



UNIT 307

SUPPORT ASSESSMENT FOR LEARNING

In this unit, you will cover the following outcomes:

- 307.1** Understand the purpose and characteristics of assessment for learning
- 307.2** Be able to use assessment strategies to promote learning
- 307.3** Be able to support learners in reviewing their learning strategies and achievements
- 307.4** Be able to contribute to reviewing assessment for learning

UNIT 307 (LEVEL 3 UNIT, 4 CREDITS) SUPPORT ASSESSMENT FOR LEARNING

What this unit is about

This unit is about the essential knowledge and skills involved in supporting children and young people to make progress through the use of assessment that provides information to guide learning (formative). It involves themes that are increasingly important such as personalised learning (i.e. learning matched to the achievements, goals, characteristics and interests of the pupil), peer assessment and self-assessment.

An example

This is one example of a support situation that could provide ideas and information to cover this unit:

You work with a group of pupils who need extra support for Maths. It is important to know as much as possible about what each person can do, as well as those areas that they find difficult. All of this must be compared with the goals that are set for their stage. Some of the pupils are keen to make progress, whilst others are less motivated by the subject matter. You have managed to find out about some of their interests outside school and use this knowledge to design tasks that they find more interesting.

The class teacher has suggested that you chat to the teacher responsible for Maths to find out about strategies for assessment, as well as for teaching and learning.

Even the less motivated pupils respond to encouragement and positive feedback, so this is important in these sessions. You know about the school policy on rewards and find it useful in thinking of ways to maintain motivation.

The teacher has asked you to keep records of achievements, and to provide regular feedback to her. How do you think you might achieve all of this effectively?

Useful words

Formative assessment

Feedback and assessment that supports learning as the pupil goes along and helps to identify areas that need more work.

Summative assessment

An exam or other assessment at the end of the learning process that tests what the pupil has successfully learnt.

Peer assessment

Feedback and assessment that involves pupils helping to evaluate each other's work.

Self assessment

Process where the learner reflects on and evaluates their own work.



WHAT THEY SAY...

The process of reflection on work done is crucial in enabling the pupil to learn. Your role is to provide feedback and doing this can be quite a skilled job if the pupil's self-esteem is to be maintained.

Supporting Teaching and Numeracy: A Guide for Learning Support Assistants

Guidance on evidence and assessment

You need to show a combination of performance and knowledge evidence for this unit. Discuss with your assessor how you are going to achieve this. There is space provided at the end of this unit for you to note down your planning. You might find this guidance helpful:

- To cover criteria 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1 and 4.2 you must be observed working with children or young people by an expert witness, or your assessor.
- It is important that you plan with your assessor before an observation so that you understand what you should do to meet the criteria. A well-prepared observation should cover all of the criteria listed above in one go. Look at the linked units at the top of the next page before you plan with your assessor. You may find that you can naturally cover criteria for several units in one observation.

Suggested Assignment

This assignment is one way of providing evidence for the knowledge parts of this unit that do not have to be covered by workplace assessment. Your assessor may need to discuss some points with you. You will need to find relevant information from:

- books – keep a list of books that you use, making sure that you reference these clearly and consistently. Make a note of details such as author, title and publication date
- websites – keep a list of web addresses that you use
- teachers
- other learning support staff.

Prepare a set of notes about assessment in which you cover:

- **the roles of teachers and learning support practitioners**
- **formative and summative assessment**
- **how assessment is useful to learners,**

teachers and learning support practitioners

- **a short reflection on how to improve your own contribution to learning.**

You should make sure that you have covered all the points required in assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 2.3 and 4.2.



Smartscreen

You can find the following extra resources for this unit at www.smartscreen.co.uk:

- Worksheets and activities
- Handouts
- Practice assignment

Outcome Two

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

2 To be able to use assessment strategies to promote learning, you must show that you can:

2.1 Obtain the information required to support assessment for learning

2.2 Use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners

2.3 Use assessment opportunities and strategies to gain information and make judgements about how well learners are participating in activities and the progress they are making

2.4 Provide constructive feedback to learners to help them understand what they have done well and what they need to develop

2.5 Provide opportunities and encouragement for learners to improve upon their work.



HINTS AND TIPS

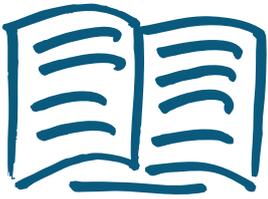
Ensure that you are clear about the difference between assessment for learning (formative) and assessment of learning (summative). If necessary discuss this with your assessor, or with a class teacher.

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Cross reference

You may be able to combine evidence for this unit with the following units: 204, 207, 209 and 210.



IN THE KNOW

You will need to do some reading about assessment and personalised learning. Your assessor / tutor will be able to suggest useful resources, and you may find it helpful to discuss this with teachers or more experienced learning staff.



HINTS AND TIPS

You will need to use different strategies with different learners to get them to reflect on their learning and progress. Not all children will respond well to one approach.

Outcome Three

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

3 To be able to support learners in reviewing their learning strategies and achievements, you must show that you can:

3.1 Use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs

3.2 Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning

3.3 Support learners in using peer assessment and self-assessment to evaluate their learning achievements

3.4 Support learners to:

a reflect on their learning

b identify the progress they have made

c identify their emerging learning needs

d identify the strengths and weaknesses of their learning strategies and plan how to improve them.

Outcome Four

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

4 To be able to contribute to reviewing assessment for learning, you must show that you can:

4.1 Provide feedback to the teacher on:

- a learner participation and progress in the learning activities

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- b learners' engagement in and response to assessment for learning

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- c learners' progress in taking responsibility for their own learning

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4.2 Use the outcomes of assessment for learning to reflect on and improve your own contribution to supporting learning.

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Unit sign-off

The evidence for this unit is a valid, sufficient and an authentic record of the candidate's current competence and has been assessed under the requirements of the assessment strategy.

I confirm that the evidence provided is a result of my own work.

Signature of candidate	Date

I confirm that the candidate has demonstrated competence by satisfying all of the criteria for this unit.

Signature of assessor	Date

Signature of IV (if sampled)	Date

Signature of EV (if sampled)	Date

