

End of Unit Assessment Guidance

South Sudan





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1. Introduction

In accordance with the National Assessment Guidance for South Sudan, teachers are required to make judgements about what learners have learnt at the end of each unit of work. Units of work are part of the National Curriculum syllabus and are the basis of textbook chapters.

Formative assessment is used to help teachers make judgements about what learners have achieved by the end of each syllabus unit.

Records need to be kept of learning outcomes at the end of each syllabus unit throughout the year. Teachers need to keep a record of those students who have met the learning outcomes and those who have not done so.

The National Assessment Guidance states that:

These overall assessments should be made on the basis of the many formative assessments that the teacher has made during the course of teaching the unit. If teachers have been working with the students over the course of the unit, they will be able to make a broad judgement about which students have met or have failed to meet the unit's Learning Outcomes. These 'Authentic Assessments' will be more valid and valuable than a test set by the school.

2. What Is Formative Assessment?

2.1 Learning Outcomes

Being able to make a judgement about learning relies upon an exploration of how well learners have achieved learning outcomes.

In some textbooks, learning outcomes are shown at the start of chapters or at the start of activities within chapters. It is these that the teacher should assess against.

If learning outcomes are not shown in textbooks, then teachers should create for themselves a learning outcome for each lesson or a series of learning outcomes for a topic or textbook chapter.

Below are some of the ways a teacher can derive learning outcomes to help them make judgements of learning:

1. Looking at the identified key words and any new vocabulary listed in the textbook chapter or syllabus unit
2. Using the examples given in the unit
3. Using activities given in the chapter to identify key learning
4. Using other curriculum documents:
 1. Curriculum guidance
 2. Subject overviews
 3. Curriculum framework
5. Analysing the text in the 'learning corners' within the chapter
6. Using subheadings within the textbook chapters
7. Taking key words and phrases from the contents page of the textbook

This table also helps to shape learning outcomes and emphasises the importance of assessing knowledge, skills and understanding:

What I am assessing	What verbs I begin my questions with...
Knowledge	State, Name, List, Describe, Label, Write, Recall
Understanding	Explain, Compare, Contrast, Outline
Skills	Construct, Perform, Predict, Investigate, Interpret, Carry out

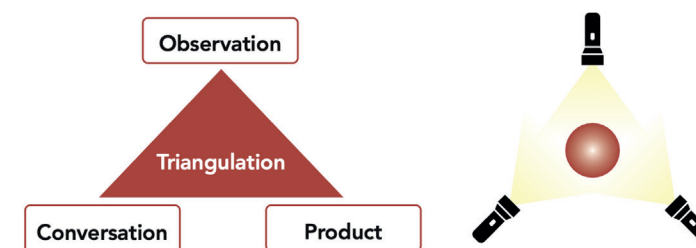
2.2 The Four Descriptors

The four descriptors (categories) below describe four judgements that can be made about what has been learnt. They provide rich data when a comparison is made between learners in each category for different subjects and units. These judgements will also easily identify those students who need extra support.

Descriptor	Identifier
No Learning outcome achieved	0
Some LOs achieved, but not sufficient for overall compliance	1
Most LOs achieved, enough for overall compliance	2
All LOs achieved – compliance with ease	3

2.3 How to Make Judgements

It is important to gather a range of evidence in support of being able to allocate an identifier. One way of thinking about this is to find ways to 'shine a light on learning' from a number of different perspectives. To do this, you will need to have a conversation with learners, conduct some observations of learners and analyse the work that they produce. Conversations, observations and an analysis of products are referred to as assessment triangulation.



By taking evidence from multiple sources, you can make an informed judgement. Examples of exploring learning from a range of perspectives are presented in Appendix C.

Section 2 gives some of the ways that you can find out what learning is taking place.

2.4 Products

2.4.1 Exercise Books

Exercise books must be marked regularly (at least once per week) to see how a learner is able to record their learning in writing.

2.4.2 About Written Tests...

Written tests are often used to assess learning but are seldom effective for assessing the deeper understanding, skills, competencies and higher-order thinking that are at the heart of the new curriculum. This is especially the case for tests made up by individual schools. It is possible to set questions in written tests that address higher-order thinking and deeper understanding, but the techniques for doing so are very specialised. The questions generally require open-response answers and the marking schemes are very complex. Written tests are popular because they are easy to administer to large groups, but they do not actually test the sort of learning that is required in the new curriculum.

The Examinations Council prepares end-of-year exams for P8, S2 and S4 using specialist technical skills and knowledge, but ongoing assessments across the school year are better served by a range of interim, classroom-based assessments known as 'Formative Assessment'.

2.5 Other Products

These could be pictures, models or pieces of writing that are not in exercise books.

There are examples of how to explore products in relation to the learning outcomes in Appendix B.

2.6 Conversations

This is the most important skill for a teacher whilst using formative assessment strategies. It needs no equipment, and it is useful in any area of the curriculum. Conversations rely on good questioning and careful listening.

There are two types of questions – open and closed questions. Closed questions usually require a short response – a yes or a no – or a piece of information. Using closed questions to assess knowledge works very well. They are sometimes good for assessing understanding. But they do not assess skills very easily. Good opening words for closed questions are: What? Where? When? Who? Which?

Open questions are different because a teacher does not know the answer to a question they ask (or not completely). This may be because there are multiple possible correct answers, or it may be because it is a question to which the answer is very personal to the learner. Open questions allow learners the opportunity to justify their ideas, to explore topics and to relate abstract concepts to their own experiences. Teachers should be aware that asking open questions can be frightening. Many teachers fear losing control of the lesson or the class when they ask open questions. They are not sure what answers the learners will give, whether they will be appropriate or perhaps whether they are emotionally engaging. However, open questions provide teachers with a really good opportunity to explore learners’ ideas. The original answers may be rewarding not only to the teacher but to the whole class. Good opening words for open questions are: Which? How? Why? If?

The Question Matrix is a useful tool for asking questions, it encourages the use of a wide range of questions. It is shown in Appendix A.

2.7 Observations

Observation is not only watching children but doing so whilst keeping in mind the learning outcome. When teachers observe, they must look for clues that might indicate the engagement of the learner (such as body language, where the learner is looking or who they are working with). They must carefully watch actions, looking to see if learners are using specific skills relevant to the expected learning outcome – from reading or writing to drawing, etc.

2.8 Combinations

It is likely that, in many cases, making an assessment will involve a combination of conversation, observation and ‘product’. It would be a missed opportunity for example to observe learners creating a roleplay without asking them about what they are doing. If a group of learners are developing a science experiment, it might be useful to have a conversation with them about their design and then to stand back and observe how they implement it. If you are looking through a learner’s exercise book, it is useful to also ask them questions about what they have written or drawn.

3. Formative Assessment Strategies

3.1 Assessment Opportunities Presented in Textbooks

There are a number of assessment activities that are presented in the textbook. In some cases, these are given titles such as ‘Quick Test’ or ‘Learning Check’.

- a. Look for pair work activities in the textbook and set them up as swap partner activities where you, as the teacher, can move around the pairs, listen to the conversations and ask the learners about their thinking.
- b. Find the quizzes and learning checks within the textbook and use them as assessment opportunities.
- c. Use the keywords and vocabulary from the chapter and ask learners to use them in sentences.
- d. Find group work activities in the textbook and, as learners do their work in groups, the teacher can move around, listening and discussing with learners.

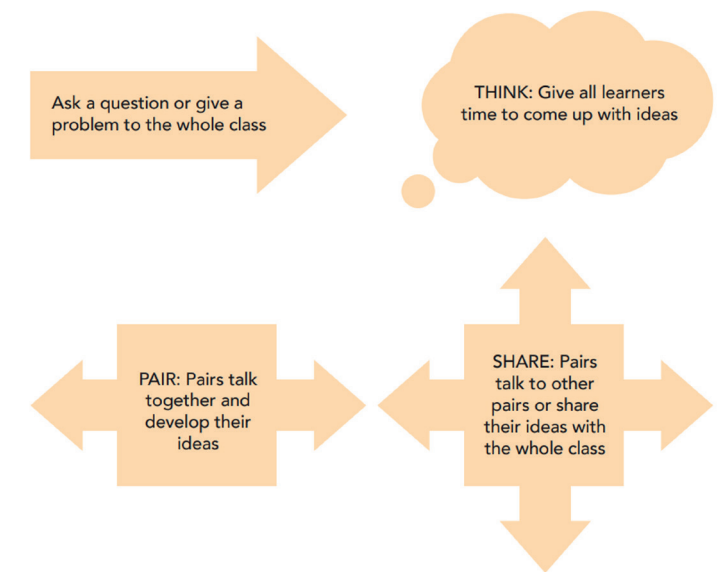
3.2 Assessment Opportunities beyond the Textbook

There are a range of assessment strategies that can be used in the classroom to help you make close observations, to stimulate rich conversations and to enable learners to produce something that demonstrates they have reached the intended learning outcomes.

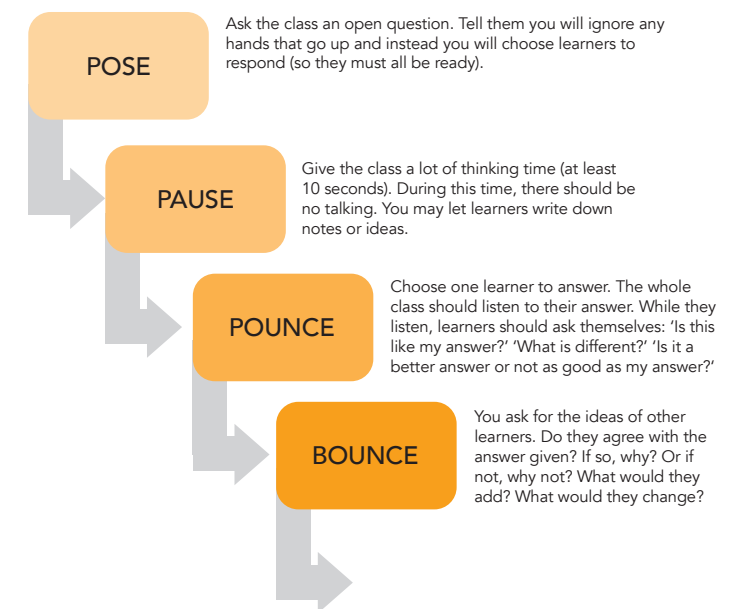
Questioning skills have already been described. Using the Question Matrix is an example of a formative assessment strategy.

There are a range of other strategies that can be used, many of which are described in the following guidance document: Formative Assessment: A Practical Guide for Teachers. The following subsections summarise these strategies.

3.2.1 Think, Pair, Share



3.2.2 Pose, Pause, Pounce, Bounce

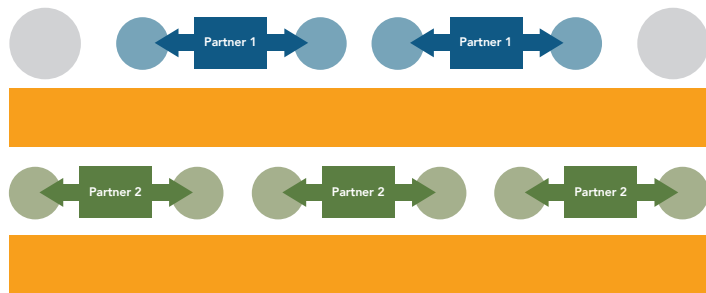


3.2.3 Cross the Line

This is a very easy activity. You need flat ground and something to make a mark in it. Or indoors you could use a rope or a collection of sticks lined up end to end. Make a single straight-line mark on the ground. Identify one side as ‘Yes’ and the other as ‘No’. Tell learners they must stand on one side or the other to answer a question you are going to ask. This is a good way to check knowledge (‘yes’ or ‘no’ answers are closed questions).

3.2.4 Swap Partners

This is a very simple activity, similar to ‘Think, Pair, Share’. The teacher asks a question and learners discuss their answer with the person next to them. This is a good opportunity to assess understanding through observation and conversation with the learners. Learners talk to a partner on one side of them. They discuss the question and develop an answer together. After this discussion, they leave their partner, turning to the learner on the other side of them. They share the answer that they developed with the first partner.



3.2.5 Heads Down, Thumbs Up

In this activity, teachers ask learners to think about their level of understanding or their level of confidence about a topic. It is a very good way to start and end a lesson. Then the teacher says, ‘heads down, thumbs up’. Learners put their head on the desk and close their eyes. They then raise their thumb to show their level of understanding.



3.2.6 The Use of Roleplay to Explore Understanding

Asking learners to present what they know in a different format is a useful way of helping learners to explain what they know, understand and can do. Creating an opportunity for learners to act out what they have learnt provides a creative way for learners to engage with their learning. Physical movement can make learning fun and memorable. Throughout these roleplays, teachers can observe closely, making notes about key vocabulary for example or the way in which learners have explained how they understand the intended learning outcome.



3.2.7 Great Ways to Start a Lesson, Finish a Lesson and Check Progress in the Middle

Starting a Lesson

This is a very easy activity. You need flat ground and something to make a mark in it. Or indoors you could use a rope or a collection of sticks lined up end to end. Make a single straight-line mark on the ground. Identify one side as ‘Yes’ and the other as ‘No’. Tell learners they must stand on one side or the other to answer a question you are going to ask. This is a good way to check knowledge (‘yes’ or ‘no’ answers are closed questions).

A recap. Give a quick summary of the previous lesson but make one error and ask learners to identify your mistake!

Three words. Write three words on the board about the last lesson and ask learners to place these words in a sentence to either write or say aloud.

Two questions. Ask one learner to ask the rest of the class two questions about the previous lesson. Repeat this but ask learners to work in pairs.

In the Middle of the Lesson

Once the teacher has finished the main section of instruction at the start of the lesson, formative assessment activities can be used throughout the lesson to check for understanding. Using evaluative activities such as Heads Down, Thumbs Up can give a teacher some confidence that the learners feel they are ready to work independently or that they are concerned and need more support. Using creative activities such as Think, Pair, Share can help learners share ideas that they can then use in independent working and allow them to check their ideas with their friends. Other examples:

What’s next? Ask learners to tell each other what the next steps might be.

Show me. Ask one or two learners to draw a picture or model on the board of what they have learnt and then ask other learners to offer one idea for improvement.

True or false. Provide learners with two statements about what has been learnt so far: one true and one false. Ask learners to identify which is which and then repeat the activity in pairs.

Finishing a Lesson

Using a formative assessment activity to reflect on the learning outcome for the lesson is a great way to fix it in the minds of learners. Cross the Line is an activity which can quickly check the recall of information of a large class at once. Swap Partners is a good activity for reflective discussion and recapping what was done in the lesson. Other examples:

Quick quiz. Ask five closed questions that learners have to answer in their book and then use whole-class feedback to answer them.

What’s the question? Give learners the answer to a question related to the lesson topic and then ask them to suggest questions that might lead to that answer.

Headlines. Ask learners to suggest headlines for what has been learnt this lesson as if it were to be used in a news article on the radio or in a newspaper.

4. Giving Formative Feedback

As you progress through the assessment cycle, there will be many opportunities to provide learners with some feedback. Feedback should help learners to avoid developing misconceptions. It should help to build their levels of confidence and motivation so that they are prepared to tackle new learning. Feedback is aimed at helping learners to:

- Know what they are doing well
- Know that they have understood something correctly
- Know what they need to try again or reconsider
- Build a positive and trusting relationship with their teacher

4.1 Features of Formative Feedback

<p>Encouraging</p> <p>Feedback should focus first on the positive, on the progress a learner makes towards the expected learning outcome.</p> <p>'You listened well to my instructions in the classroom.'</p>	<p>Specific</p> <p>Writing 'good work' or 'needs redoing' is not enough. What is it about the product that has or has not met the learning outcome and why?</p> <p>'Although you sometimes used full stops, the expected learning outcome was to make sure you used them every time.'</p>
<p>Immediate</p> <p>Learners need to be given feedback as soon as possible whilst the lesson and the activity are still fresh in their mind.</p> <p>'You listened very well in today's lesson. I hope you can listen just as well tomorrow.'</p>	<p>Actionable</p> <p>Feedback must give learners a way to improve their work that is achievable in the time available.</p> <p>'If you want to improve, you must remember to use a full stop to end every sentence.'</p>
<p>Honest</p> <p>Giving failing learners too much confidence will not help them. Neither will being too harsh or only focusing on negative aspects of their work. Honest feedback balances the positive and the negative.</p> <p>'Although you remembered the story we read together, you did not write down any of the characters' names so I do not know who you are talking about.'</p>	

4.2 When Can We Give Feedback?

Feedback can be given:

- During the class, giving whole-class explanations on classwork and homework.
- At the end-of-lesson review of learning with the whole class.
- After or during class for small groups of learners who have a similar misconception that needs addressing.
- In exercise books, for example:
 - One sentence on what was good and one sentence on what needs to improve
 - Five words that were misspelt – ask the student to write them out five times each
 - Clear reworking of an example problem in maths if the learner has misunderstood the process.
- During one-on-one discussions based on something the teacher hears or sees and needs to reinforce or correct.
- As soon as an issue is identified. For example, 'Can I have your attention everybody please? Can you stop work? I would like to just show you what this group has done. Can you see their work? They have really understood the task. If anyone needs help in their group, you can maybe ask a representative from their group to come and explain to you.'

Feedback should be:



5. Adapting Your Teaching in Response to Assessments

Your next lesson or teaching activity might need to change according to what you find out during formative assessments. This is sometimes called 'Adaptive Teaching'. You will need to decide if the adjustments or adaptations you make need to apply to all learners or just some learners.

Here are some examples of ways that you can adapt your teaching in light of what you find from your formative assessments. Each suggestion is aimed at giving learners another chance to think and learn ... and for the teacher to listen and learn also.

<p>Explain it again ... but differently.</p>	<p>Picture it. Draw a model or picture on the board to show learning in a different way.</p>	<p>Break it down. Explain learning in very small steps or pieces.</p>
<p>Repeat. Ask learners to repeat the activity but give them a different context or example.</p>	<p>A listening walk. Ask learners to talk in pairs about the learning activity. As they do, walk around the class to listen to their explanations.</p>	<p>Matching pairs. Write a list of associated words on the board and ask learners to come and join up pairs of words that are similar.</p>
<p>True or false. Make a few statements that are true and false. Ask learners to explain which is which.</p>	<p>Your turn to teach. Ask a learner who has understood well to come and roleplay being the teacher – explaining the learning outcome.</p>	<p>Skip it. If your assessment uncovers that the class or a group have found the activity too easy, skip the repeat activity.</p>

5.1 Making Good Use of the Attendance Register

The attendance register is not used to assess actual progress but can be used as an additional source of information about who needs support (e.g., if their attendance is particularly poor, you can speak to the head teacher and PTA and see if they can find out what the problem is at home). If the child was absent throughout, then they will not have been able to achieve any of the learning outcomes and will therefore need some catch-up intervention when they return.

The attendance register is simply an additional tool to ensure you have a clear picture of each student.

6. How to Plan for Assessment and How to Record It

6.1 Unit Assessment Plan

Before starting the unit, you will need to create a plan in order to be sure that you will capture what learners have learnt across the unit.

- * First, you will need to clarify and list the intended learning outcomes for the unit or chapter.
- * Second, you will need to identify what activity you are going to use to assess each learning outcome – this is your Key Assessment Strategy. You only need to create one key assessment activity per learning outcome to record in your Unit Assessment Plan. There will be many other classroom-based assessment activities that take place every lesson which you could record in your ‘Learning Notes’ diary, but these key assessment activities are the times when here you pay close attention to the whole class. The example below shows how a Unit Assessment Plan could be set out.

Notes’ diary, but these key assessment activities are the times when here you pay close attention to the whole class. The example below shows how a Unit Assessment Plan could be set out.

Science P3 Unit 4 Plan The Weather Key words: weather conditions, weather symbols				
	Learning Outcomes (lo)	Key Assessment Strategy	Page?	Names of learners who did not reach the learning outcome
4.1	Know about weather symbols and use them to describe the weather	Weather journal Activity 2 - complete the table	p.71	
4.2	Understand that weather changes	Weather Changes Activity 4 - group discussion	p.74	
4.3	Understand that animals respond to different weather conditions in different ways	Roleplay animals in different weather conditions	Other	
4.4	Understand the effects and uses of moving air	Make a kite from paper or plastic Activity 14	p.82	
4.5	Know and use key words	Conversations with groups of children	Other	

6.2 Creating a ‘Learning Notes’ Diary

In addition to the record of learning you could keep on the Unit Assessment Plan, it might be useful to take note of other significant learning that you observe. During every lesson, you should make a record in some way of significant aspects of learning. This could be recorded in a ‘Learning Notes’ diary which will be open on your desk or in your hand as you move around the classroom listening to and speaking to learners. It will not be possible to get to every student every lesson, but you could plan to assess particular groups of learners so that you are able to get a clear picture of the progress of all learners by the end of each chapter.

The following principles should apply as you assess learners throughout the chapter:

- It is of course important to know all your students by name.
- It is equally important to group your students intentionally, either in alphabetical order to make the assessment easier or in ability groups once you know them well.
- During each lesson you will make a note of any learners who have definitely failed to achieve the learning outcome.
- If on a particular day you note that a particular learner has really understood nothing, then you can strategise to help this child and see if you can change the situation and take them off the list of students with no learning outcomes. A child does not have to stay on the list forever if you are able to help them make progress later on.

The ‘Learning Notes’ diary is also a place for you to record whether a particular learner has emotional difficulties or has presented challenging behaviour. Examples of things you might like to comment on in a ‘Learning Notes’ diary include:

Oral Questioning

- Did not want to answer any questions
- Gave mostly wrong answers to questions
- Answered all questions eagerly
- Asked a lot of questions
- Use key vocabulary well in answers
- Shy and dislikes speaking out in a big group
- Needs engaging one-on-one to build confidence

Participation and Attitude

- Got on with tasks independently
- Needed a lot of reminding and support to complete tasks
- Did very little/no work
- Did all work very quickly
- Needed to be given extra work
- Helped other learners to complete tasks
- Very eager to work
- Lacking in motivation and engagement
- Confident and enthusiastic

Work in Exercise Books

- Miscopied work from the book or board
- Work too untidy to read
- Work extremely neatly presented
- Completed everything but it was mostly incorrect

- Behaviour, Social and Emotional
- Very helpful and encouraging of others
- Disrupted the whole class
- Disrupted nearby learners
- Seemed sad
- Seemed frightened/fearful of making mistakes
- Struggles with new ideas
- Works well/Doesn’t work well in a group/with a partner
- Appears neglected

Examples of completed ‘Learning Notes’ diaries are in Appendix E.

6.3 Completing End-of-Unit Assessment Records

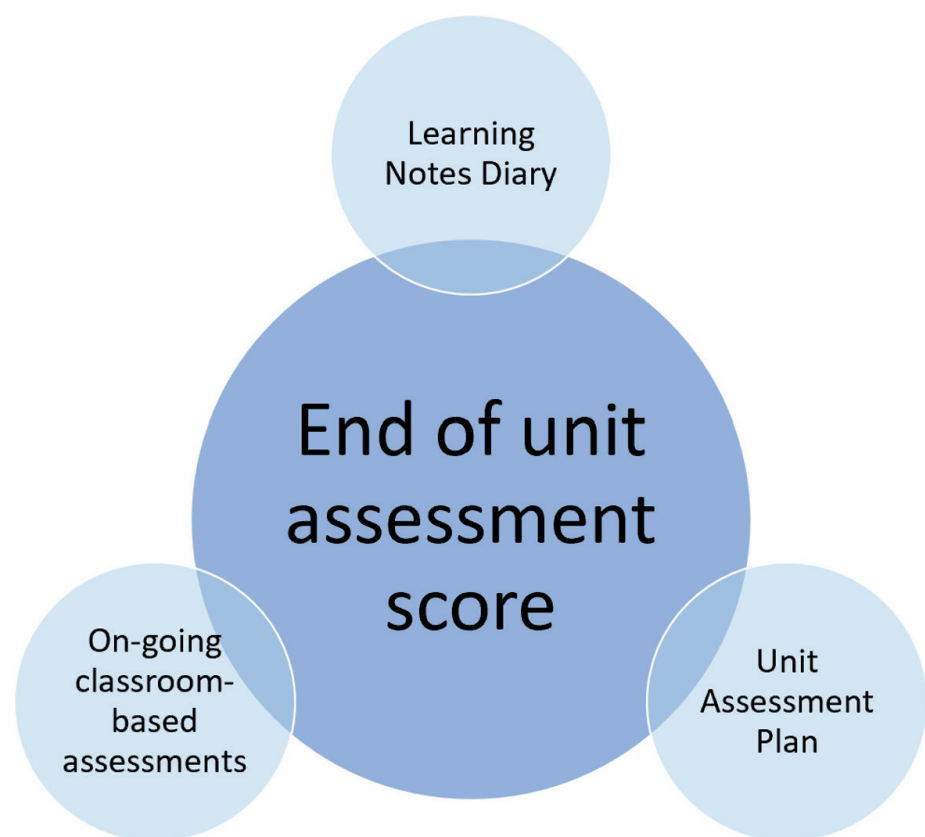
Keeping detailed records of students' individual progress is always difficult with very large numbers of pupils. For the purposes of school-based formative assessment, it is not even always necessary to keep such detailed records anyway. If feedback is given immediately and action is taken, the learning is changed and the record would soon become out of date and redundant. Most formative class-based assessments are dynamic in that they feed straight back into the teaching and learning process.

Using a combination of the Unit Assessment Plan, the 'Learning Notes' diary and other informal ongoing classroom-based assessments, a teacher can make an informed judgement about each learner's achievement for each textbook chapter or unit: 0 = No LOs achieved

- 1 = Most LOs not achieved (only some LOs were achieved)
- 2 = Some LOs not achieved (most LOs were achieved)
- 3 = All LOs achieved

End-of-Unit Assessment Records can allow you to identify a number of different features of learning.

In the example below, the table shows the end-of-unit assessment for six students in one subject.



English											
	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	Total
Student A	3	3	2	3	3	3	3	2	3	3	2.8
Student B	2	2	3	2	3	2	2	2	3	2	2.3
Student C	1	1	2	1	1	2	2	3	2	3	1.8
Student D	1	1	2	1	1	2	1	1	2	1	1.3
Student E	0	1	2	1	0	1	0	1	1	1	0.8
Student F	0	0	1	0	0	1	0	0	1	0	0.3

It can be seen from the above table that Students A and B have performed very well (there are several 3's) and have achieved overall compliance in all the units. Student C has achieved overall compliance in all but four units – and has improved considerably during the year (1's at the beginning, 3's by the end of the year). Students D and F have not achieved overall compliance in many units (they have several 1's).

The 'Total' column shows the average score for each learner at the end of the year. This means that a teacher can both compare students in the class and also track and compare individual learner totals at the end of each subsequent school year.

If this table is kept throughout the year, it will enable schools to identify students who:

- Are doing well in one subject but not another
- Are doing well in one unit but not another
- Started off well but have not maintained their progress
- Are doing very well overall
- Need extra support or guidance

The table also shows that students had more success with Units 3 and 9 than with the other units.

The table below shows how the combined scores for subjects across a class of learners could be collated. The total in this case represents the score for each learner across all subjects.

Overall Record									
Class List	English	Nat Lang	Maths	Science	Social Studies	RE	The Arts	PE	Total
Student A	2.8								
Student B	2.3								
Student C	1.8								
Student D	1.3								
Student E	0.8								
Student F	0.3								

7. The Value of Sharing and Collaboration amongst Teachers whilst Conducting Assessments

Key to all aspects of good teaching practice is the building of our social capital, teamwork and collaboration among teachers. There are opportunities for collaboration within schools as well as between schools. Some of the benefits of and reasons for collaboration include:

1. Good ideas get shared.
2. Collaboration empowers teachers who are trained and untrained to gain confidence and improve their practice.
3. Collaboration promotes leadership skills. Good leaders share their experiences.
4. Collaboration promotes teacher–teacher healthy relationships. This is a very important part of role-modelling for students to learn from too.
5. Planning lessons and assessment of learning outcomes together means good ideas are shared and there is consistency across the staff team.
6. Collaboration avails opportunities to identify common problems and find solutions for them.
7. Collaboration avails opportunities for teachers to share best assessment practice among teachers in a given school or group of schools.
8. Collaboration promotes professional development on formative assessment and other teaching skills.
9. Collaboration helps teachers to understand common misconceptions and how to address them.
10. Collaboration helps teachers as a professional learning community to stay in touch with new developments.



8. The Value of Head Teachers and School Leaders Interacting with Formative Assessment Records and Strategies

Just as teachers working collaboratively is important and necessary, school leaders understanding, supporting and using the formative assessment records and processes is essential for the functioning of a good school. Some of the key benefits of and reasons for school leader engagement with the formative assessment records and strategies include:

1. It enables school leaders to understand where the teacher may need support and to devise a training plan.
2. It provides talking points for discussion with the teacher to understand how the teacher is responding to the students' needs.
3. It enables school leaders to make comparisons between subjects, topics, classes, students, etc., and track trends over time in order to understand the trends, the strengths and weaknesses and the opportunities for improvement.
4. It enables school leaders to really understand the learning taking place in their schools.



9. The Benefits of Self-Reflection: Some Strategies, Tools and Key Questions

‘We do not learn from experience... we learn from reflecting on experience.’ – John Dewey

Self-reflection is when a practitioner thinks back through what has just happened.

Self-reflection is when a practitioner asks themselves hard questions about what worked and why, as well as what did not work and why.

Some benefits include:

1. Self-reflection enables the practitioner to see what needs to be changed for next time.
2. Self-reflection ensures that the practitioner does not just blindly carry on doing something without checking to see if it is achieving its purpose.

Some strategies and approaches include:

1. End of lesson/chapter reflection time – ask oneself a few key questions, for example:

1. What went well?
2. Which activities were the most successful for the children’s learning?
3. Which activities were the most engaging?
4. What did not go well?
5. Which activities were the least successful for the children’s learning?
6. Which activities were the least engaging?
7. How many children am I truly confident understood everything and mastered the related skills?
8. How many children do I think really failed to achieve even the basic understanding?
9. What are the top three things I need to do differently next time I teach this chapter?
10. Which are the students I need to find new strategies for engaging differently?
11. Which are the students whose behaviour I need to understand better?

2. Observe a colleague’s lesson and ask yourself some reflective questions, for example:

1. What does this teacher do differently from what I do?
2. What is effective about what they do versus what I do?
3. How is this teacher engaging all the learners?
4. How is this teacher understanding and recording learning levels of different students?
5. How is this teacher supporting learners with different levels and rates of understanding?
6. How are the learners themselves experiencing this lesson?
7. What would I have done differently from this teacher when teaching a similar lesson and assessing the learning?
8. What can I learn from this teacher’s preparation, student relationships, classroom management, learning activities, assessment opportunities, etc.?

3. Ask a colleague to observe one of your lessons but give them some reflective questions to consider during the observation, for example:

1. How well have I used time in this lesson? Did you feel a sense of urgency?
2. How well did I engage all the learners?
3. How do you think the learners experienced this lesson?
4. What did you think about the effectiveness of my organisation and grouping of students to facilitate their learning and my assessment of their learning?
5. Do you have any suggestions for how I could improve my teaching, engagement and assessment of the learners in this class?
6. Is there any other advice or thoughts that you can give me about how I can improve my teaching and understanding of the children’s learning?

Use their responses to guide your reflection on your own work.

Appendices

Appendix A

Question Matrix

Use this Question Matrix to help you develop questions that explore learning from a range of perspectives. Questions from across the matrix will also encourage learners to think in a variety of ways.

Question Matrix	Is? Does?	Has? Did? Was?	Can?	Should?	Would? Could?	Will?	Might?
	Present	Past	Possibility	Opinion	Probability	Prediction	Imagination
What? Event							
Where? Place							
When? Time							
Which? Choice							
Who? Person							
Why? Reason							
How? Activity							

JOURNEY TO DEEPER THINKING

Appendix B

Examples of Exploring a Product to Identify Progress towards Learning Outcomes

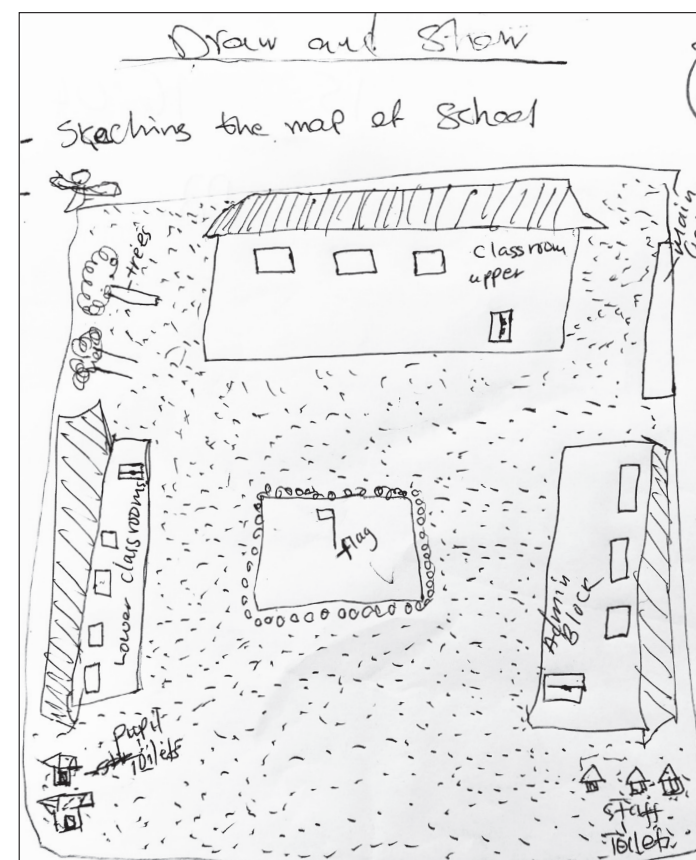
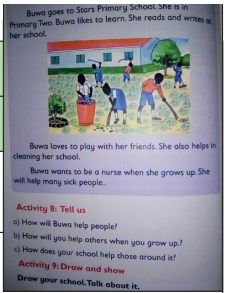
Subject: English	Year: P2	Textbook page: 18
Unit: My School		TG page: 40

Learning Outcome - Knowledge and Understanding: Listen to and follow instructions about their schools.

Textbook activity description: Activity 9. Draw and show. Draw your school and talk about it.

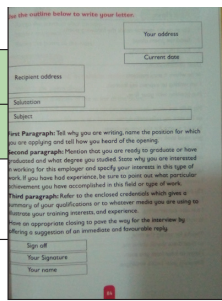
Further description of the activity: Learners should work together, guided by the teacher to develop basic vocabulary to talk about their school. These words should be generated, for example, during the previous activity about Buwa going to school. Key words should be displayed for children to learn and refer to during this activity to draw their school. They should be encouraged to talk about their likes and dislikes and think how they would describe the school to others. Learners should be encouraged to talk about different features of their drawing, explaining to others why these have been selected.

Assessment opportunities: The arrows below explain how this piece of work demonstrates that the learner has met the intended learning outcome. It is not reasonable to expect at P2 that all of these features of the school will be presented by learners. This example shows the range of possible features that a learner may produce to reflect their understanding of what makes up their school.



- Main school buildings are represented.
- Instructions followed appropriately to draw the school.
- Some key features of the school compound are also identified. (Flag and toilets etc.)
- Location and positions of school buildings are reasonable.
- Distinctive features of some buildings are drawn. (windows, doors etc.)
- Drawing completed in the time made available to learner.
- Spelling and letter formation of words in English is accurate.

Subject: English	Year: P6	Textbook page: 72
Unit: Letter Writing		
Learning Outcome - Knowledge and Understanding: Know the key vocabulary for a letter of application.		
Textbook activity description: Individually. Use the outline below to write your letter.		
Further description of the activity: Students should build on what they have previously learnt from exploring a range of job application letters. Learners should be supported to think carefully about the information that their own letter should contain, ensuring that it pays close attention to the job (position, role, responsibilities etc) that they are applying for and their own related experiences and qualifications. To help learners ensure that their application letters are suitable, they should share their letters in small groups, working together to review and refine the quality of the writing. To add further rigour to the process, groups of learners could be given a selection of letters. From this selection, learners should choose one letter that they would say is the most successful application, giving reasons for their decisions.		
Assessment opportunities: This example of a letter of application shows many features that would make it successful. It is likely that at P6, however, learners will still be developing their ability to write letters comprehensively, especially as this activity is relatively early on in the syllabus unit. The descriptors of success here are extensive, but the learning outcome is in relation to using the letter outline, so it is this that should feature in assessments. Although the learning outcome does not describe expectations relating to features of the English language such as spelling, punctuation and grammar, it is important that all learners are encouraged to adopt an 'always best' attitude to this aspect of the subject, especially as they progress through the upper end of primary education.		



Okello Gillo Obang
Puchalla (Utallo Payam)
South Sudan
Date: 15th March, 2020

Sudek Hospital
Juba, South Sudan,

Dear Sir,
Subject: Application for the vacancy of Kitchen Manager.
Referring you our vacancy posted on 22/01/20 in the Juba Monitor newspaper, I would like to apply to your esteemed office for the position of kitchen manager.
I am a graduate with a diploma in Catering from Dr John Grang Memorial University in Buma administration of Uthallo Payam. I have been working at The Crown Hotel in Juba since 2016 and I have gained a lot of experience in catering and management. Therefore I would be very grateful if your esteemed office would consider my application for this role.
Your usual cooperation would be highly appreciated.
Thanks.
Yours sincerely,

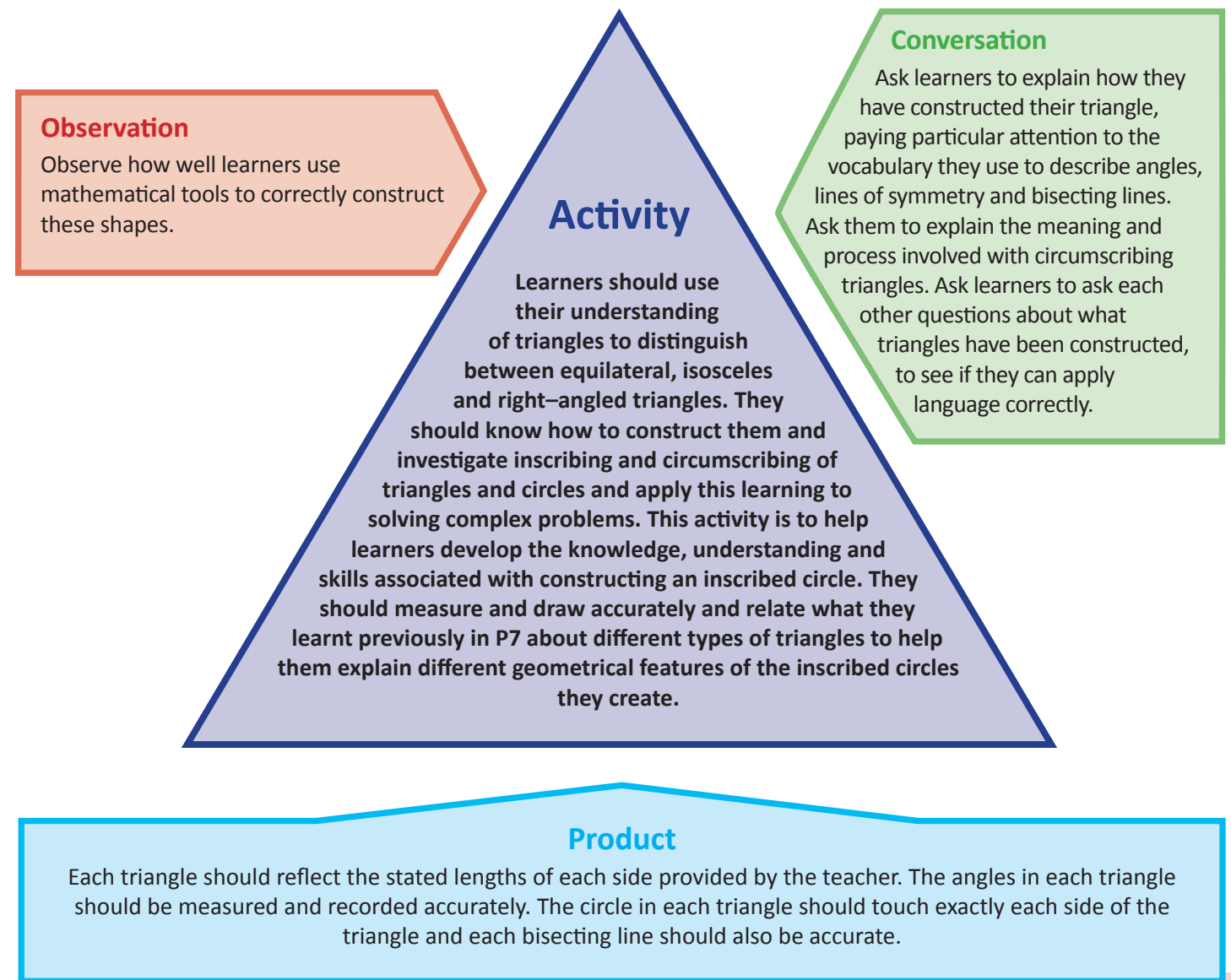
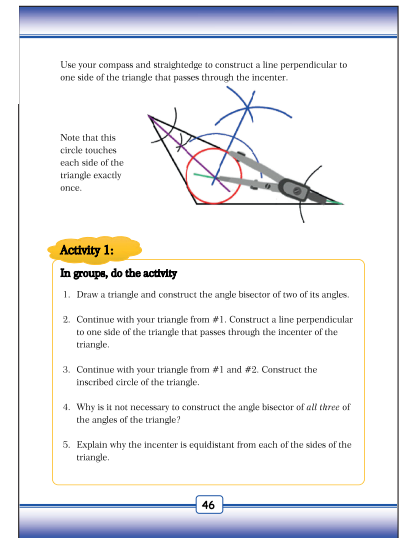
Okello Gillo Obang
My CV is attached below.

- The outline provided in the textbook has been used to shape the content of the letter.
- All sections of the letter have been completed.
- The content of the letter in each paragraph is relevant to the job being applied for (Kitchen Manager).
- Secretarial features of the letter are correct. (name and address of the recipient, date, writer's address, subject, signature).
- Spelling, grammar and punctuation is generally accurate throughout the application.
- Handwriting is legible.
- Key phrases and sentence structures are used to formulate the letter. (eg: I wish/would like to apply for the position of...; I have worked for... for...years; I have attached my CV...; The referees who will support my application are...; I am ready for an interview at any time.)
- The letter clearly explains the learners' experience and skills, explaining how this makes them suitable for this job.

Appendix C

Examples of Assessment Triangulation

Subject: Maths Year: P8
Unit: Geometry
Textbook page: 46
Learning Outcome: Constructing, inscribing and circumscribing triangles of given sides and angles
Textbook activity description: In groups, do the activity. 1. Draw a triangle and construct the angle bisector of 2 of its angles. 2. Continue with your triangle from #1. Construct a line perpendicular to one side of the triangle that passes through the incentre of the triangle. 3. Continue with your triangle from #1 and #2. Construct the inscribed circle of the triangle. 4. Why is it not necessary to construct the angle bisector of all three of the angles of the triangle? 5. Explain why the incentre is equidistant from each of the sides of the triangle.



Completed Sample A

Teacher's observations on learners' progress in a given unit.

- Cognitive – knowledge, understanding and skills
- Social and emotional – interactions and contributions
- Other

Learning Notes	
Class: 3 Subject: Maths Unit: 2 (Measurement)	
Student Name	Notes
Achol (F)	Regularly late to class
Adut (F)	Does not participate in groupwork
Akol (M)	Stays alone too much – needs to share ideas with others to progress well
Akuei (F)	Struggling with conversion of cm to m (link to previous struggles on place value)
Aluel (F)	Often absent – little progress
Amuor (F)	Always present but little focus
Amet (F)	Focused, attentive, front of class, cooperative
Aweng (F)	Building well on Unit 1 understanding – asking good questions
Awut (F)	Learns well when it involves group work and games
Ayen (F)	Still struggling with correct writing of the digits – needs additional support
Ayuel (M)	Does not understand difference between estimate and measure – needs help
Deng (M)	Always wants to move ahead – help from big bro at home – good progress
Garang (M)	Can add cms and ms but struggling with subtraction – works well with partner
Gatkuoth (M)	Needs a few activities to practise ideas but then retains the concepts well
Jok (M)	Good progress through the unit – no issues – cooperative and quiet
Kuany (M)	Team player – always supports the others around him – has all the concepts
Kuir (M)	Loner – generally understands but falls behind when he fears to ask questions
Lual (M)	Strong footballer but struggles to sit still and pay attention in class
Mabior (M)	Often late to school – home issues – caring for sick mother – slow progress
Mabor (M)	Always asks when stuck so gets help quickly – good progress
Majok (M)	Stays away from others – appears neglected at home – slow progress
Makuach (M)	Has new ideas, makes suggestions, team leader – great progress
Malual (M)	Often late – slow progress – home issues?
Ngong (M)	Understood first part of the unit but seems stuck when applying the theory
Nyakong (F)	Unit 1 was a problem and this is undermining progress in Unit 2 – needs help
Nyuon (M)	OK working alone but poor collaborator – progress OK but not brilliant
Tong (M)	Progress has slowed since mother died last term
Wani (M)	No concerns – learning well – solid
Wiyual (M)	Appears to have mastered all concepts – supporting others too

Completed Sample B

Teacher's observations on learners' progress in a given unit

- Cognitive – knowledge, understanding and skills
- Social and emotional – interactions and contributions
- Other

Learning Notes	
Class: 3 Subject: Maths Unit: 2 (Measurement)	
Student Name	Notes
Abuk (F)	Weak literacy impacting comprehension and ability to record thoughts in writing
Adut (F)	Great team player. This strengthens what might otherwise be low competence
Akol (F)	Absent nearly all term. Health issues but also home problems – father away
Amet (F)	Regularly late – concerns about her journey to school
Atet (F)	Looking after younger brother – parents often away from home – poor progress
Atok (F)	Looking unhealthy. Seems neglected. Dirty clothes. Lateness. Slow learning
Atong (F)	Started well but has dropped off significantly in last few weeks – home issues
Ayak (F)	Strong literacy helps her understanding but she seems to lack empathy
Ayok (F)	Strong student – progressing excellently
Ayual (F)	Strong student – works well alone and in groups – quick to support others
Ayut (F)	Needs careful watching – something is wrong but she does not want to talk
Garang (M)	Strong student but inclined to show off – possible bullying – to be watched
Gatkuoth (M)	Clear thinking, great potential. Natural leader
Jok (M)	Weak student – struggling with basic reading and writing so can't access ideas
Kuany (M)	Tendency to arrogance/thinking he knows everything so new ideas aren't easy
Lual (M)	Low tolerance for other belief sets – quick to judge – seems defensive
Mabor (M)	Strong friendship group outside this class – struggles to collaborate in class
Majok (M)	Unusually strong command of English. Learns new ideas well
Makuach (M)	Good team player – brings the best out in others – strong learner
Malual (M)	So kind – encourages others and can often be found helping weaker students
Ngong (M)	Something happening at home that is disturbing his learning – recent drop-off
Nyadak (F)	In school for first month of term but not since – possible early marriage pressure
Nyaruk (F)	Father recently died – had lost focus but recent conversation may have helped
Tong (M)	Always works in second gear – needs extra effort to achieve potential
Wiyual (M)	Literacy strong but always wants to shut down discussion so few new ideas

