



# Planning for Assessment of Learning in a Blended Learning Curriculum

The Manchester College and LTE Group

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# Aim: to help you to plan for assessment of remote learning

## **Intended outcomes**

- Investigate what assessment of learning is
- Discuss curriculum and sequencing

## **Today you will be able to:**

- Evaluate well-planned blended learning
- Formulate strategies to develop assessment of students and improve their study skills to promote independent learning
- Share ideas as to how we can create a strong and supportive student community when working online.

# EIF: Curriculum



**SEQUENCING -**  
MAPPING OUT THE  
LEARNING JOURNEY



THE IMPORTANCE OF  
**KNOWLEDGE**



**RETENTION OF  
KNOWLEDGE, RECALL  
AND SCHEMA**  
(MEMORY)



# Curriculum: Sequencing



Each episode does not build on what has come before it. Having a depth of prior knowledge is not necessary.



There is a purpose and clear thread which binds the season together. Sub-plots tie the season together. Each episode has a plot that is resolved (so there is still a short-term purpose), but each episode deepens our understanding until the plot of the season is resolved!

**Your lessons are 'episodes' and your curriculum is the 'season'**

# Assessment: Sequencing

## Assessment **for** Learning

- Involves informally monitoring progress in order to help students understand where they have been successful in their learning, and what they need to work towards in achieving their goals.

***"Where am I? / How do I get there? / Where am I going?"***

## Assessment **as** Learning

- Involves students in the learning process – they monitor their own progress, ask questions and practise skills.
- Students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning points.

## Assessment **of** Learning

- Sums up where a student is at a given moment in time.
- Assists teachers to use evidence of students' learning to assess students' achievement against goals and standards.



**What considerations do you currently have when planning for assessment?  
What have you learnt from lockdown?**



Research into lockdown learning experiences has shown technology that promotes **online conversations** or activities that involve **consolidating previous learning or revising**, have higher student engagement levels.

[https://www.nfer.ac.uk/media/4073/schools\\_responses\\_to\\_covid\\_19\\_pupil\\_engagement\\_in\\_remote\\_learning.pdf](https://www.nfer.ac.uk/media/4073/schools_responses_to_covid_19_pupil_engagement_in_remote_learning.pdf)



# What are the advantages / disadvantages of blended learning?

[A guide to planning a blended learning curriculum, LTE Group, July 2020](#)



# Something to consider

## Collaboration

*"Online learning in lockdown can be a lonely place. There are myriad reasons for setting tasks and activities, often in pairs or maybe threes. Having other members in your little group keeps everyone on task."*

*A collaborative task has an immediate sense of audience, but most importantly perhaps, it considerably reduces the load on the teacher, as the students' mentor and partner each other. Plus, the students will signal problems with their peers."*

# Collaboration

- Deepens understanding
- Builds problem solving skills
- Develops employability skills - team working, communication, accountability
- Enhances learning with peer-led teaching
- Gives a sense of belonging and being part of something.





# Developing independent study skills

**"Study skills refer to those things that individuals do when they have to locate, organise and remember information."**

*Paris, Lipson, & Wixson, 1983; Paris, Wasik, & Turner, 1991*

# Activity – breakout groups

- In a moment you will break out into separate groups and collaborate to complete the worksheet provided
- Question: What activities/tasks/teaching strategies can you use to develop your students' independent study skills?
- Complete the sections in the table

## Developing independent study skills

Complete the table below in your allocated teams:

Green = Required task      Orange = Extension task

Team No	Independent study skill	Activities / tasks / teaching strategies to develop skills (provide links to your own documents and resources if you have them)
1	Revision strategies	
	Time management	
2	Reading Skills	
	Self-motivation	
3	Metacognition	
	Time management	
4	Retrieval Practice	





**Feedback**