



Actively Learning – Ako Manahau

A Journey to Clarity



Whenua



Hobbies



Teena koutou teena koutou teena koutou katoa

No Ingarangi oku tipuna.

Ko tangata tiriti ahau

Kei te Waiuku ahau e noho ana

Ko tumuaki o te kura o Rangiaawhea, Sandspit Road School.

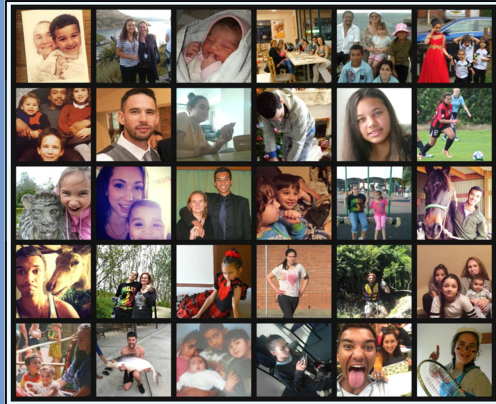
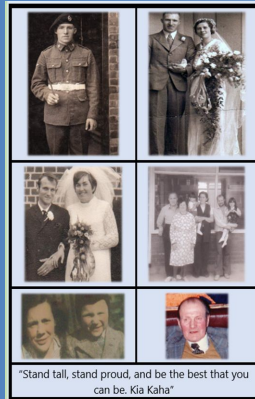
Ko Denise Horley tooku ingoa.

Tena tatau katoa

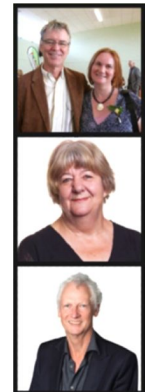
horleyd@sandspit.school.nz

Tipuna

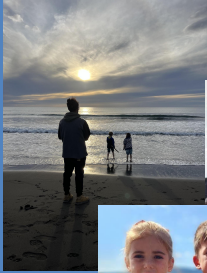
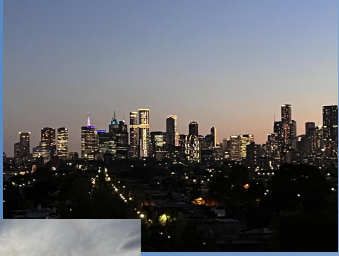
Tamariki



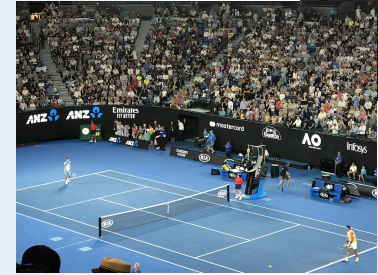
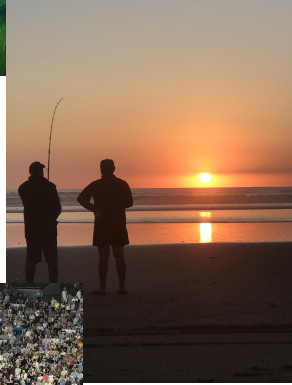
Gurus/ Influencers



PEPEHA



Tena koutou tena koutou katoa
No mai haere mai
Ko ingarangi Te whakapapa ranga mai
Ko North Shore te whenua tupu
Ko Waiuku te kainga
No Dargaville ahau
He tumuaki tuarua o te kura o
Rangiwhea.
Ko Robyn McDougall-Winchester toku
ingoa.
Tena tatou katoa.



Our Journey to clarity:

Our goal:
to share our
story and what
we've been
working on to
build clarity to
close the
learning gaps

*Because we can't
afford to leave key
learning to chance.
(M. Chamberlain)*

Our Success Criteria

- Identifying critical aspects to enable the journey
- Our Journey- an overview
- Relevance- Going back to the Why
- Data types & purposes: Use it
- The key to acceleration
- What does effective assessment look like?
- Acceleration- Ready, Set, GO
- Building an assessment culture
- Best Practice





Assessment Tools Used at Sandspit Road School

*Actively Learning
Ako Manahau*



Critical Aspects

"the shorter the time interval between eliciting the evidence and using it to improve instruction, the bigger the likely impact on learning."

— Dylan Wiliam, Embedding Formative Assessment: Practical Techniques for K-12 Classrooms

Assessment that informs decisions about adapting teaching practice is moment-by-moment and ongoing. Teachers use observation, conversations, and low-stakes testing to continuously monitor students' progress in relation to their year level in the teaching sequence. They ensure that they notice and recognise the development, consolidation, and use of learning-area knowledge by students within daily lessons, and that they provide timely feedback. Formative assessment includes self and peer assessment.

In addition to formative assessment to highlight the Teachers ensure so that every student

Providing time and address accurate data learning. Teachers learn

**Assessment to Improve Learning
Principles, Practices and Proof**

No matter how carefully we design and implement the instruction what our students learn cannot be predicted with any certainty. It is only through assessment that we can discover whether the instructional activities in which

our students resulted in extended learning. Assessment is the bridge between teaching and learning.

...m, 2013 Embedded Formative Assessment |

**Assessment Clarity –
which tools? Why?
When? How?**

**Resourcing \$\$\$\$:
Finances, Time &
Personnel**

**Building Relational
Trust: It's not a
weapon**

**Being Inclusive: Fair,
serving the learning
of all students**

**Moderation
processes:
Dependable, valid
data**

**Powerful
Partnerships:
Parents & whaanau
have easy access**

Assessing with fidelity means conducting assessment in a way that is essential because it ensures the reliability of the data. It is important that the data accurately reflects a student's needs where students need support, and tracking their progress under the same conditions, providing a level playing field for teaching and learning outcomes.

...ed guidelines and protocols.

When administered with fidelity, teachers make informed instructional decisions, identify student needs, as all students are evaluated under the same conditions of the educational process, supporting



Our Journey

Key beliefs and actions along the way

- **Assessment Rationale**
- **Formative assessment is key**
- **Assessment literacy for teachers**
- **Assessment literacy for students**
- **Developing a positive assessment culture**
- **Observations and PADs**
- **Shared language, beliefs and practices**





Our Why.

- Strengthening learner agency
- Fostering Student Growth: Address the achievement gaps
- Supporting Diverse Learners:
- Develop strategies for effective Learning
- Creation of Assessment Culture:
- Building on Best Practices for Teachers



Belief: WHY

At Sandspit Road School we want our learners to be agents in their learning.
To know what they are learning, why they are learning it and how they will be successful.

Principles: How

- Relationships
- Encouragement
- Specific feedback
- Perspective and voice gathering
- Evaluative
- Capability and competency growing
- Trust and teamwork
- Formative Assessment
- Unbiased high expectations for all
- Learning as life long and ubiquitous

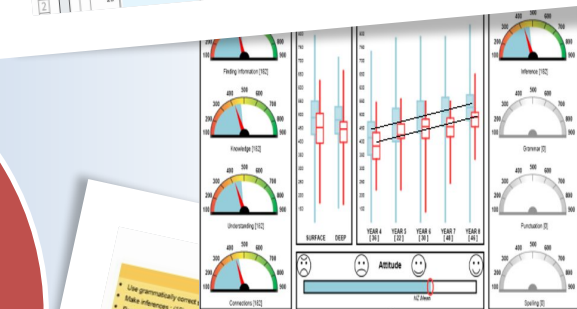
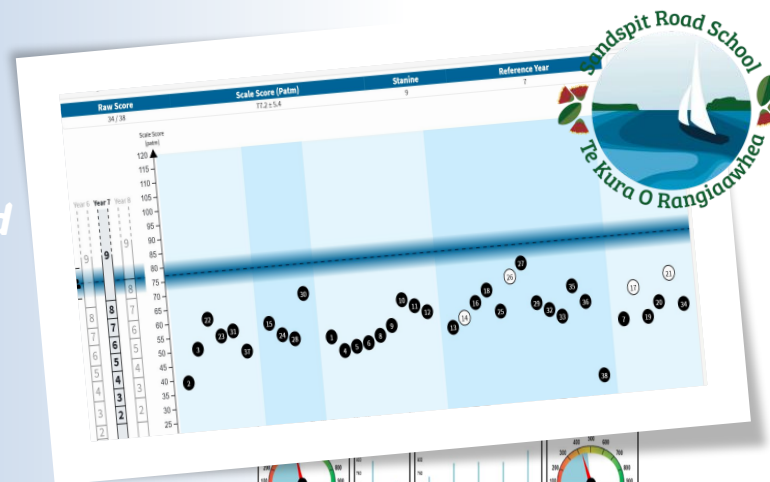
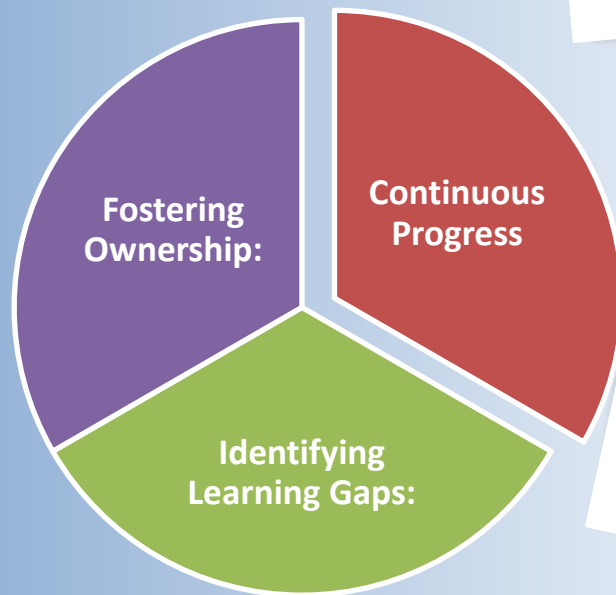
Practices: What

- research driven
- monitoring
- moderating,
- deliberate & explicit teaching
- student conferences
- goalsetting
- measuring impact- effect sizes
- data analysis
- giving & receiving feedback
- upskilling teachers
- clarity- sharing LI & SC
- sharing relevance
- using active reflection
- having a growth mindset
- engaging tasks and activities
- Evaluating what we do and how we do it
- Evaluating learning
- Giving feedback

Why Assessment Matters

The fundamental purpose of assessment is to promote and improve students' learning as they and their teachers respond to the assessment information generated.

NZAI assessment to improve learning PPP p2





Formative Assessment: The Key to Acceleration

- **Formative Assessment:** Ongoing assessments guide instruction by providing real-time feedback, enhancing student understanding through adjustment.
- **Identifying Learning Gaps:** Formative assessments effectively highlight individual learning gaps, informing targeted instructional adjustments for improvement.
- **Summative Assessment:** Evaluates learning at term's end, measuring overall achievement and determining instructional effectiveness and outcomes.
- **Peer and Self-Assessment:** Encourages reflection, wherein students assess their performance and that of peers, promoting deeper learning engagement.
- **Immediate Feedback:** Timely feedback from formative assessments enhances student understanding, fostering a responsive learning environment for engagement.



Steppings Stones/ Learning Intentions



Signposts / Success Criteria



The view ahead/ Identifying next steps



The Reason/ Relevance

I love to travel because
**IT GIVES YOU THE FREEDOM
TO BE YOURSELF**

... Dr. Boring



Agency Matters

What?

John Hattie:

- what they are going to learn
- why they are learning it
- how they will be successful and know they have succeeded?

Why?

How?

James Nottingham
-Goldilocks Effect



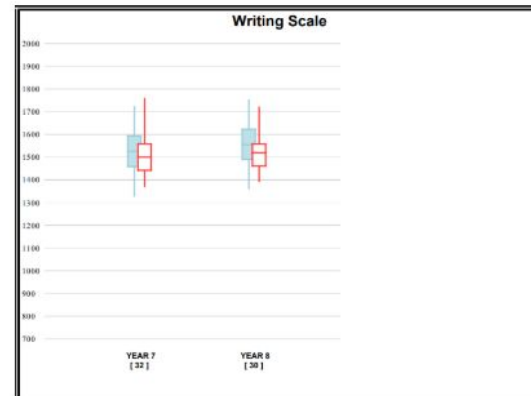
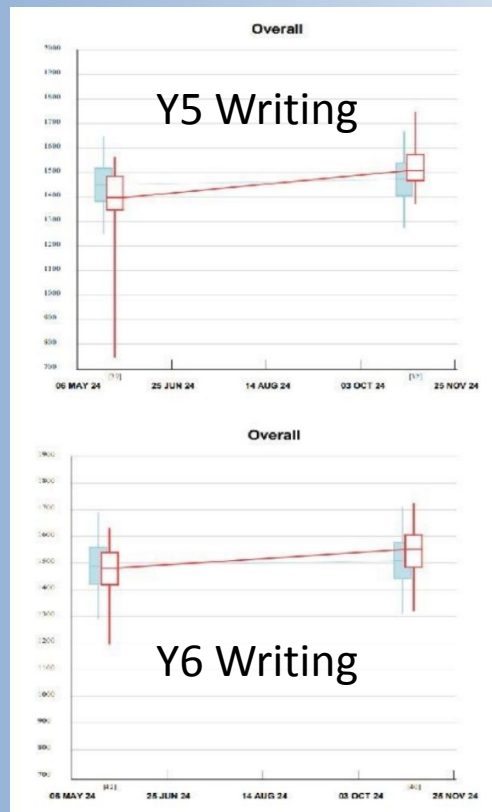
IMPACT



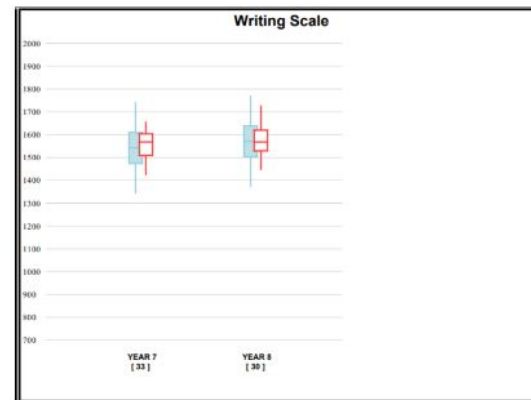
Reading Progress Term 2- Term 4 Year 4



Writing Progress Over 6 months



End of Year



CELEBRATE!

IMPACT



Effect Size Data Table				
Year Level	Beginning of Year mean	Number of matched students	End of Term 3 mean	Effect Size
Overall				0.3
Year 8	1489	39	1509	
Year 7	1472	48	1480	0.13
Year 6	1427	40	1461	0.54
Year 5	1399	39	1440	0.63
Year 4	1432	38	1386	0.79
	mean	n	mean	Effect Size
Maaori Students Overall	1403	65	1437	0.45
Year 8 Maaori	1454	9	1496	0.62
Year 7 Maaori	1450	13	1455	0.07
Year 6 Maaori	1411	13	1448	0.59
Year 5 Maaori	1367	6	1420	0.82

Effect Sizes

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IMPACT



Newsletter

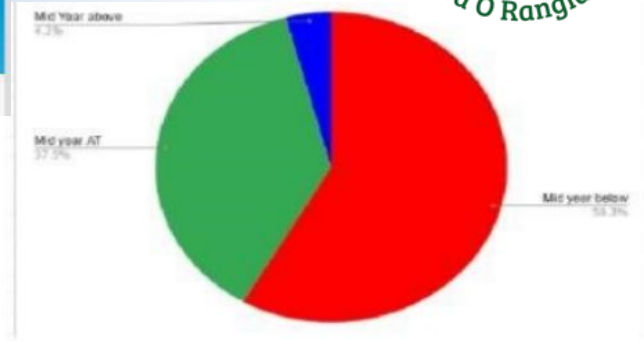
chart to illustrate the percentage of students not yet meeting, at and exceeding the curriculum expectations.

In May 58.3% of students in year 5/6 were not yet at expectation; 37.5% were at the curriculum expectation, and 4.2% were exceeding the curriculum expectation.

You can see an incredible shift in November.

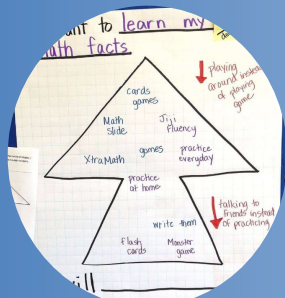
In November 22.9% of students in year 5/6 were not yet at expectation; 40.4% were at the curriculum expectation, and 36.7% were exceeding the curriculum expectation.

Ka pai, tamariki!



CELEBRATE!

High Impact Teaching Strategies for Impact...



Goalsetting



Explicit Teaching



Collaborative Learning (Teachers & Students)

Worked Examples (WAGOLs)

Multi-digit Subtraction

$\begin{array}{r} 67 \\ - 43 \\ \hline 24 \end{array}$ <p>$6 - 4 = 2$ $7 - 3 = 4$</p>	$\begin{array}{r} 4 \\ 52 \\ - 36 \\ \hline 16 \end{array}$ <p>Not enough to subtract, need to borrow or regroup $4 - 3 = 1$ $12 - 6 = 6$</p>
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Lesson Structure

Multiple Exposures

Students are given multiple opportunities to encounter, engage with, and elaborate on new skills

Patterns and geometry in dance

Numeracy Focus: Exploring patterns and relationships Understanding and using geometric properties and spatial reasoning Understanding, estimating, and using measurement

Learning area: Victorian Curriculum: Mathematics, The Arts: Dance

Multiple exposures give students the opportunity to engage with new knowledge and skills in a variety of



Multiple Exposures



Questioning

7 Takeaways

Things to Remember About Feedback

<p>1 Feedback is an essential part of learning. It is not just about giving feedback, it is about using feedback to improve learning.</p>	<p>2 If students have the chance to give feedback, they are more likely to use feedback to improve their learning.</p>	<p>3 The feedback students give teachers can be more powerful than the feedback teachers give students.</p>
<p>4 When we give a grade as part of our feedback, students tend to read only on for or the grade.</p>	<p>7 Students need to know that learning is a process.</p>	

Effective Feedback



The Chapman and King Dozen: Differentiated Formative Assessment

1. Use a variety of pre-assessment tools to identify the learner's knowledge base and prior experience.
2. Design specific plans based on formative assessment results.
3. Strategically assess students before, during and after learning.
4. Involve the learner in intriguing and engaging assessment activities and strategies.
5. Continually monitor and use effective interventions.
6. Use flexible grouping strategies to optimize learning.
7. Use a variety of assessment tools.
8. Plan assessment activities to produce successful experiences for the learner.
9. Teach learners to create and apply self-assessment strategies.
10. Provide immediate feedback and assistance.
11. Emphasize individual growth.
12. Celebrate success.

Differentiated teaching



Examples of our resources

Theory of Change

Action Plan

Assessment staff consultation

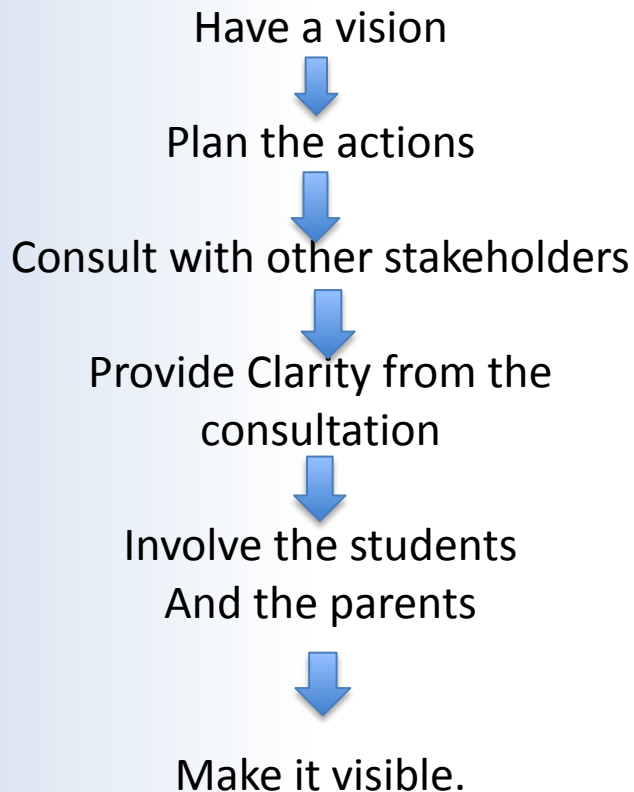
Assessment rationale and overview

A good mathematician

Goals

Teaching and Learning Signage

Peer & Self assessment



Our Summary

Resource to ensure effective assessment practices

Build Relational Trust

Consider Inclusivity when using Assessment:

Moderate Processes- Together is better

Develop teacher and student assessment literacy to close the gap

Effective & Constructive feedback matters

Develop & Encourage Agency

Know your impact

Inspire others – other teachers and students



Name: _____

My Initial Goals for 2025

Paanui / Reading

At home I could: _____

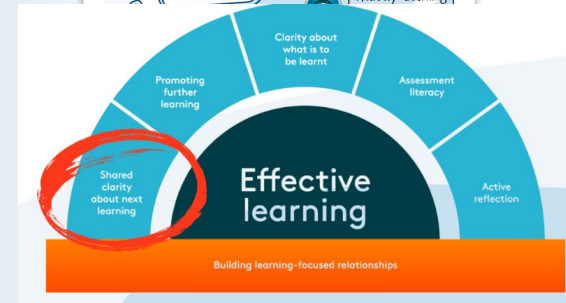
Tuhituhinga / Writing

At home I could: _____

Paangarau / Maths

At home I could: _____

Actively Learning



Conclusion

We are on a RESPECTFUL journey with Learning

Relentless focus on teaching and learning

Encourage and enable

Specific Feedback

Powerful Partnership

Evidence based and focused

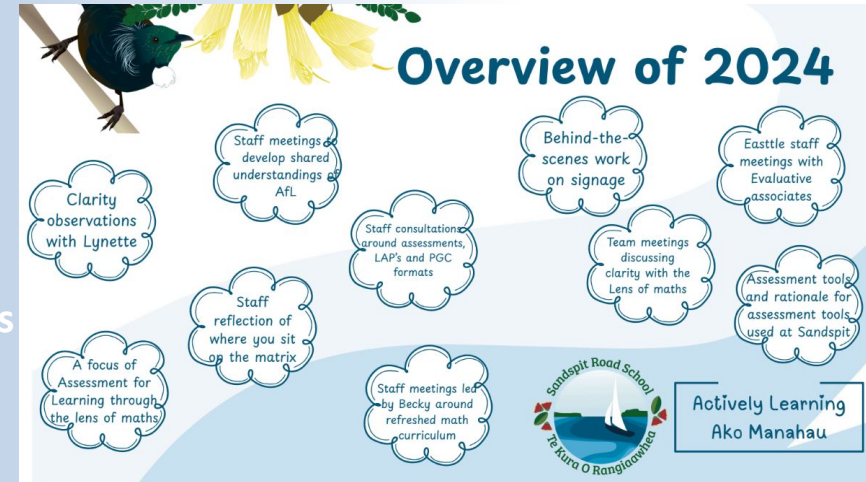
Clarity of conceptual understanding

Trust and Teamwork

Formative Assessment

Unbiased belief

Low risk environments to learn from mistakes





Questions?
Comments?

