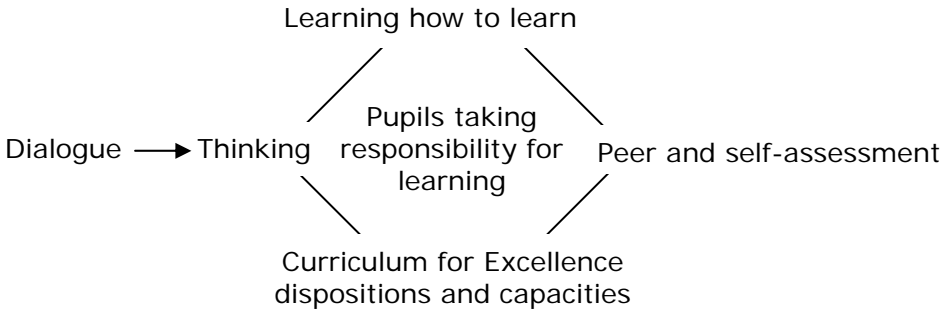
This guide is designed to help colleagues explore the Highland model which is at the heart of the Learning, Teaching and Assessment policy.

www.hvllc.org.uk/ace/aifl/highlandmodel.htm

Reflective Professionals and Thinking Children

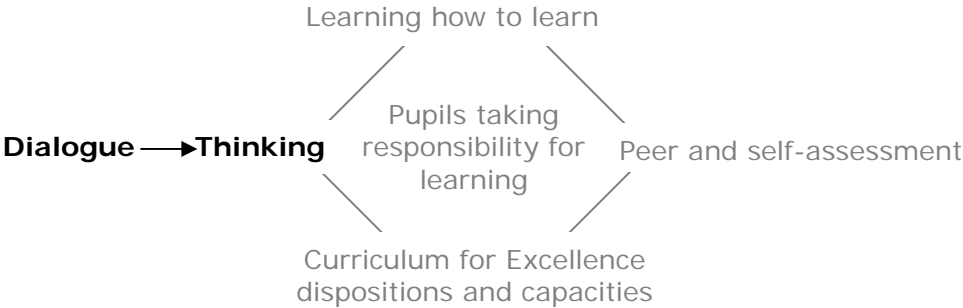
Fostering the CfE capacities and raising achievement

Introduction



The diagram above is the central section of the Highland model of engagement as explored in the Highland Council Learning and Teaching CPD Reflection Framework. This ‘road map’ is designed to guide you through the support materials now available to further explore the Highland model. Paul Black’s paper, ‘Full Marks for Feedback’ suggests a number of ways in which *dialogue* and *self-assessment* by pupils can be carried forward and helps to confirm the validity of the Highland approach.

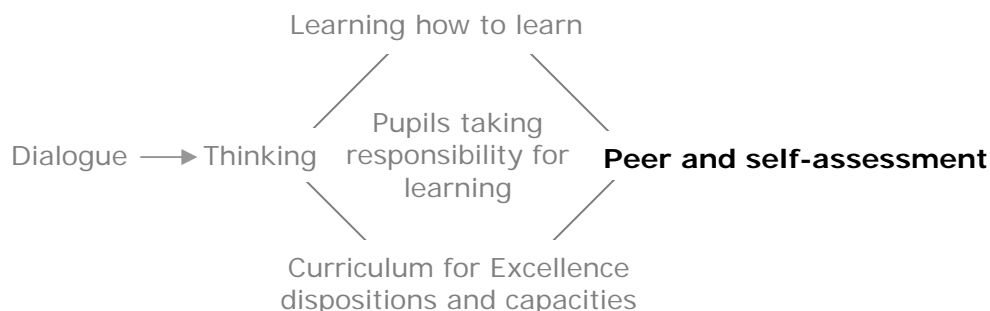
A Exploring the principles of formative assessment



In the Highland model, the four principles underpinning formative assessment are *participation, dialogue, engagement and thinking*. In applying these principles in to our practice, we have concentrated on the practical implications of developing thinking through effective dialogue in the classroom. Through this focus, we are beginning to explore what is involved in improving pupils’ capacity to learn and also the role of dialogue and self-assessment in how we understand and use formative assessment.

Reading	Paul Black: Full marks for feedback Eric Young: A principles based approach to the CfE outcomes and experiences
Engagement activity	Assessing dialogue (material from Professors Robert Fisher & Paul Black)

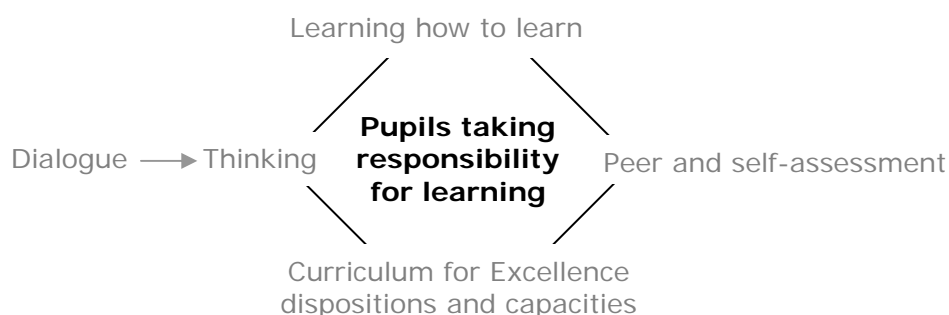
B Developing formative assessment practices



Peer and self-assessment have become an important part of the development work undertaken by teachers in Highland schools over the past few years. We now have a body of case studies describing the experiences of teachers and pupils at all stages, which indicate that peer and self-assessment offer significant opportunities for real improvement even in upper secondary where formative assessment is often regarded with some caution. SQA has published a very positive report on the use of peer and self assessment in Highland across a number of subject areas (<http://www.sqa.org.uk/sqa/35847.html>).

Reading Eric Young: Embedding formative assessment: *So what are the pupils doing?*
Eric Young: Exploring formative assessment practices
Engagement activity Peer and self-assessment

C Creating autonomous learners



The central aim of the developing Highland model has been to rigorously explore how we can help 'pupils take greater responsibility for their own learning'. If children and young people learn how to take greater personal responsibility for their learning, then they will be well on the way to displaying the capacities of successful learners, confident individuals, responsible citizens and effective contributors. The Highland model is based on an analysis of these capacities in terms of learning dispositions, critical and creative thinking and information processing. This provides a way of addressing the suggestion made in *Building the Curriculum 3* that we should use the 'indicative descriptors' to understand the attributes and capabilities underpinning the four capacities. The materials below explore these issues through a wealth of practical examples.

1 Learning dispositions

Reading Eric Young: Learning Dispositions and Personal Learning Planning,
Engagement activity Learning dispositions, Words of Praise

2 Critical & Creative thinking

Reading Robert Fisher: Thinking to learn - Learning to think
Robert Fisher: Tools for Learning
Engagement activity Auditing thinking and learning

A Highland Journey 2004 – 2009

Co-creating a distinctive pedagogical model for engagement with a Curriculum for Excellence

<p>The first two aims of the Highland journey were to</p> <ul style="list-style-type: none"> (i) develop a coherent conception of formative assessment (ii) explore the links between formative assessment and approaches to <i>making thinking explicit</i> as a powerful way of fostering the CfE capacities <p>Through articulating a set of underlying principles together with a critical examination of the practice of formative assessment as outlined in the research which underpinned <i>Inside the Black Box</i>, a more coherent conception of formative assessment was developed. The principles together with a clear focus on the centrality of peer and self assessment provided a context for beginning to unpack what it means to ‘help students take greater responsibility for their own learning’. The three sections of the model are outlined below.</p>	
<p>The principles of formative assessment</p>	
	<p>After extensive investigation and discussion with practitioners, SMT and researchers, the four principles set out opposite were developed. If children are to become engaged in their own learning, they need to think for themselves. Teachers can stimulate and support this by encouraging pupil participation through classroom dialogue designed to investigate learning as it occurs and also dispel misunderstandings which may prevent productive next steps.</p> <p>The Highland Council CPD Reflection Framework is based on the understanding that these principles have an important practical role to play: the emphasis in CfE on the importance of active learning, which is about engaging students in their learning, confirms this.</p>
<p>The practice of formative assessment</p>	
	<p>The acid test of embedding formative assessment is not that teachers use the right strategies in the classroom but that students engage in assessing their own learning. In this section of the model, the three phrases on the right identify what Black and Wiliam called “the evolution of good teaching”, leading to effective peer and self-assessment, which, in <i>Inside the Black Box</i>, is an ‘essential’ part of formative assessment. Peer and self-assessment also links to an emerging focus for HMIE inspections: students taking greater responsibility for their own learning. In A Curriculum for Excellence too, success in achieving the purposes and principles of the curriculum is only likely if students are able to become much more actively involved in their learning.</p>
<p>Handing over responsibility</p>	
	<p>The Highland Council CPD Reflection Framework recognises the importance of the role teachers play in helping students to take greater responsibility for their own learning. It also understands that building independent, self-motivated learners often requires both students and teachers to change well-established classroom habits and practices. In order to support such change, the Framework has focused on thinking, peer and self-assessment, and learning how to learn. Teachers should explore these further in their reflection and practice, so that they can hand on to their students greater responsibility for managing and evaluating what they are learning.</p>

Further information regarding the Highland CPD Reflection Framework can be found at www.hvllc.org.uk/ace/aifl/highlandmodel.htm or contact Kevin.logan@highland.gov.uk