Strategic Assessment: Strengthening Teaching, Learning and Schoolwide Coherence

Deidre Senior – Weston School

WESTON SCHOOL

TINORANGATIRATANGA · Self-empowerment · Determination

WHANAUNGATANGA · Connections · Belonging · Community

MANAAKITANGA · Care · Kindness · Respect · Compassion

KAITIAKITANGA · Protecting & caring for our environment

AKO · Teaching · Learning

Deidre Senior

Tēnā koutou katoa
I tipu ake au ki Winton
I raro I te maru o te mauka o
Takitimu
I te taha o te awa Makarewa
Kei te noho au ki Ōamaru
Ko pakeha te iwi
Ko Fay rāua ko Lyall ōku mātua
Ko Roly takū tāne
Ko Sam ko Allie aku tamariki
Ko ahau te tumuaki o te kura
Weston
Ko Deidre tōku ikoa
Nō reira, tēnā koutou, tēnā koutou,
tēnā koutou katoa

Ko wai tātou? Who are we?

- Weston School
- Waitaki/Ōamaru
- Full Primary
- Rural
- Current Roll: 250
- Principal @ Weston since 2019
- Appointed by Statutory manager

How was assessment being used?

o As a pretest
o As an 'activity'
o As a compliance
o To get it onto the school SMS
o To finish off a 'unit'
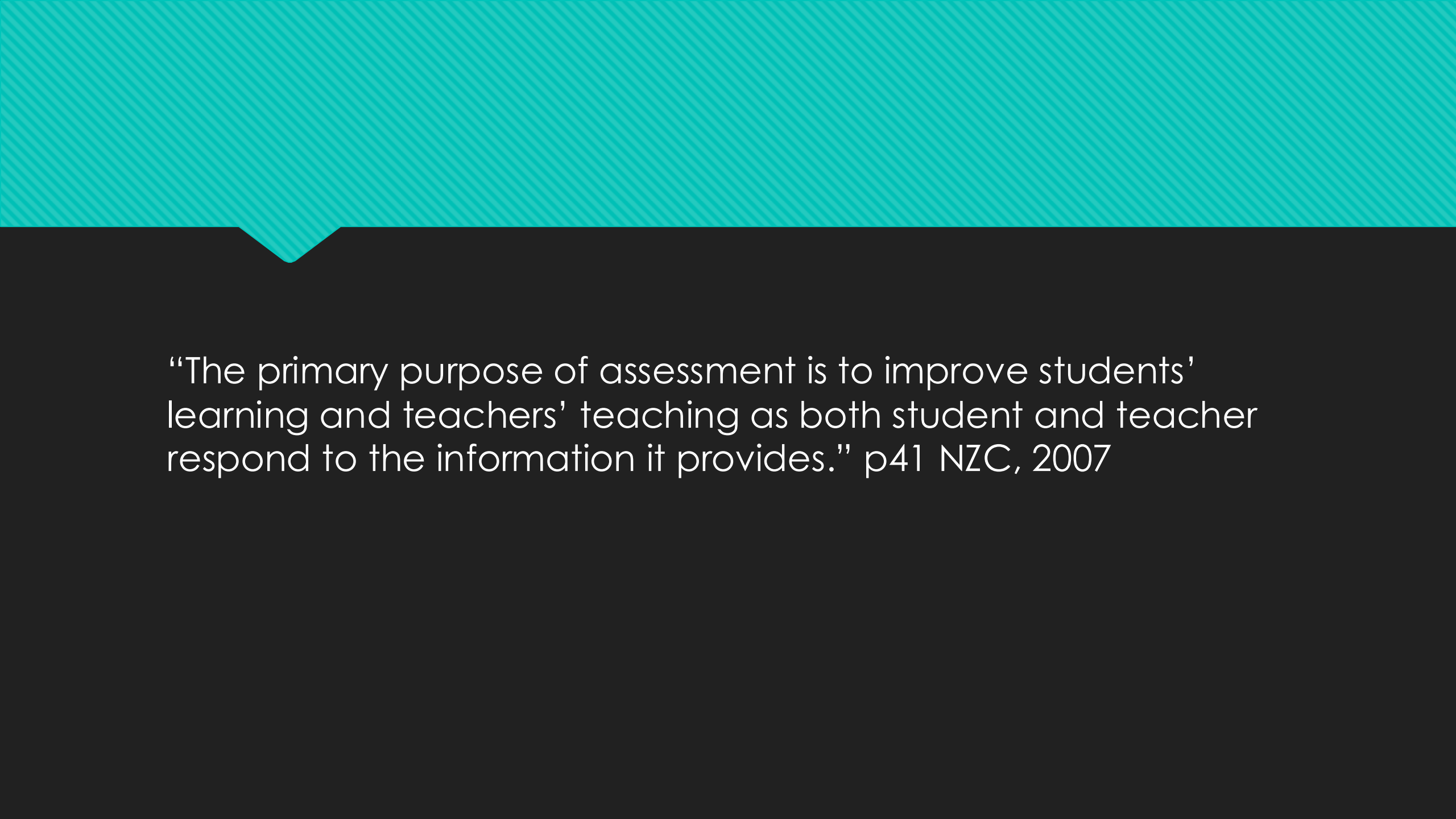o So that the 'management team' had something to look at
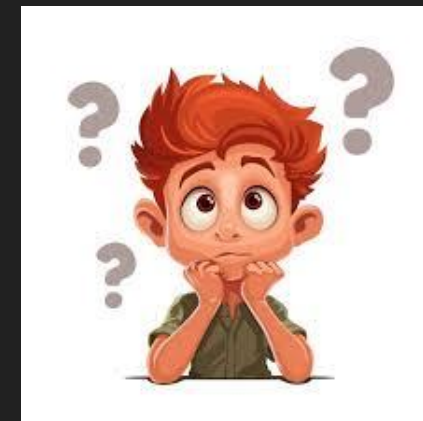
"The primary purpose of assessment is to improve students' learning and teachers' teaching as both student and teacher respond to the information it provides." p41 NZC, 2007

Dimensions of School leadership

Leadership capabilities

| Integrating educational knowledge into practice | Solving complex problems | Building relational trust | High quality teaching and learning |

Leadership dimensions

Establishing goals and expectations

Resourcing strategically

Ensuring quality teaching

Leading teacher learning and development

Ensuring an orderly and safe environment

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Robinson 2011

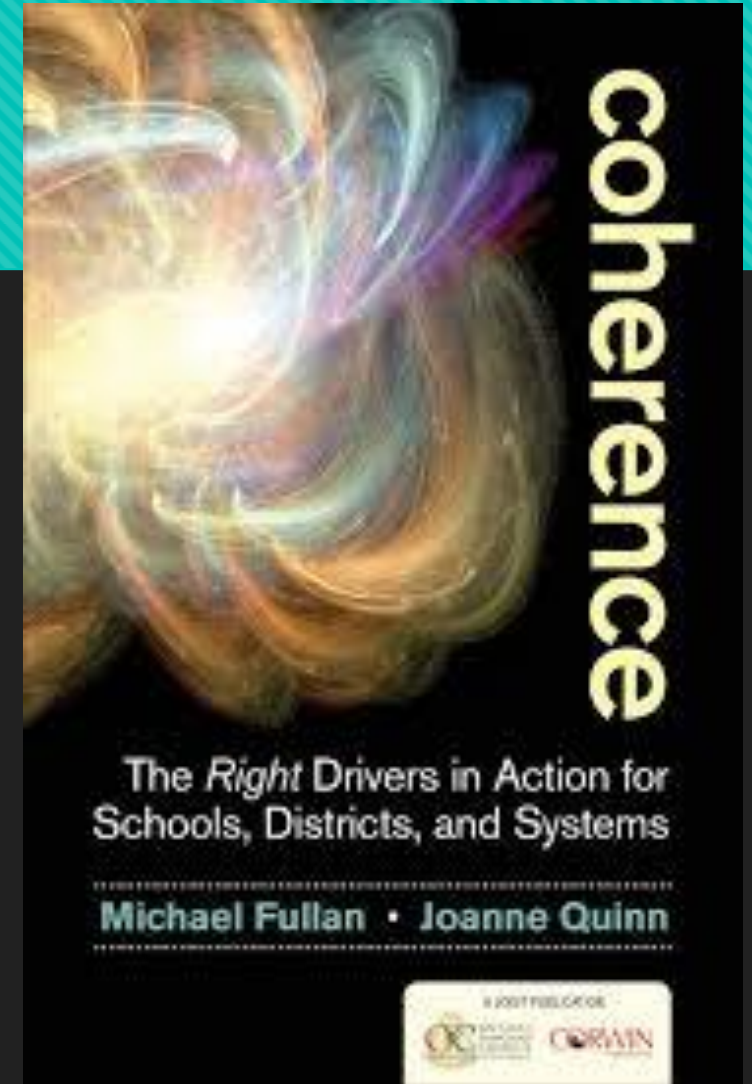# The shared purpose matters

If you want to go fast - go alone
If you want to go far - go together

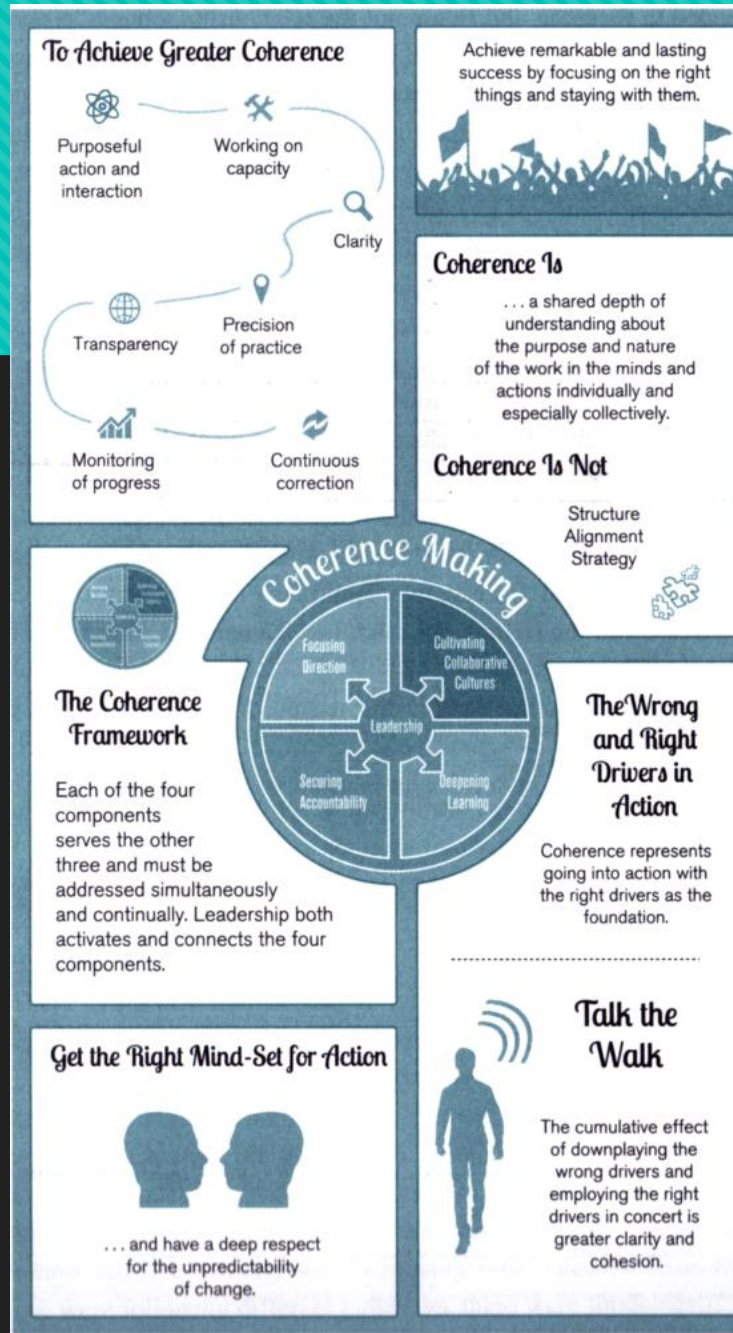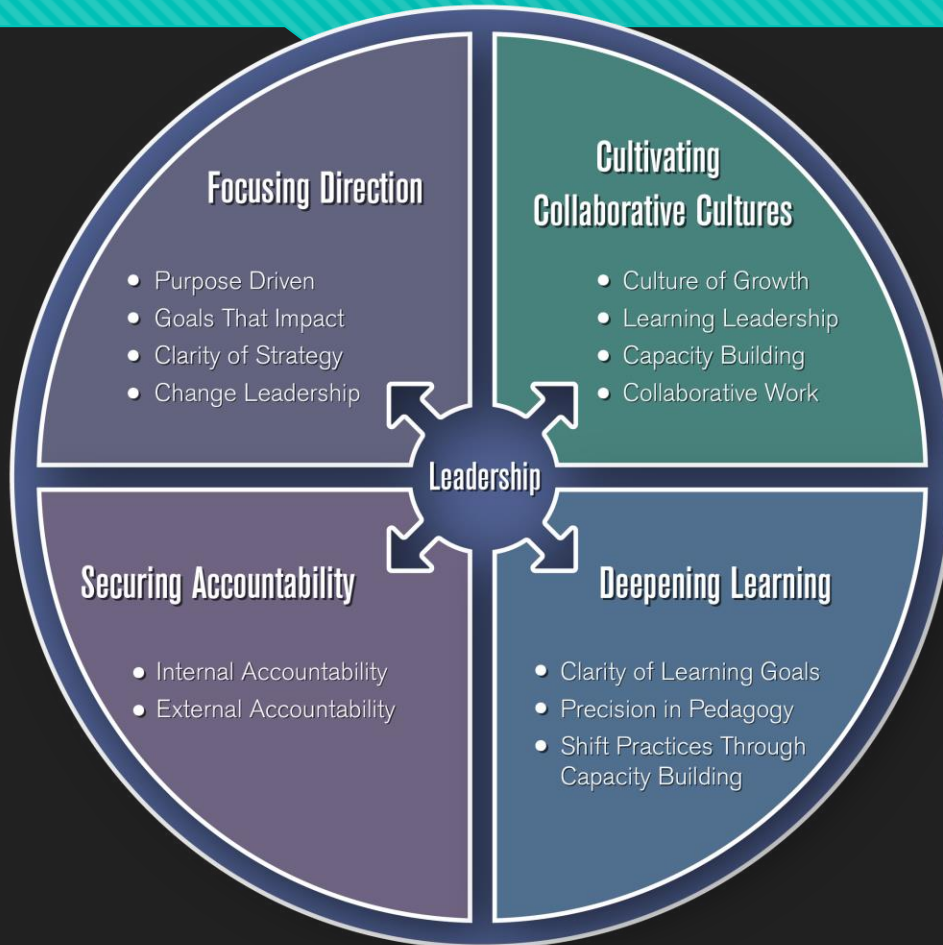The shared purpose matters

WHY
HOW
WHAT
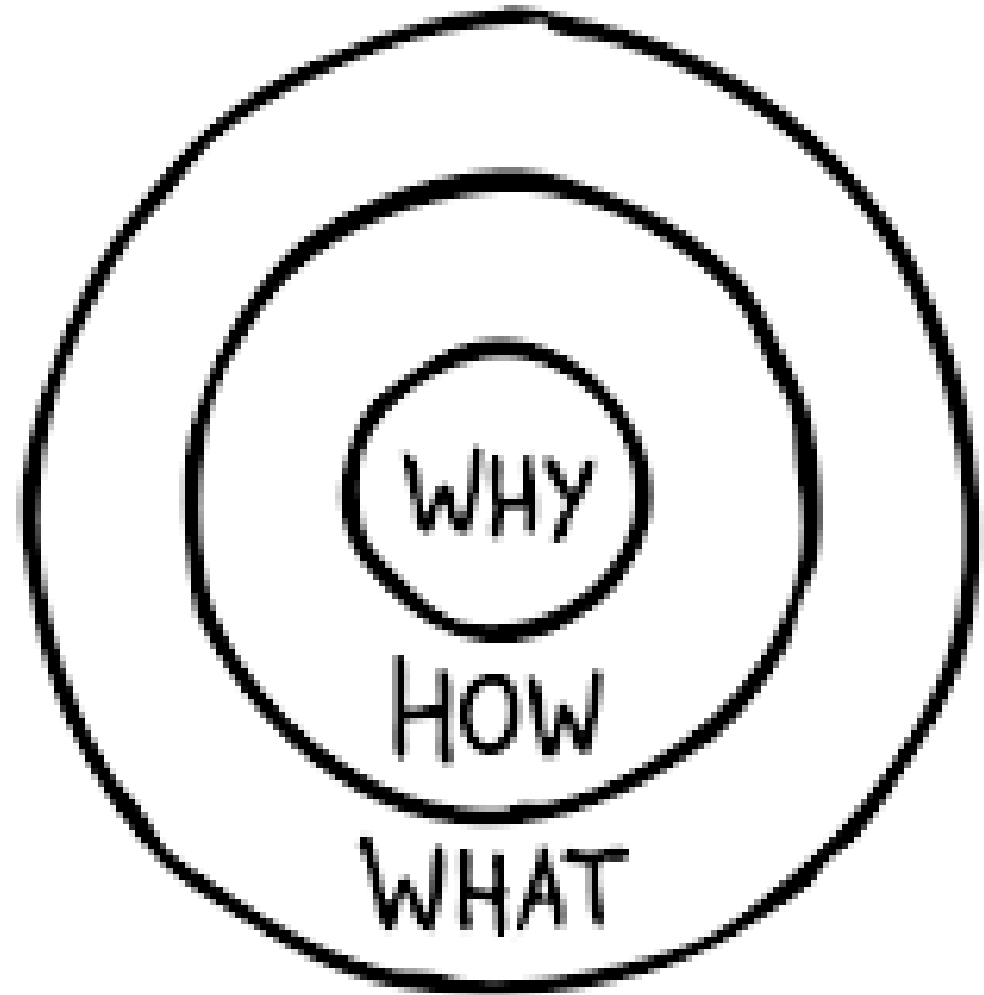
2021 Leadership team

- Spent time looking at how we were going to create sustainable change in order to gain coherence across the school

- Looking at areas in our school that we needed to 'get back on track' post covid

coherence

The *Right* Drivers in Action for Schools, Districts, and Systems

Michael Fullan • Joanne Quinn

Coherence

Springboard Trust
Strategic Leadership for Principals

- Clear focus to:
  - Look ahead –medium term
  - Look from above - Focus on the big picture

- Gave permission to prioritise what was really important

- Community owned strategic plan

Strategic Plan 2023-2025

Strategic Plan 2023-2025

STRATEGIC VISION 2023 - 2025

WESTON SCHOOL

VISION
"We empower students to strive for success for self, others, our community and our environment."

GOALS	INITIATIVES	SUCCESS STATEMENT
Our Practice, Our Programmes For a consistent language of learning to be defined, enabling clarity of a rich, place based local curriculum.	• School culture development • Curriculum development • Local Curriculum development	Teachers and students share a consistent language of learning, within authentic local learning contexts.

Silver Enviroschool

What did this look like in the Strategic Plan?

2. Curriculum Development Assessment for Learning BSLA/Structured Literacy Implementation	Team Leaders	Māhuri Team Leader + Assessment for Learning Team Tupu Team Leader + Structured Literacy Team	2023/2024: MoE PLD Hours (Evaluation Associates Facilitator) SL Team lead termly staff meetings Assmt for Learning lead termly staff mtgs $3000 Literacy Resources $5000 PLD Team Meetings 2025:	• School Teaching and Learning Framework developed. • Assessment plan redeveloped to reflect Assessment for Learning principles, including clarity and coherence. • Clarity of pedagogical approaches evident across all learning areas. • Structured Literacy practices embedded across the school

Annual Plan 2023

2. Curriculum Development

Strategic Initiative	Desired Outcome/s	Responsible	Resources ($ & time)	Complete by	Measure
Assessment for Learning	Development of teacher knowledge shows a collective understanding and aligned approaches to literacy teaching	Principal Team Leaders Classroom Teachers	Release time of Team Leaders	Ongoing - termly	Coaching observations by Team leaders are undertaken to support teachers development, and to ensure practices are aligned.
	Development of a common language in literacy is developed for all teachers to understand school wide expectations and for these to be used in classrooms.	Principal Team Leaders Classroom Teachers	Team Meetings Staff Meetings	Term 1 Week 10	Teaching and Learning Framework consists of a literacy section that outlines the expected pedagogical approaches.
	The Learning Progression Framework (LPF) is used to guide teaching and learning in Writing	Assessment for Learning Team Teachers in Charge of Literacy	Team Meetings Staff Meetings Release time for teams	Term 2 Week 8	LPF evident in planning and teaching in order to guide next steps of learning in Writing
	The Learning Progression Framework (LPF) is used to guide teaching and learning in Reading	Team Leaders Teachers in Charge of Literacy	Team Meetings Staff Meetings Release time for teams	Term 3 Week 8	LPF evident in planning and teaching in order to guide next steps of learning in Reading
	Teachers feel empowered to refine expectations across their team and the wider school.	Principal Team Leaders Teachers in Charge of Literacy	Staff Meetings	Term 4 Week 2	Staff meeting undertaken in which the schoolwide documentation is reviewed and refined. • Resourced adequately? • Schoolwide implementation consistent? • Is this making a difference to Student data? • What will student voice look like?
Structured	Teachers are clear on the pedagogical	Principal	Time	Term 1 Week 6	The School 'Teaching and Learning Framework' document

Where did we start?

Bernie Leonard
Evaluation Associates

Credit: Evaluation Associates

Strategic Teams developed

o Included an 'Assessment for Learning' Strategic Team
  o Team leader + teachers from each of our three teaching teams
o Enabled all teaching teams to have input into the plan and the action
o Gave all teaching teams the information they required as the strategic team developed resources and plans

WESTON SCHOOL

Strategic Focus Area:

This is your 'master' planning document – guiding your teams' leadership of your strategic focus area in our school. Collectively you are to work together to gain momentum in your area, in order for us to develop coherence, confidence and competence in this, with the aim of ensuring fidelity of what is developed and expected across our school, over time.

Each term your team is required to run a staff meeting, in order to ensure momentum is maintained in the development of this area. You are also responsible as a group to develop, consult and confirm the documents, systems, resources etc that are required.

Looking at our Strategic Plan and Annual Plan, and knowing where as a group you want to advance this area in our school, what are you expecting as a group to achieve this year?

Expected Outcomes for 2023

What do you expect to achieve as a group? What do you expect to be undertaken or achieved by teachers? For TOD – Just complete Terms 1 + 2 – revisit Terms 3 + 4 near the end of Term 2.

Intended outcomes for Term 1	Actions to achieve these outcomes
Intended outcomes for Term 2	
Intended outcomes for Term 3	
Intended outcomes for Term 4	

What school wide documentation do we already have to support this? What documentation do we require?

Schoolwide Documentation

What resources and activities do you need to organise to support this focus in our school? Consider what needs to be a priority for your budget? What visits/presenters could you use to support

Resources/activities for the group to develop

Each team is required to lead a staff meeting each term. What will the focus be? What planning needs to happen before this? What resources will you share?

Focus of Staff Meetings	
Term 1	Term 2
Term 3	Term 4

What involvement do whānau require? At what stages do we need to involve them? Or educate them on what we are doing and their involvement in the process or relationship?

Whānau Connection/Education/Involvement

What else do you need to be planning for? What else does your group need to consider? Also consider how this links in with other documents to support teachers – HITS especially.
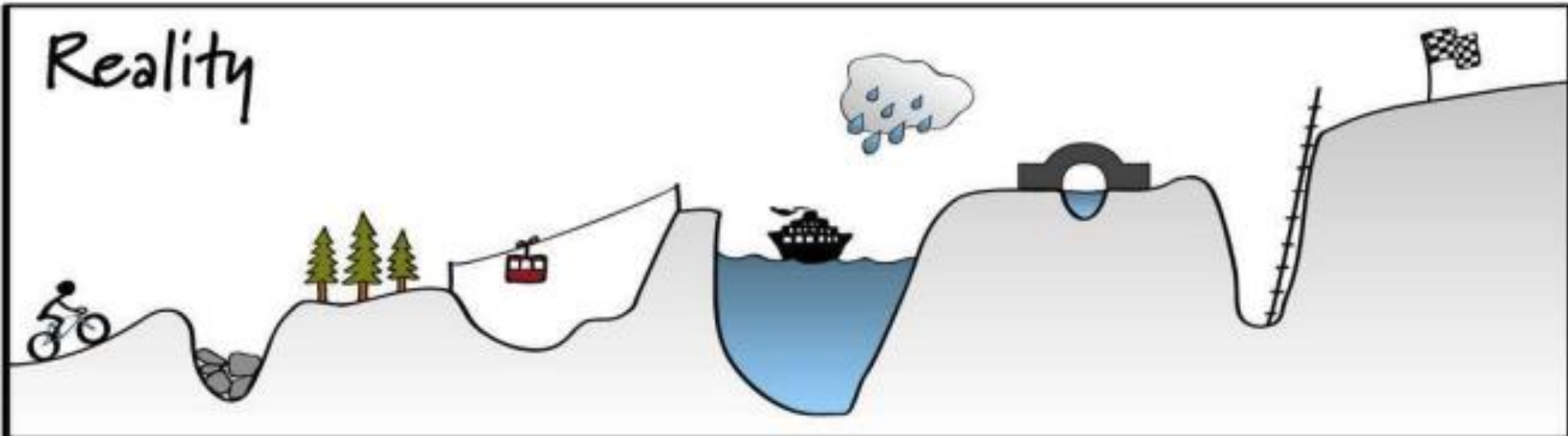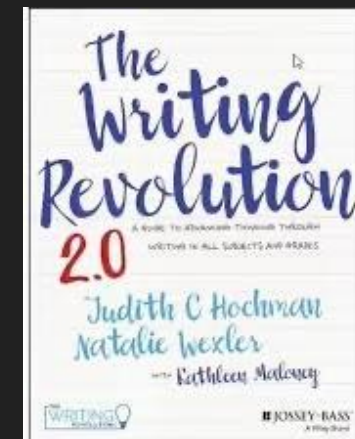
Your Plan

What tools did we use to support us?

Curriculum Progress Tools   LPFs   PaCT   Support   Go to the LPFs

The Learning Progression Frameworks (LPFs)

Understanding Progress

o LPF

o The Syntax Project (including the Writing Revolution)

o Structured Literacy Approaches

The Writing Revolution 2.0

Judith C Hochman
Natalie Wexler
with Kathleen Maloney

JOSSEY-BASS

What tools did we use to support us?

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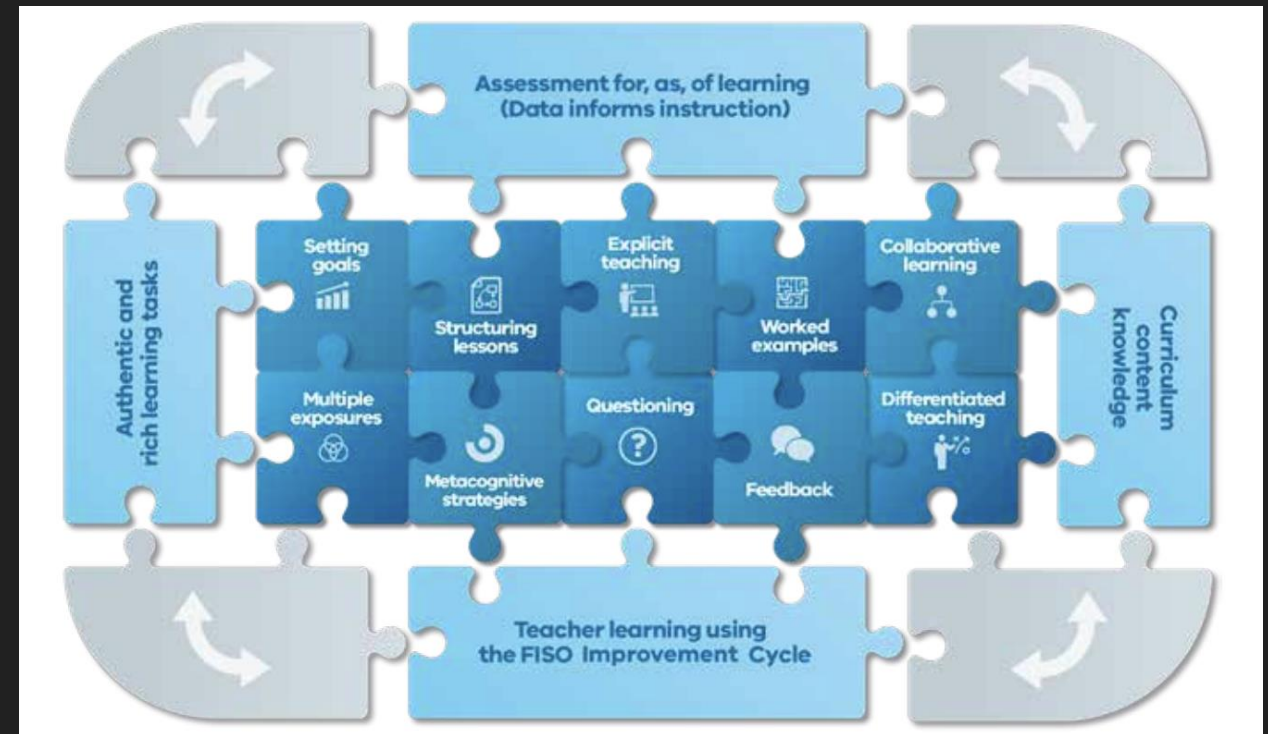
High Impact Teaching Strategy
Feedback

Effective teachers use two-way feedback to gather information about a student's understanding, to assist students to advance their own learning, and to verify the impact of their own practice.

Strategy overview
Hattie (2009) found an effect size of 0.73 for feedback.

What is it?
Feedback informs a student and/or teacher about the student's performance relative to learning goals. Its purpose is to improve the student's learning. Feedback redirects or refocuses the actions of teacher and student so the student can align effort and activity with a clear outcome that leads to achieving a learning goal.

Both teachers and peers can provide formal or informal feedback. It can be oral or written, formative or summative. Whatever its form, it always comprises specific advice a student can use to improve their performance.

Hattie underlines feedback's two-way benefits. Teachers learn about how their practice influences student learning. When teachers use feedback to guide their practice, then they amplify their impact on student learning.

How effective is it?
Research shows appropriate feedback has very high effects on learning. Its effectiveness is evident for students and teachers (Education Endowment Foundation, 2015).

Studies with the highest effect sizes involved students receiving feedback about a task and how to do it more effectively. Feedback in the form of praise, punishment and rewards has lower effect sizes (Hattie & Timperley, 2007).

There is evidence that feedback is more effective if it focuses on the task, not the person, and that feedback on familiar tasks has more impact (Kluger & DeNisi, 1996).

Considerations
Positive feedback is powerful. It can have a negative influence too, unless close attention is paid to the type of feedback and the way it is given. Feedback is most useful in resolving misconceptions, and less useful in resolving a lack of understanding. Research suggests positive feedback is specific, accurate and clear.

Signature characteristics of positive feedback are that it:

- provides detail, such as 'You achieved a good outcome because you...,' rather than just 'correct' or 'incorrect'
- compares what a student is doing now with previous work, such as, 'I can see you focused on improving X –the result is much better than when you did Y last time'
- providing specific guidance on how to improve, and not just tell students when they are wrong
- is framed to encourage and support further effort
- is given sparingly so that it is meaningful
- is supported by effective professional development for teachers.

This strategy is demonstrated when the teacher:

- provides feedback on tasks that challenges students to review, reflect on and refine their understandings at various points in a learning sequence
- gives timely feedback, acknowledging areas well-handled and suggesting areas for improvement
- structures feedback to support further learning
- organises a variety of audiences to provide feedback
- uses student assessment data as a source of feedback on the effectiveness of their teaching practice.

This strategy is not demonstrated when the teacher:

- provides feedback that is about the person (such as, 'you are my best student') or vague (such as, 'good job')
- only provides feedback about students' performance in formal, summative assessment situations, without the opportunity for students to refine and develop understandings on the basis of instructive feedback.

This strategy is demonstrated when students:

- understand what they need to do to improve
- feel encouraged and supported to achieve the learning goals
- use feedback to monitor and self-regulate their learning.

Resources:

- Effective Assessment:
  www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-effective.aspx
- Assessment in principle
  www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-principle.aspx
- Infographic, Things to Remember About Feedback
  www.ascd.org/ASCD/pdf/journals/ed_lead/el201209_takeaways.pdf
- AITSL Feedback resources:
  www.aitsl.edu.au/feedback

- AITSL videos:
  Providing feedback:
  www.youtube.com/watch?v=APyBYYV2I9A
  Learning through feedback:
  www.youtube.com/watch?v=DOeF7FTYlla
  Using ICT to teach Languages:
  www.youtube.com/watch?v=O2BxsdgPLmQ
- Practice Principle 3: Student voice, agency and leadership empower students and build school pride, and Practice Principle 6: Rigorous assessment practices and feedback inform teaching and learning
  www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx
- Pedagogical Model: Evaluate
  www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/pedagogical-model.aspx

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Examples that illustrate the strategy

Example 1: Primary	Example 2: Secondary
A group of regional primary teachers working in a Professional Learning Community (PLC) identified the need to make more consistent and effective use of feedback in the classroom. They formulated an objective to deliver richer qualitative feedback to students. They also decided to elicit feedback from students more regularly as a source of data about how to improve their teaching and learning practice.	A graduate teacher at a metropolitan secondary college identifies collecting and providing feedback as a key development area. With a mentor's help, the teacher designs a protocol for using verbal and digital feedback as an effective two-way information exchange with students.
Collaboratively, they developed two interventions to trial and implement simultaneously during Terms 1 and 2. The first intervention involved using Learning Observations to intervene in student learning, challenge students, and note their approach to set tasks. The second intervention involved using Exit Placemats to gather student feedback.	Knowing the importance of linking data with feedback, the mentor demonstrates how to use centralised tests to extract individual achievement data. This data becomes the foundation for meetings with individual students. Together, the teacher and mentor establish a meeting structure. During the meetings, feedback focuses on the task, what needs improvement, and how to go about it. Drawing on the learning intentions and success criteria, the teacher provides feedback on specific aspects of the student's work, and offers specific advice on how to improve performance.
The teachers recognised that successfully implementing their chosen interventions relied on ensuring all students understood the learning goals and success criteria. They agreed to adopt a lesson structure that would be consistent for all classes.	It proves incredibly powerful to assist students to review results in structured meetings. By centering discussion on clear feedback that encourages reflection, students deepen awareness of their learning. In monitoring the effect of this practice, the graduate teacher makes two observations. First, students are motivated to understand why they made a specific mistake. Second, they have data to help map a pathway for developing the required skills in preparation for next time.
For the first feedback intervention, the PLC focused on how to deliver meaningful, timely feedback about skills required to complete specific tasks. The teachers concentrated on framing feedback so that students could take specific actions to improve their performance and achievement. Their practice goal was to guide students to either the next area of focus, or to a new learning objective.	As a second area of professional learning, and leveraging on digital technology skills, mentor and mentee trial Plickers (https://plickers.com/) to track student understanding of, and confidence in, lesson content. Building on traditional mini-whiteboard questioning techniques, each student is assigned a unique QR code. The code is photographed at key lesson stages and used to generate and share polls. This allows students to instantly and confidentially disclose how they think they are progressing. This provides data that captures the extent to which content is understood. As it is recorded automatically, feedback collected using Plickers is not only easy to track it is more accurate as students can answer honestly without being concerned that their peers might judge their responses adversely.
The second trial intervention involved Exit Placemats. They encouraged students to reflect on their confidence in a topic, and to self-assess their own learning from the unit. Each teacher analysed the data gathered from student reflection and self-assessment. They then used their findings to inform a classroom discussion in which students offered feedback to the teacher on their teaching practice.	
Working in their PLC, the teachers monitored the implementation of their selected interventions, reflected on what worked, and modified practice based on the data they collected. Exit Placemats proved to be an effective way of enabling two-way feedback, supporting teachers to reflect on their practice, and evaluating the impact of their teaching.	

Continuum of practice

1. Emerging	2. Evolving	3. Embedding	4. Excelling
Teachers provide students with feedback on strengths and areas for improvement.	To progress learning, teachers provide students with targeted feedback based on informed and timely judgements of each student's achievement, relative to their learning goals and their needs.	All teachers use formative and summative assessment strategies, and provide students with timely feedback that supports individualised learning. Teachers use assessment data as a source of feedback on their teaching practice, implementing changes and interventions where and when required.	A range of comprehensive assessment data provides the basis for regular feedback to students and parents. Teachers strategically gather and analyse assessment data to reflect on their practice. Student feedback is actively used to inform teaching.

Evidence base

- Evidence for Learning: *Teaching and Learning Toolkit – Australia:* http://evidenceforlearning.org.au/the-toolkit/
- Bangert-Drowns, R. L., Kulik, C. L. C., Kulik, J. A. & Morgan, M. (1991). 'The instructional effect of feedback in test-like events.' *Review of Educational Research,* 61(2), 213-238. http://dx.doi.org/10.3102/00346543061002213
- Bennett, R.E. (2011). 'Formative assessment: A critical review.' *Assessment in Education: Principles, Policy & Practice,* 18(1), 5-25.
- Black, P. & Wiliam, D. (2005). 'Lessons from around the world: how policies, politics and cultures constrain and afford assessment practices.' *Curriculum Journal,* 16, 249-261. http://dx.doi.org/10.1080/09585170500136298
- Black, P. & Wiliam, D. (2009). 'Developing the theory of formative assessment.' *Educational Assessment, Evaluation and Accountability,* 21(1), 5-31. http://dx.doi.org/10.1007/s11092-008-9068-5
- Dinham, S. (2008). 'Feedback on Feedback.' *The National Education Magazine,* 20(2).
- Hattie, J. (2009). *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.* Milton Park, UK: Routledge.
- Kluger, A.N. & DeNisi, A. (1996). 'The effects of feedback interventions on performance: A historical review, a meta-analysis and a preliminary feedback intervention theory.' *Psychological Bulletin,* 119, 254-284.
- Lemov, D. (2015). *Teach like a champion 2.0: 62 techniques that put students on the path to college.* San Francisco, USA: Jossey-Bass.
- Marzano, R. J. (2007). *The art and science of teaching: a comprehensive framework for effective instruction.* Alexandria, USA: ASCD.
- Wiliam, D. (2011) *Embedded formative assessment.* Melbourne, Australia: Hawker Brownlow.

Continuum of practice

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At this stage we started talking less about teaching . . . And more about learning

AKO
Teaching · Learning

TINORANGATIRATANGA
Self-empowerment · Determination

WHANAUNGATANGA
Connections · Belonging · Community

MANAAKITANGA
Care · Kindness · Respect · Compassion

KAITIAKITANGA
Protecting & caring for our environment

Reviving the Flames of Excellence

- A learning framework
- Inverted pyramid
  - Ākonga at the top
  - Ministry at the bottom
  - Teachers under student
- ATL

Reviving the Flames of Excellence:
Igniting a System that Learns

How Using Assessment Properly Should Solve New
Zealand's Education Woes

Michael Absolum, Adrienne Carlisle, Mary Chamberlain

June 2023

Reflected on our year 2023

STRATEGIC VISION 2023 - 2025

WESTON SCHOOL

VISION
"We empower students to strive for success for self, others, our community and our environment."

GOALS | INITIATIVES | SUCCESS STATEMENT

2023 Strategic Team Reflection (to assist planning for 2024)

TEAM: ASSESSMENT FOR LEARNING

REFLECTING ON 2023

Reflective question

Are we on track to meet our goal in your focus area?

Did the planned activities actually happen?

Have there been shifts in teaching practice across the school as a result of your team's leadership?

If no - why not?
If yes - what evidence do you have?

What impact has your

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direction for the year had on students?
Are there any specific cohorts (year level, ethnicities, gender) who have benefitted from the direction you have led?

What new learning has happened for teachers and what impact has it had?

How do you know?

Have there been shifts in leadership (in your team)?

LOOKING AHEAD TO 2024

What did we learn in this improvement focus that we can use to inform the next improvement focus and approach?
(Consider organisational aspects, leadership of your team, assessment practices, teaching practices, expectations of teachers, expectations of students)

What elements of your plan from 2023 do you still need/want to continue in 2024?

What new considerations do you want to add to the 2024 plan?

LOOKING AHEAD TO 2024

What did we learn in this improvement focus that we can use to inform the next improvement focus and approach? (Consider organisational aspects, leadership of your team, assessment practices, teaching practices, expectations of teachers, expectations of students)	- As a school we have aligned our programmes and our thinking. - We are developing consistent teaching approaches to subjects. - We have learnt we must give teachers time to trial and implement. - Everyone must have a clear direction. - We must be ahead of the game, know what we are doing for term 1 next year this term. - We are forming our plan based on quality evidential research in regard to structured literacy and spelling etc.

Have there been shifts in teaching practice across the school as a result of your team's leadership?	YES We are seeing teachers being more responsive to assessment information and developing their teaching practice as a result of the information that is obtained.
If no - why not? If yes - what evidence do you have?	Consistency has begun throughout the school in regards to our teaching and learning programmes, this is developing into our assessment practices.

Evidence based practices

THE EDUCATION STATE

VICTORIA State Government | Department of Education

Assessment | 6. Rigorous assessment practices and feedback inform teaching and learning

| Assessment | 6. Rigorous assessment practices and feedback inform teaching and learning | 6.1 Teachers design authentic, fit for purpose assessments to reflect the learning program and objectives | 6.2 Teachers moderate student assessment and use data to diagnose student learning needs and plan for learning | 6.3 Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards | 6.4 Teachers analyse student achievement data to improve their practice |

Support for pedagogical practice

- Year 1: Team Leaders provided support and feedback

- Year 2: Peer observations and conversations

- Year 3: Teaching and Learning Observation Sheet to guide practice and feedback for teachers – including a section on assessment information

Teacher Observation Sheet

Date: _____
Observer name: _____
Observed name: _____
Classroom: _____
Year Level: _____

Focus of observation: _____
_____

Purpose of observation: _____
_____

Clarity of intentions
- Learning intentions (LI) are clear
- Success criteria (SC) is visible and clear
- At the end of the lesson LI + SC are revisited to self or peer evaluate

Clarity of the lesson
- Explicit teaching (I do, we do, you do, perky pace, information shared clearly, progression of lesson, teaching relates to learning intentions0

OBSERVATION OF TEACHER GROUP
(Including but not limited to – if relevant: Whole class activities, differentiation, grouping, equipment use, questions asked of students, feedback, next learning steps, use of texts)

PB4L STRATEGIES BEING USED
Positive acknowledgement through use of tokens, and values. Values acknowledged in various ways, gaining attention strategies used,

INDEPENDENT ACTIVITIES
- What are the students doing?
- How are resources being used? (devices, equipment, texts, books)
- What scaffolds are in place to support akonga to be independent but clear about the task?

ASSESSMENT
- In what ways is the teacher collecting information to inform teaching?
- How does any assessment task directly connect to the learning intention?
- In what ways does the task allow students to demonstrate the success criteria?
- Does the assessment task give students the opportunity to show what they have learned? Why or why not?

ENVIRONMENT/RESOURCES
- Organisation of teaching arena
- Materials used
- Tools including: Task board, modelling books, student book organisation

CULTURAL RESPONSIVENESS
- How is cultural responsiveness reflected
  - in this lesson?
  - In the classroom?
  - Explicit teaching?

TARGET STUDENTS: SMART Goal considerations
-
-
-
-

FURTHER THINKING
- For mentor observations:
  - Questions for the mentor to ask to prompt thinking of the mentee
- For teacher observations of peer or modelling teacher
  - Questions to clarify from the model lesson

Questions for consideration
The questions below are not intended to be a 'check list' of what's expected, but a prompt for thinking, to ensure clarity, to enable the observer to align their observation with the intent of the teacher being observed.

Lesson Structure:
- What is the order of teaching?
- What is explicit?

Learning focused relationships:
- How do students contribute to deciding what is being learnt?
- Have the students contributed to defining what the Success Criteria will be?

Learning Intention (Global/Specific)
- Does the teacher talk about what is to be learnt in the lesson?
- Is the learning intention written somewhere so the students can read it and understand it?
- Is the learning intention explained in global and specific terms?
- How was the learning intention established and presented?

Relevance to students
- Is the reason the students are learning this explained?
- Is it discusses with students?
- How has the learning intention arisen out of a defined learning need?

Example or modelling used to illustrate the level of expectation
- How does the teacher demonstrate to the students what the learning will look like?
- Do they model the process?
- Do they have a completed example?
- Do they demonstrate the steps taken or the qualities needed? (Success criteria)

Success Criteria Shared
- Has the teacher defined the qualities needed or the steps to take in order to meet the learning intention?
- Have these been co-constructed with the students?
- Are these displayed for the students to read them?
- Are they referred to throughout the lesson?

Task is related to the learning and vocabulary is appropriate
- Has the teacher clearly explained the learning activity?
- If necessary, was demonstration undertaken?
- Have the SC been emphasised in the instructions?

Students have opportunities to check their understanding
- How has the teacher enabled students to check their understanding of:
  - The activity?
  - The learning intention?
  - The success criteria?
- How has the teacher responded to akongs checking their under

Was it clear what the teacher was hoping to achieve?

Teacher Reflection if being observed for feedback
- What went well?
- What would you do differently?
- What is your next step?

Reflection if observing teacher for modelling
- What from this lesson will you take away for your teaching practice?

WESTON SCHOOL

Annual Plan 2023 Reporting to the Board

Strategic Initiative	Desired Outcome/s	Responsible	Complete by	Measure	Progress	
Assessment for Learning	Development of teacher knowledge shows a collective understanding and aligned approaches to literacy teaching	Principal Team Leaders Classroom Teachers	Ongoing - termly	Coaching observations by Team leaders are undertaken to support teachers development, and to ensure practices are aligned.	(green)	Team leaders have received specific support and feedback from Professional Learning Coach, in order to provide specific and valuable feedback to teachers. Observation and Support continue. **Team leaders are continuing to encourage schoolwide literacy teaching that has already been set up so far through observations and explicit planning. We have also used the scope and sequence in literacy by using the Writing Revolution writing programme with our small targeted groups of learners throughout the school. This is a way of teachers practising using this new writing direction which will build confidence and knowledge of this structured approach to writing throughout the school.**
	Development of a common language in literacy is developed for all teachers to understand school wide expectations and for these to be used in classrooms.	Principal Team Leaders Classroom Teachers	Term 1 Week 10	Teaching and Learning Framework consists of a literacy section that outlines the expected pedagogical approaches.	(orange)	Development of the framework has started, but is by no means completed. This will be quite a complex and substantial document. **The assessment team have decided that the scope and sequence of the writing revolution fits perfectly with our structured literacy approach. All teams are developing their understanding of this scope and sequence and practising using it in various forms of our class writing programmes with the intention of this being our programme school wide next year.**
	The Learning Progression Framework (LPF) is used to guide teaching and learning in Writing	Assessment for Learning Team Teachers in Charge of Literacy	Term 2 Week 8	LPF evident in planning and teaching in order to guide next steps of learning in Writing	(green)	LPF also being used to ensure consistency of reporting across the school. Teachers are using 'The Code' to guide teaching and enable consistency across the school in Spelling. The LPF has gone one step further and has been introduced to guide teaching in Maths. **We have been using the LPF for teaching of writing and using this to make our judgements of writing and data. Now we are working with the LPF, The Code and the Writing Revolution Scope and Sequence to mold these documents into our school-wide teaching of writing. We have used the LPF to guide our teaching of Maths and this will direct our programme for next year. Assessment team will set out a framework for guiding our Maths teaching next year.**
	The Learning Progression Framework (LPF) is used to guide teaching and learning in Reading	Team Leaders Teachers in Charge of Literacy	Term 3 Week 8	LPF evident in planning and teaching in order to guide next steps of learning in Reading.	(green)	Reading. Learning Matters Ideal Reading Skills Records to ensure consistency of data being collected from Year 3. Yr 1 & 2 students being assessed with BSLA or similar resources. **This is now being extended to Maths also.**
	Teachers feel empowered to refine expectations across their team and the wider school.	Principal Team Leaders Teachers in Charge of Literacy	Term 4 Week 2	Staff meeting undertaken in which the schoolwide documentation is reviewed and refined. • Resourced adequately? • Schoolwide implementation consistent? • Is this making a difference to Student data? What will student voice look like?	(orange)	

Weston School

2025 Strategic Development

Strategic Area:	PB4L	Literacy	Curriculum

This is your 'master' planning document – guiding your teams' leadership of your strategic focus area in our school for 2025. **Collectively you are to work together** to undertake the roles in your area, that enable us to complete our strategic aims for this year.

Each term your team is required to run a staff meeting, in order to ensure momentum is maintained in the development of this area.
As a group you are responsible to consult develop, refine and confirm the documents, systems, resources etc that are required school wide.

Keywords: coherence   fidelity

Teamwork makes the dreamwork . . .

Role	Who?
Leader: report to SLT, report to Board book the date for the staff meeting focus put the agenda together for staff meetings put date on staff meeting calendar, organise the team planning meeting day and time	Susan Tiffany
Minutes taker/Admin: record minutes for all strategic team meetings and staff meetings run by your team. Keep the team documentation up to date. Ensure all resources are in the correct folder in T/Drive.	Emma
Comms person: regular newsletter snippets Develop any documents for parent education or communication	Sarah
Staff meeting support: Get a Karakia opening and closing and lead this print any resources for the meeting Gather any resources needed for the staff meeting Set the staffroom up for staff meeting, and tidy it up afterwards (if needed)	Gina

Additional roles will need to be undertaken at times and will need to be assigned as required

Looking at our Strategic Plan and Annual Plan, and knowing where as a group you want to advance this area in our school, what are you expecting as a group to achieve this year?

What do you expect to achieve as a group? What do you expect to be undertaken or achieved by teachers? For TOD – Just complete Terms 1 + 2 – revisit Terms 3 + 4 near the end of Term 2.

Expected Outcomes for 2025

- Refreshed Maths Curriculum embedded across the school with clarity about:
  o what needs to be learned – Learning intentions
  o what is expected – Success Criteria
- A variety of assessment practices are revisited to ensure shared understanding of processes and interpretation
- Online reporting, communication clear to whānau (regular posts on seesaw with feedback from whānau)
- Coaching/Feedback processes are refined for observations (both of observations to support teachers, and observations to learn from

Intended outcomes for Term 1	Actions to achieve these outcomes
- Maths knowledge slides and Mad Maths developed - PLD with Rob Profit White - Maths long term Plans adapted as defined by data - Planning sheets for number and algebra used by all teachers to align practice across the school	- Meeting us a group to plan these. - TIC Maths to oversee Maths development – supported by the team
Intended outcomes for Term 2	
- Set expectations for what is needed to be uploaded on to Seesaw in line with LTPs. - Work with/Upskill in Edge to develop tracker for assessment in line with NZC Refresh. - Observations (walk throughs) for Maths. All teachers to set a goal for maths and get feedback from Tiffany. - TOD for Maths Friday 30th May	- Susan and Tiff to engage with edge to sort how to track assessment on edge. - Gather ideas and tips from other teacher into a doc where teachers can go to get tips. - Assessment team plan skeleton overview for other curriculums. -

What are some of our learnings?

Shared understandings

Assessment and Feedback

Purpose of Assessment

Assessment at Weston School informs our teaching. It is an integral part of the teaching and learning process, providing timely, valuable insights into student progress, strengths, and areas for development. Assessment methods need to be varied in order to capture a range of information about each child—their current abilities, learning gaps, and potential next steps. Our approach ensures that assessments are fair, inclusive, and tailored to meet the diverse needs of our students.

We actively involve students in the assessment process through goal setting, self-reflection, and co-constructing their learning pathways. By engaging students in their own learning journey, we foster a sense of ownership and motivation. Feedback plays a crucial role in this process, helping to guide students toward their next learning steps.

Every assessment must be purposeful, ensuring that teachers collect the specific information required to inform effective next steps in teaching.

Types of Assessment

To gain a holistic understanding of student learning, we employ a range of assessment types:

1. **Diagnostic Assessment**
   - Conducted at the beginning of a learning cycle to determine prior knowledge and identify learning needs.
   - Examples: Running records, pre-tests, knowledge surveys, phonics assessments.
2. **Formative Assessment**
   - Ongoing assessments that provide real-time insights into student learning and inform teaching adjustments.
   - Examples: Observations, student conferences (including SMART goal setting with whānau), learning conversations, self and peer assessments, seesaw stories.
3. **Summative Assessment**
   - Conducted at the end of a learning unit to evaluate student achievement against learning objectives.
   - Examples: Standardised tests, presentations such as speeches, final reports, end-of-unit quizzes.
4. **Self and Peer Assessment**
   - Encourages students to reflect on their learning and provide constructive feedback to themselves and peers.
   - Examples: self-reflections, student-led conferences, peer feedback checklists.
5. **Observational and Anecdotal Assessment**
   - Captures learning behaviours, engagement levels, and soft skills such as collaboration and problem-solving
   - Examples: Teacher anecdotal notes, learning progressions, group task observations.

Feedback:

Feedback is designed to enhance learning by being specific, accurate, timely and clear. It takes many forms and helps teachers understand how their teaching practice impacts on student learning.

Feedback examples at Weston:

- varied types of feedback oral/written/formal/informal/PB4L tokens/ Next Steps.
- Small visual gestures - thumbs up.
- Self - Peer - Group - Teacher
- Handwriting reflection - identifying what you are happy with and where chn wish to go next - this is backed up by teacher feedback. Comparison from past to present work.
- Mad Maths marking of the Friday checkup and then the where to next for continued learning of the concept.
- iDeal - oral check in's, revision of skills with a quick test of words.
- Art - self reflection based on learning intention - comparison to others what you like about their work and what you might like to do differently next time.
- Written - self/peer and teacher feedback and reflection based on co constructed rubric/criteria.
- Mihi -Pepeha; oral sharing - what I'd like help with

TEACHING + LEARNING FRAMEWORK

WESTON SCHOOL

Guiding Teaching and Learning
at Weston School

Weston School

Learning together, caring about our future.

2025
Version
DRAFT

Be explicit with teachers too

Staff @ Weston   Home   **Organisation** ⌄   Strategic Plan and Teams ⌄   Curriculum ⌄   Assessment ⌄   Teaching Supports ⌄   Meeting Minutes ⌄   More

Assessment Overview

Teaching and Assessment Overview

Structured Literacy Assessment Plan 2025

Teaching and Assessment Overview

Weston Teaching and Assessment Overview: Reading

Teaching Expectations	Assessment	Where is this information	Sharing with Whanau

Weston Teaching and Assessment Overview: Writing

Teaching Expectations		Assessment	Where is this information collated	Sharing with Whanau
Handwriting: 10 minutes each day ● Tupu - Ideal - sequence ● Mahuri / Rakau - The write lesson teaching sequence/ link in where possible to Ideal focus / topic (Language is consistent with the The Write Lesson The Write Lesson - youtube		Goal Sheet / Tracking for each team in individual books Regular self / peer / teacher assessment	In children's workbooks	Sharing of books during whanau days ● Getting to know you ● Student led Conference ● Open days
Syntax -Scope and Sequence Teaching with cover Encoding and Vocabulary	Syntax - Scope and Sequence Teaching of this programme 10 - 15 minutes (minimum of 2 a week) Covering a concept a week I do / We do / you do Writing Revolution Folder of shared resouces Weston School Scope and Sequence	Tracking Sheet whole class As per syntax outline (Need to adjust this to fit individual planning) in Teachers Drive in Assessment folder Weston School Tracking Sheet	Classroom Planning and Assessment	Sharing of books with whanau during whanau days ● Getting to know you ● Student led Conference ● Open days ● Report Comments Term 2 / Term 4
	Encoding (LPF) will be taught through Ideal and Syntax programmes	**Term 1: Week 9/10** Writing Assessment of a piece of children's Writing mediation across the school using School Wide Rubric in Staff Meeting/Team Meetings		

Be explicit – what does it look like?

o Share expectations with teachers:
  o What does assessment look like?
  o What could it look like?
  o What information are you expecting to get?
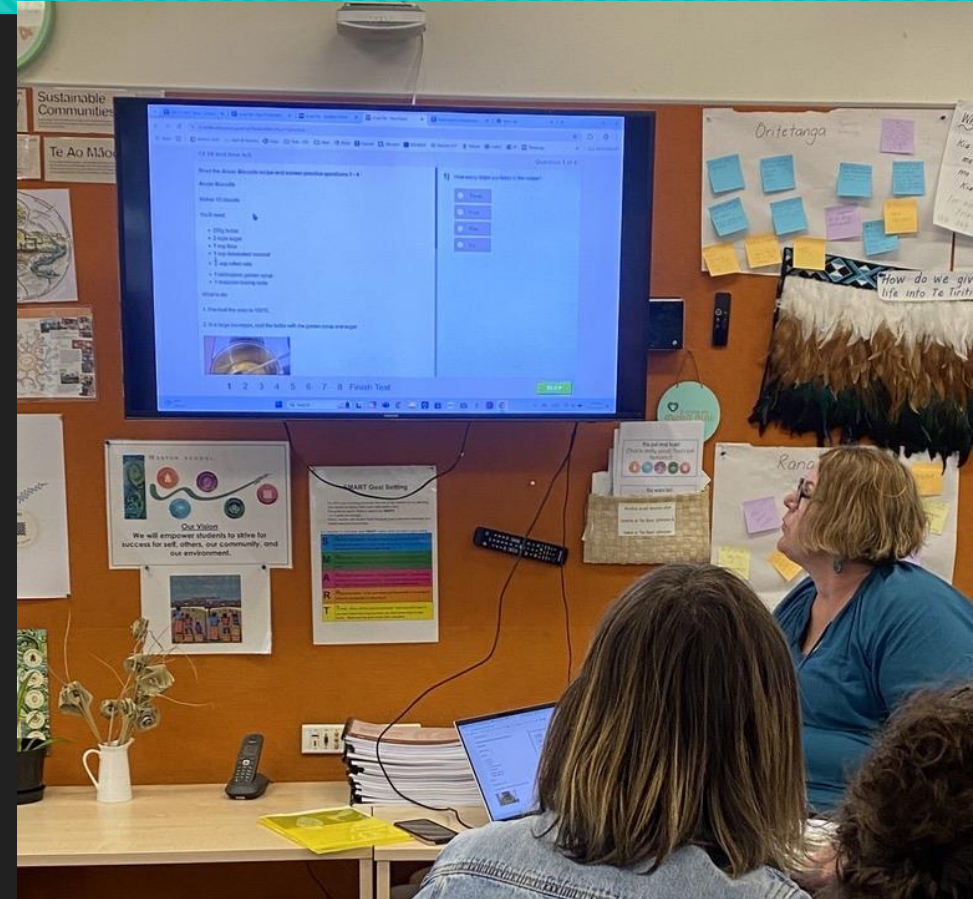
e-asTTle Class Preparation

On the big screen explicitly show the students the ins and outs of the test. Then give them a go themselves. Do this before the day of the test.

https://e-asttle.education.govt.nz/StudentWeb/practice-test

Explicit points to discuss:

- ☐ Explain the why - the reason for this e-asTTle - This is a check up, so we as teachers know where we can go next to help you with your learning.
- ☐ You have 5 minutes lookover time - this is free time - use it wisely to pre read some of the texts. Do not skip this and begin the test.
- ☐ On the screen you have important test features and buttons
  1. Top left in green the time left for the read over counting down or when the test begins the time left.
  2. The top right in green - the question number you are working on out of the number in the test.
  3. Bottom left all the numbers of questions you have on offer. Once you answer a question it is crossed off. It is in dark blue if it is the question you are working on. You can look back to see the non-crossed questions (the questions you may go back to or are unsure of and wish not to answer). Therefore questions can be answered in any order - they can pick the more easily answered questions to answer first and leave more complex and challenging questions to last.
  4. Bottom right a grey previous button and a green next button with arrows.
- ☐ Tell the children if they are unsure of an answer they do not need to guess, just leave it blank. Because if you get it wrong from guessing it looks like you believe the wrong answer. By leaving the question black it gives us the teachers better data this way.
- ☐ Don't forget to scroll down - as there may be more text to read than fits on your screen.
- ☐ Discuss the different types of questions they may be confronted with - all in the practice tests.
  - Write numbers in order of
  - Shade a bubble
  - Match via drop down box
  - Select one circle
  - Select as many as apply
  - Write your answer (if minutes make sure write 10 minutes)
- ☐ If they accidentally click on Finish Test - in blue in the middle - it will tell them what questions they have not yet answered and ask if they would like to finish the test or not.
- ☐ Some children will rush and complete the test quickly, others will take the full allocation of time. Keep the silent, no moving rule and make sure everyone has something to do at their desks - so as to not distract other students.
- ☐ Remember if the children are doing a Maths easTTle - allow them to have some paper and a pencil so they can work through. NO CALCULATORS!

General Help Tips

e-asTTle requires a minimum 1260px width. Zooming in scales your browser width down. If you zoom too far, e-asTTle will show you a warning page indicating that your browser is not sufficiently wide. You will then need to reload the page and try with a lower zoom level.

Reader/writers are generally not recommended for Reading and Writing e-asTTle tests. If a reader for a Reading test is part of the test-taking process, the test is measuring listening comprehension rather than reading comprehension. Using a writer for an e-asTTle writing test is difficult. Spelling, Grammar, and Punctuation make up three of the seven Writing elements necessary for generating an overall score.

For students with vision impairment, choose a paper test that can be enlarged to an appropriate size. If a paper test has been increased in this way and if students have been asked to measure lengths in Geometry tests, make allowances for this.

Always have a couple of extra chromebooks on hand - some may go flat or iff an error message displays, students should first try to follow the instructions and/or use the buttons provided to resolve the error rather than refreshing the screen or closing and re-opening the window. Refreshing or closing and reopening the test window can result in the system having to reload everything that is required for the test. This takes extra time due to the load on the e-asTTle server.

On the day: children only have to google - e-asttle and the first thing that pops up is the link to follow: https://e-asttle.education.govt.nz/StudentWeb/login

Susan will have all your logins ready for you the day you need them.
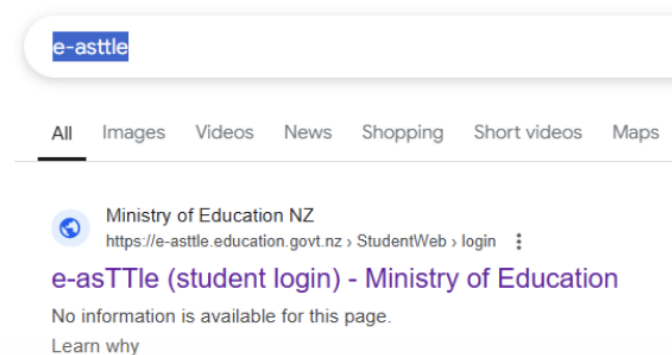
e-asttle

All   Images   Videos   News   Shopping   Short videos   Maps

Ministry of Education NZ
https://e-asttle.education.govt.nz › StudentWeb › login

e-asTTle (student login) - Ministry of Education

No information is available for this page.
Learn why

Mathematics Weekly Planning: Algebra

Group: _____

Term _____   Week _____   20 ____

Phase 3 | Years 7/8		
Equations and Patterns		**Algorithms**	

Year 7	Year 8	Year 7	Year 8
• form and solve one-step linear equations (e.g., t + 7 = 12, 2s = 14) • find the value of an expression or formula, given the values of variables (e.g., "Calculate w + 12 when w = 4") • describe and use the commutative, distributive, and associative properties of operations (e.g., a × b = b × a) • identify the constant increase or decrease in a linear pattern, use variables and algebraic notation to represent the rule in an equation, and use the rule to make conjectures	• form and solve one- or two-step linear equations (e.g., 5s + 3 = 18) • find the value of an expression or formula, given the values of variables • simplify algebraic expressions involving sums, products, differences, and single brackets (e.g., using the distributive property, 2(x + 3) + 1 = 2x + 6 + 1 = 2x + 7) • determine if a pattern is linear and, if it is, write the equation for the pattern and use the equation to make conjectures	• create, test, and revise algorithms involving a sequence of steps and decisions.	• create, test, revise, and use algorithms to identify, interpret, and explain patterns.

Hot Spot/ Knowledge					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Maintenance / Revisit… Previous skills & concepts					
Teaching Sequence What is your explicit focus? Break down of concept How can you break it down?					
Materials					
Getting Started • Link to prior learning • Check understanding • Introduce new concepts					
Working Time • Explicit teaching • Whole class, small groups, pairs & individual • Investigations, problem solving,					
tasks, or games • Scaffold & reteach • Connect to prior learning • Independent & Guided practice • Accelerated learning needed? • What enablers / extenders are needed?					
Rich Task Opportunities					
Connect & Reflect • Summarise the lesson • Check for understanding					
Formative Notes					

School wide coherency of maths teaching

Te Mātaiaho | The New Zealand Curriculum Mathematics and Statistics
Number: Rational Numbers

Phase	Year	Place Value	Compare and Order Fractions	Divide Whole Numbers	Equivalent Fractions	Conversions	Fractions of a Set	Add and Subtract Fractions	Add and Subtract Decimals	Multiply Fractions & Decimals	Proportional Reasoning
1	During the first year	identify and represent halves and quarters as fractions of sets and regions, using equal parts of the whole					find a half or quarter of a set using equal sharing and grouping.				
	During the second year	identify, read, write (using symbols and words), and represent halves, quarters, and eighths as fractions of sets and regions, using equal parts of the whole	directly compare two fractions involving halves, quarters, and eighths				find a half and quarter of a set by identifying groups and patterns (rather than sharing by ones), and identify the whole set or shape when given a half or quarter				
	During the third year	identify, read, write, and represent halves, thirds, quarters, fifths, sixths, and eighths as fractions of sets and regions, using equal parts of the whole and by positioning on a number line	compare and order fractions involving halves, quarters, and eighths and identify when two fractions are equivalent				find a unit fraction of a whole number (e.g., 1/3 of 15), and identify the whole set or amount when given a unit fraction (e.g., " 1/4 of the set is 3, what is the whole set?")	add and subtract unit fractions with the same denominator (e.g., $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{3}{8}$)			
2	During Year 4	identify, read, write, and represent tenths as fractions and decimals	compare and order tenths as fractions and decimals, and convert decimal tenths to fractions (e.g., 0.3 = 3/10)	divide whole numbers by 10 to make decimals	for fractions with related denominators of 2, 4, and 8, 3 and 6, or 5 and 10: – compare and order the fractions – identify when two fractions are equivalent by directly comparing them, noticing the simplest form (e.g., 3/6 = 1/2 , which is the simplest form)	convert (using number lines) between mixed numbers and improper fractions with denominators of 2, 3, 4, 5, 6, 8, and 10	find a unit fraction of a whole number, using multiplication or division facts and where the answer is a whole number (e.g., 1/5 of 40) › identify, from a unit fraction part of a set, the whole set	add and subtract fractions with the same denominators to make up to one whole (e.g., $\frac{3}{8} + \frac{3}{8} + \frac{2}{8} = \frac{8}{8} =$)	add and subtract decimals to one decimal place (e.g., 1.3 + 0.2 = 1.5)	use doubling or halving to scale a quantity (e.g., to double or halve a recipe)	
	During Year 5	identify, read, write, and represent tenths and hundredths as fractions and decimals	compare and order tenths and hundredths as fractions and decimals, and convert decimal tenths and hundredths to fractions	divide whole numbers by 10 and 100 to make decimals	for fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, or 100: – compare and order the fractions – identify when two fractions are equivalent	convert between mixed numbers and improper fractions with denominators of up to 10	find a fraction of a whole number, using multiplication and division facts and where the answer is a whole number (e.g., 2 3 of 24) identify, from a fractional part of a set, the whole set	add and subtract fractions with the same denominators, including to make more than one whole	add and subtract whole numbers and decimals to two decimal places (e.g., 32.55 – 21.21 = 11.34)	use known multiplication facts to scale a quantity	

Weston School

Adobe A

Moderation of various types of assessment

o School wide
o Team level
o Standardised tests
o Anecdotal information collected
o Moderation of tasks
o Moderation of outcomes

What else are kaiako doing?

- Self and peer assessments used more readily

Ruru's learning intentions for handwriting - reflection sheet				
To achieve….	Self	Peer	Teacher	Date
Consistent slope to the right				
Consistent letter shape and formation				
All flicks added in the correct places				
The correct position of letters to the line (not floating, touching or not touching if needed)				
Consistent and appropriate finger spacing				
A relaxed hold of the pencil/pen to allow for easy flow				
Good seating posture and a sharp pencil				
Speed and get our pen license				
Next Step:				

- Increased value given to anecdotal notes and observation assessments
- Models shared with akonga
- Co-constructed success criteria

Getting to know you and Student Led Conferences

Focus on Learning Intentions & Success Criteria – for Clarity
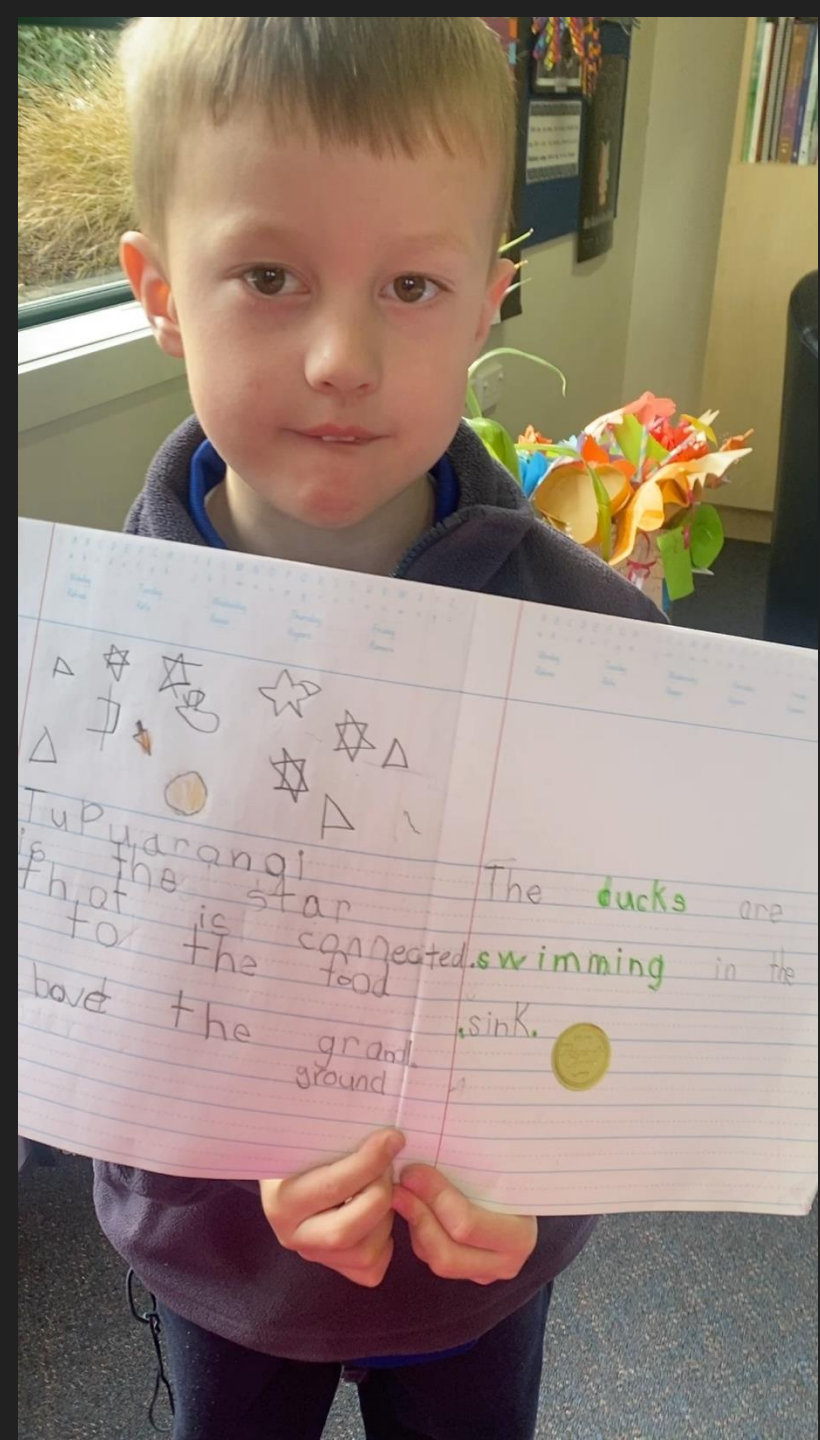
Staff discussions about assessment
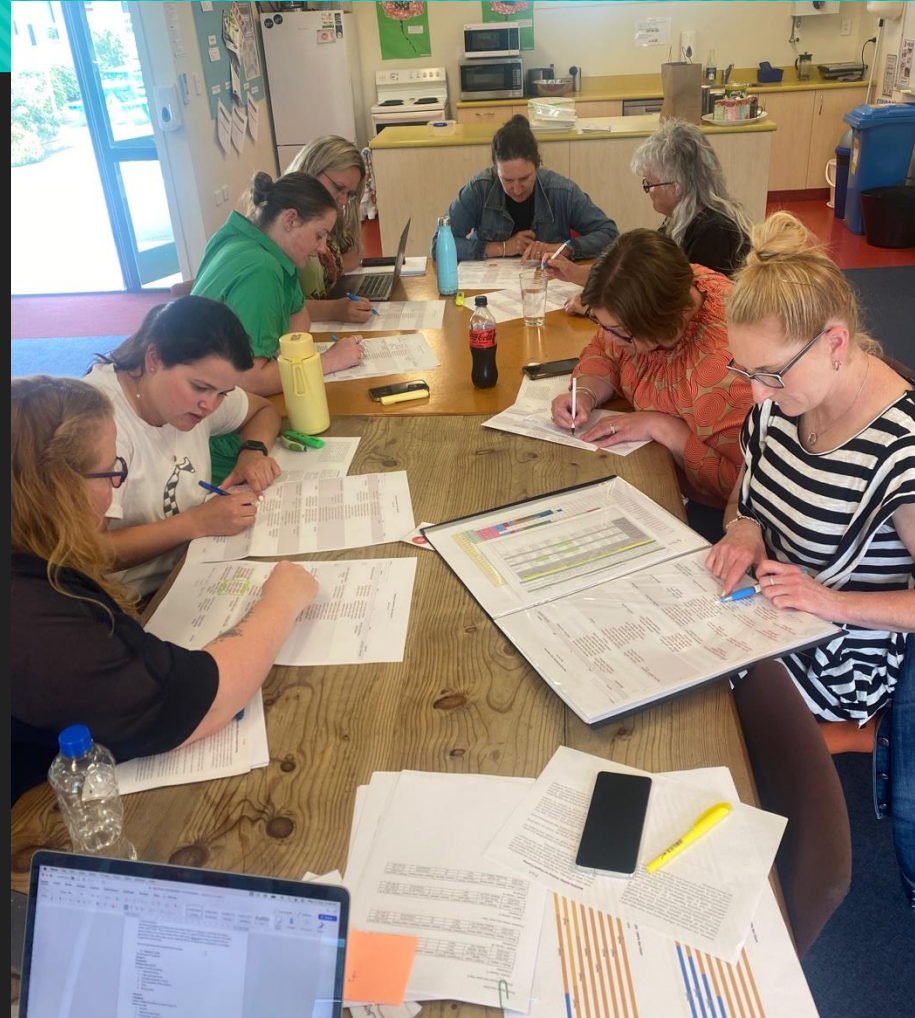
**Notice
Recognise
Respond**

Use of standardised testing

Eg E-asTTle Maths

While this is only one test on one day - it is filled with a lot of information that can help to support your teaching going forward, in order to support students to show progress over this year. The information gives targeted information about what your class did, and where each child's individual strengths and weaknesses are.

You are getting:
- Group learning pathways report
- Curriculum levels report
- Individual pathway report for each student
- Individual question analysis for each student

We would like you to please:
- Have a read over this information
- Consider:
  - what are you noticing about your class?
  - what are you noticing about individual students?
  - are there any results that surprise you? ie a child achieving much lower than expected -or a child achieving much higher than expected
  - what types of questions seem to be the sticking point for your class? individuals?
  - how might this influence your planning for next term?

Keep in mind that we are doing this same test again at the end of Term 3 and this will be comparative data that we can look at to measure progress of children and effectiveness of teaching.

Please keep this data/information in a safe place.

While this is **only one test on one day - it is filled with a lot of information that can help to support your teaching** going forward, **in order to support students to show progress over this year**. The information gives **targeted information about what your class did, and where each child's individual strengths and weaknesses are.**

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We would like you to please:
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  •   **what are you noticing about your class?**
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  •   **how might this influence your planning for next term?**

Keep in mind that we are doing this same test again at the end of Term 3 and this will be comparative data that we can look at to **measure progress of children and effectiveness of teaching**.

Please keep this data/information in a safe place.

If you have <u>ANY QUESTIONS</u> please don't hesitate to touch base with Tiffany.

Individual reflections, Peer observations and post lesson discussions

What have we noticed/learnt?

- A4L evolves and becomes part of the culture of the school
- Leadership team is key. All need to be involved in the change
- Do it slowly
- Mindsets need to be shifted
- Teachers need to drive it
    - What does it need to look like?
    - What works well?
    - What could be better?
- Needs to be evidence based

What have we noticed/learnt?

- o Don't throw the baby out with the bath water
  - o Identify what's already informing practice
  - o Look at how other areas can be strengthened
- o Plan, Implement, Track and Evaluate the process
- o Have a team focus – share the load, and the ownership
- o Develop other areas around A4L
  - o Teaching Practice
  - o Teacher Observation skills
  - o Leadership
- o Be explicit
  - o Don't assume people know what LI, SC, Feedback etc are

What does our data show?

Accelerated Math Data - 2019 Term 1 To 2024 Term 4 - 100% Bar Chart

1
(1%)

11
(10%)

94
(89%)

- Accelerated
- Expected
- Insufficient
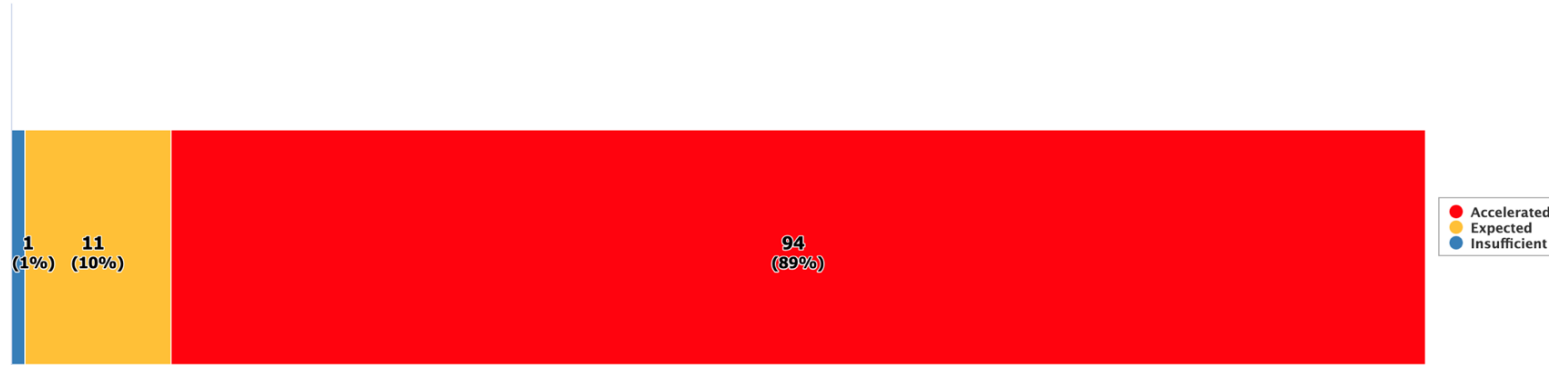
Accelerated Reading Data - 2019 Term 1 To 2024 Term 4 - 100% Bar Chart

4
(4%)

13
(12%)

90
(84%)

- Accelerated
- Expected
- Insufficient
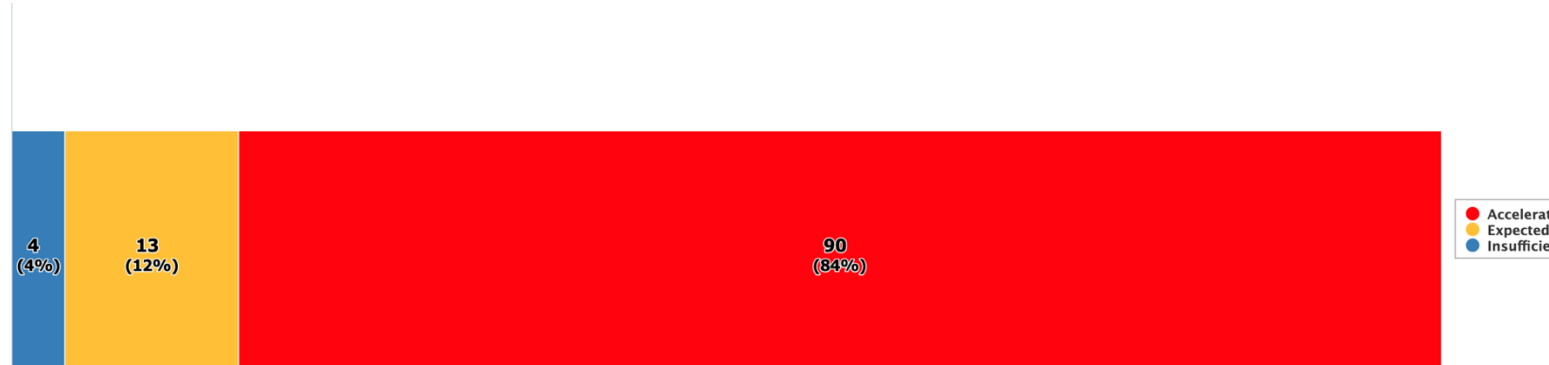
Accelerated Writing Data - 2019 Term 1 To 2024 Term 4 - 100% Bar Chart

5
(5%)

13
(12%)

91
(83%)

- Accelerated
- Expected
- Insufficient
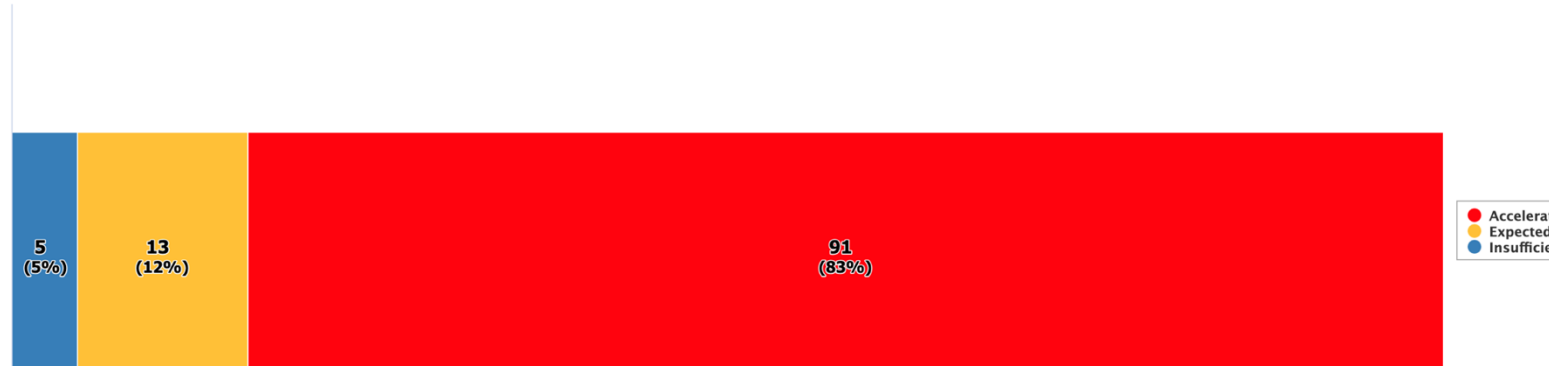
Where to next?

- Refinement of information collected from teacher observations
- Continue to align understandings of updated curriculum documents
- Weston School Teaching and Learning Framework
- Real time reporting – student driven
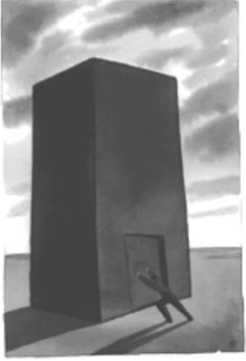
Inside the Black Box: Raising Standards Through Classroom Assessment

By Paul Black and Dylan Wiliam

Firm evidence shows that formative assessment is an essential component of classroom work and that its development can raise standards of achievement, Mr. Black and Mr. Wiliam point out. Indeed, they know of no other way of raising standards for which such a strong prima facie case can be made.

Illustration © 1998 by A. J. Garces

Reviving the Flames of Excellence:
Igniting a System that Learns

How Using Assessment Properly Should Solve New Zealand's Education Woes

Michael Absolum, Adrienne Carlisle, Mary Chamberlain

June 2023

Readings of interest
Assessment for Learning
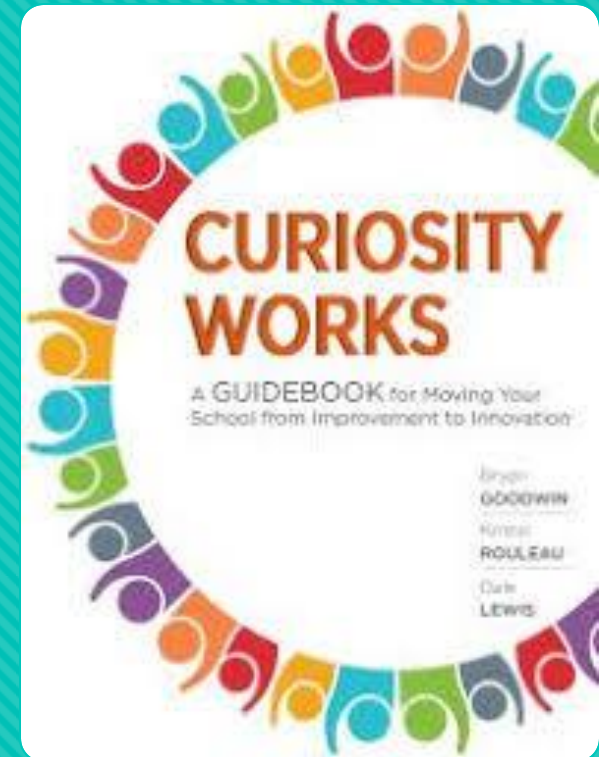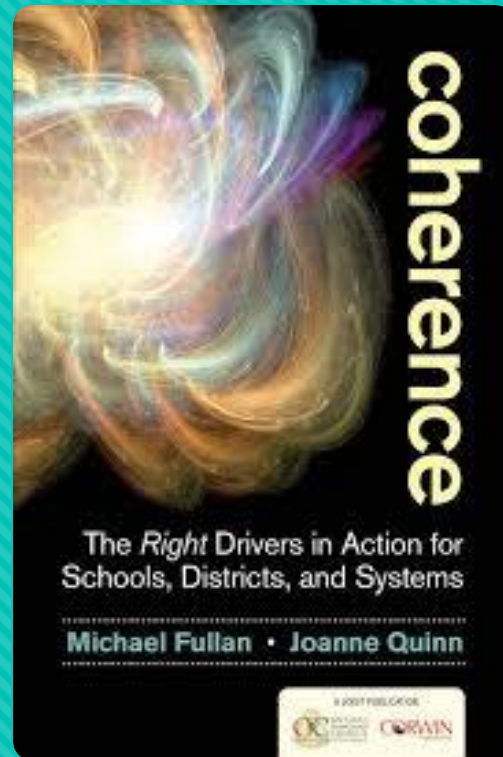
Strategic thinking and change management
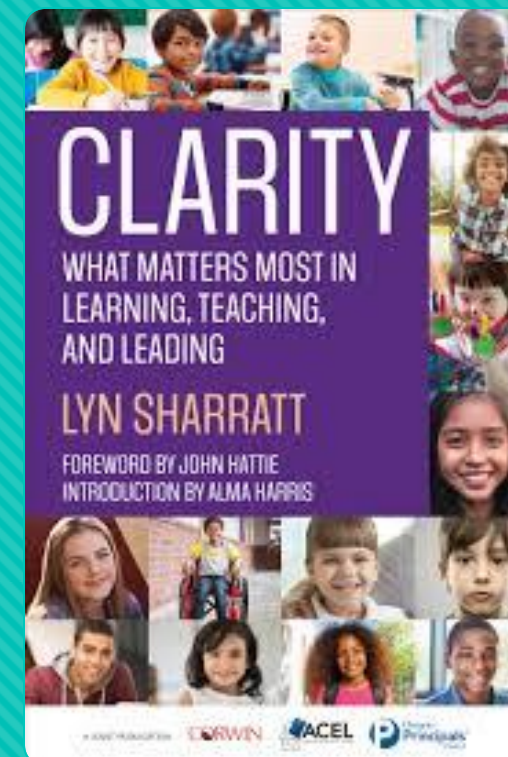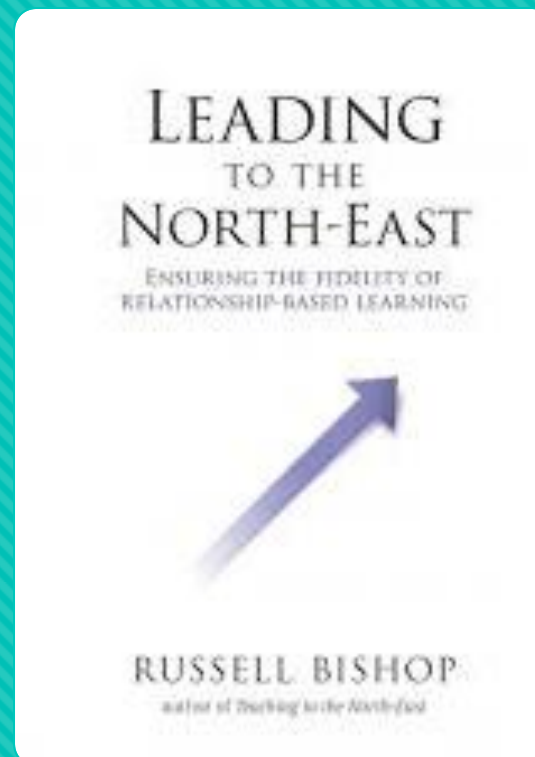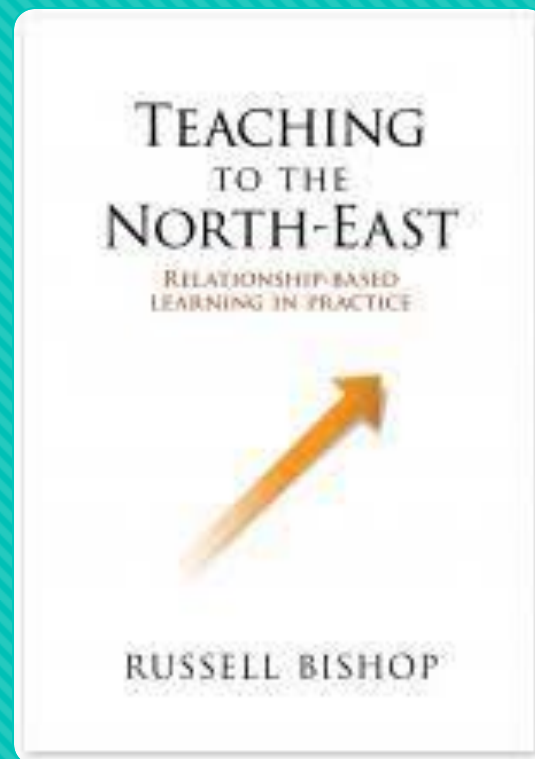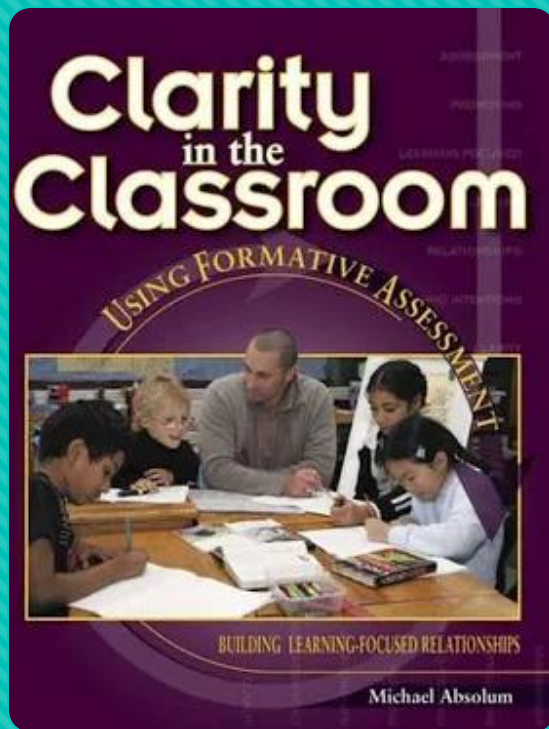
Clarity, Learning focused relationships

Texts of interest

Assessment, Feedback

Our strategic plan will enable us to keep what is important to us to the fore

Maha rawa wā tatou mahina,
te kore mahi tonu Tawhiti rawa tō tatou haerenga,
Te kore haere tonu

We have done too much not to do more,
We have gone too far not to go further