

RETHINKING ASSESSMENT CASE STUDY: HIGHOVER JMI SCHOOL

Collaboration for equity and inclusive learning for all:
Assessment and curriculum approaches to support
collaborative learning in the classroom.



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About the project:

This project was a partnership between HFL Education and Rethinking Assessment and focused on collaboration in the classroom with Year 5 pupils. It aimed to support and develop approaches to assessment and pedagogy which promoted equity and a sense of belonging to all children. Over the course of one academic year, schools worked to deepen approaches to pedagogy and assessment of collaboration, with the aim of designing and piloting a digital learner profile to capture and evidence learning and achievement beyond a narrow set of academic data.

Who are we?

We are a fully inclusive two-form entry school, with 430 children. We are proud to have a very diverse community. We've done a huge amount of work on inclusion, staff are highly trained and we offer a very inclusive environment. We support children emotionally through zones of regulation and have sensory breaks, among many other supportive strategies.

What did we do?

We already had a focus on Oracy and we felt excited at the beginning of the project as this tied in naturally to the emphasis on collaboration. Making this connection was a huge first step for us as it enabled us to link to what we were already doing, and so the CPD sessions with Professor Bill Lucas deepened our understanding and we had a place for it to sit within our school direction and ethos.

We took a broad approach and the staff team took opportunities to embed collaboration within the existing curriculum across a range of subjects in year 6, for example, DT projects or working on science investigations. We also used it as the focus, for example, for our Safer Internet Day, which became a whole-school day of collaboration with the purpose of exploring safe internet use.

The CPD training with Rethinking Assessment enabled that shift in our understanding and tied in really well from a school development point of view and staff training, supporting staff to understand that collaboration is not just teamwork and a group activity, and the assessment framework (below) supported that shared understanding.

We developed the framework from HFC MAT and adapted it to our context and school approach to Oracy to cover:

- Co-operation (team-work, kindness, emotional intelligence)
- Taking Initiative (engagement, organisation, active citizen, time management, self-motivation)
- Feedback (giving feedback, receiving and responding to feedback)
- Communication (oracy, presentation, listening, sharing learning, presenting to a group)
- Growth Mindset (adaptability, metacognition, resilience, perseverance, self-regulation)

This was a really useful tool to describe the kind of journey that we would want our children to go on.



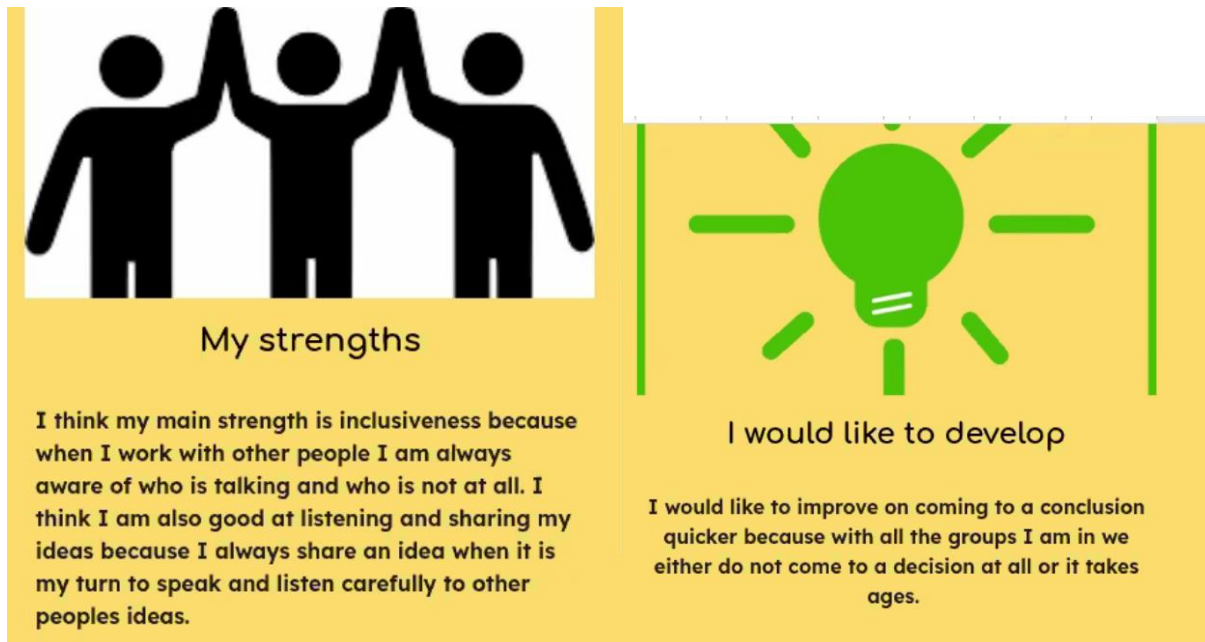
Highover JMI School Collaboration and Oracy Skills

	Starting Point	Emerging	Developing	Deepening	Mastery
Co-operation (team-work, kindness, emotional intelligence)	Works independently Not confident as part of a group Developing the skills to work amicably	Begins to share ideas and learning with others Understands the need to take part in team-work Begins to recognise the different roles involved in teamwork Often works amicably with the group	Respectful of other people's ideas Usually works amicably with the group Takes a more active role in team activities Begins to 'attempt' different roles within the team	Enjoys working as a team and is able to motivate and encourage others Will take on leading roles in the group and always actively participates Recognises the strengths of others Begins to organise the group and roles of others Able to compromise independently	Interacts with the team with kindness, empathy and respect. Has an understanding of others strengths and weaknesses. Uses this understanding to take on a leading role and shape the way the team works while still being fully involved. Enters discussions with an open mind with the ability to change their mind after listening to ideas.
	Starting Point	Emerging	Developing	Deepening	Mastery
Taking Initiative (engagement, organisation, active citizen, time management, self-motivation)	Needs to be given a specific task within the group Aware of task but not engaged Not aware of how their contribution can be important beyond themselves.	Takes part in some elements of the task Relies on others to take the lead Not aware of time management strategies Needs to be organised by others Motivated by others not self Aware of their role within the group/class.	Suggests roles, tasks and next-steps within the group Able to organise self within the group Good levels of engagement Awareness of time management skills Often internally motivated to continue and improve	Fully engaged in the task Takes on an active role in the group Can suggest next steps and carry these out independently Good awareness of organisation needed and time management Self-motivated	Understand their own strengths and contribute these within group discussions. Effectively manages changes in scenarios, bringing new ideas into play. Assess the quality of theirs and others own work and self-generate targets / success criteria to improve.
		Consider the perspective of a small group.	Considers the perspective of the whole class when solving problems Begins to consider wider perspectives (eg. wider community)	Always considers the perspectives of the wider community. Begins to consider problems with a global perspective.	Able to problem-solve Fully self-motivated Approaches problems with a local and global perspective, always showing an awareness of the wider community

	Starting Point	Emerging	Developing	Deepening	Mastery
Feedback (giving feedback, receiving and responding to feedback)	<p>Listens to feedback but doesn't respond to it</p> <p>Feedback to others is personal and self-centred</p> <p>Reliant on praise and encouragement to feel successful</p>	<p>Listens to feedback from adults and begins to act upon it with praise and encouragement</p> <p>Shares own opinion when giving feedback to peers</p> <p>Begins to give constructive feedback to peers</p>	<p>Listens to constructive critique from adults and peers with resilience and acts upon it.</p> <p>Able to appraise themselves' through recognising where and how they have achieved goals</p> <p>Gives constructive feedback honestly but respectfully</p>	<p>Seeks and listens to feedback and responds, asking questions to clarify</p> <p>Gives detailed and constructive feedback, supporting peers to know how to improve</p>	<p>Observe others' discussions as a 'listening detective' and provide feedback</p> <p>I can provide challenging feedback with empathy (radical candour)</p>
	Starting Point	Emerging	Developing	Deepening	Mastery
Communication (oracy, presentation, listening, sharing learning, presenting to a group)	<p>Able to listen to others' ideas but has a fixed mindset</p> <p>Shares ideas with a learning partner.</p> <p>Not willing to change their mind following discussion</p> <p>Agrees with others rather than building on ideas</p>	<p>Instigates a discussion</p> <p>Engages in exploratory talk</p> <p>Shares ideas / work with small groups.</p> <p>Can build on and challenge others' ideas with support</p>	<p>Gives reasons for my opinions</p> <p>Asks questions to clarify to understand others' ideas</p> <p>Looks at others to give evidence of listening to them</p> <p>Uses appropriate vocabulary</p> <p>Willingly tries different roles in a group e.g. builder, instigator, challenger clarifier, summariser</p>	<p>Respectfully challenges others' ideas and present alternative arguments</p> <p>Reaches an agreement with a group</p> <p>Gives evidence of active listening through eye contact, body language and facial expressions</p> <p>Structures and organises ideas when talking in a group</p>	<p>Summarises discussions succinctly and articulately</p> <p>Adapts tone of voice and project voice to ensure clarity</p> <p>Uses a wide range of appropriate vocabulary during discussions</p> <p>Brings other members into discussions.</p> <p>Confidently shares / presents learning to a wide audience including</p>
			<p>Self-regulates to stay focused on a group task</p> <p>Ability to change opinions</p> <p>Understands the importance of sharing work more widely and is able to share work with larger groups or the whole class.</p>	<p>Confidently shares / presents learning to a wide audience.</p> <p>Moves easily between different roles in a group e.g. builder, instigator, challenger clarifier, summariser</p>	<p>external members of the school community.</p>
	Starting Point	Emerging	Developing	Deepening	Mastery
Growth Mindset (adaptability, metacognition, resilience, perseverance, self-regulation)	<p>Actively avoids new challenges</p> <p>Gives up on tasks easily</p> <p>Usually sees mistakes as failure</p> <p>Struggles to self-regulate emotions</p>	<p>Perseveres in own comfort zone</p> <p>Demonstrates perseverance</p> <p>Uses strategies to self-regulate with support</p> <p>Starting to understand that making mistakes is part of the learning process</p>	<p>Aware of own learning style and what helps them to learn</p> <p>Begins to use mistakes as a chance to learn and improve</p> <p>Able to independently self-regulate</p> <p>Listens to others and learns from their ideas</p>	<p>Will always try new challenges and is resilient</p> <p>Able to independently self-regulate in challenging situations</p> <p>Understands that making mistakes is a natural part of the learning process and can independently overcome problems</p> <p>Is inspired by others' success and sees it as a chance to strengthen own learning</p>	<p>Actively seeks new challenges and thrives on this</p> <p>Never gives ups</p> <p>Enjoys mistakes and failures and sees them as an opportunity to learn.</p> <p>Understands their emotions and has successful strategies to help self-regulate</p> <p>I am intrinsically motivated</p>

Due to staffing issues and an unsettled year we implemented the learner profile only at the very end of term with a small group. We worked with 4 children in Year 6 to test the learner profile,

which we slightly adapted to fit with our school's visual identity. The children enjoyed creating them and were generally positive. The pilot group completed the Me as a Learner introductory pages and were able to discuss themselves, their motivations and challenges (below) in a very reflective way. They then completed some thoughtful evaluation of their collaboration skills. They worked on these completely independently.



My strengths

I think my main strength is inclusiveness because when I work with other people I am always aware of who is talking and who is not at all. I think I am also good at listening and sharing my ideas because I always share an idea when it is my turn to speak and listen carefully to other peoples ideas.

I would like to develop

I would like to improve on coming to a conclusion quicker because with all the groups I am in we either do not come to a decision at all or it takes ages.

The children also used the collaboration badges in the learner profile to highlight examples of collaboration, for example, their residential trip (JCA) or the school performance, Matilda:

My Collaboration Journey this year

Here are a selection of moments where I feel I have best demonstrated the skill of collaboration...

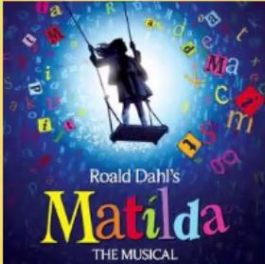


At JCA, I worked with my partner (Renee) and we were able to undo a knot that attached us together. I listened carefully to her ideas and built on some of them.

Autumn Term, 19/09/23



Growth Mindset







Our production of Matilda the Musical!

There has been some difficult situations throughout the year where my growth mindset has come in handy. One of the ones was that when we began our production we had to learn and memorise our lines. I found it difficult at first remembering where on stage to stand but I used my growth mindset and succeeded.

Summer Term, 08/07/24

They also documented their development in response to feedback on curriculum areas, for example, maths work or pieces of writing or a geography project with a final presentation.

		<p>At school, there are lots of topics and units to do. In Year 6, we had lots of Maths and English along with other subjects. We had paific times to understand our feedback and apply that feedback into our learning. However, sometimes it was down to me to look through my work and find the edits. I think I took on feedback very well and improved my writing, instantly seeing where I had gone wrong.</p>
<p><u>Giving and receiving feedback</u></p>	<p>Photo/video evidence of learning with caption</p>	
		<p>Over the course of the year, there has been many opportunities to share and present my work and thoughts. One of the projects this year, was our biome projects in Geography. Once we had finished our projects, we brought them in and shared them with the year group. I had many facts to share with others and I think I presented my project very well.</p> <p>Summer Term, 13/06/24</p>
<p><u>Communicating: sharing/presenting a product or idea</u></p>	<p>Photo/video evidence of learning with caption</p>	

What did we learn?

One of the biggest impacts has been on developing our professional understanding of collaboration in the classroom. It is about collaborating for a purpose, using oracy skills, to come together in order to create something, learn something, or build something together. The extra opportunities for collaboration created by this project have definitely supported that. It has helped teachers reflect and become more aware of those skills and consider when to exploit them in the classroom, and in different contexts.

The teachers involved have found it very helpful and they have observed children working together, becoming better at listening to one another - bringing together the skills we had already covered with Oracy. The focus on collaboration has been far more reaching than just the classroom, it affects social interaction, playtimes and extracurricular activities and it enables children to be part of an inclusive learning environment where they listen to one another and respect each other. The children's feedback has also shown that they enjoyed it. They felt that it was helpful to share their learning with their peers. One of the children said they felt it also helps them outside lessons.

Feedback from teachers has highlighted children resolving conflicts by listening better to one another and building on, or clarifying ideas, and asking questions of each other. There's a great deal of maturity in the way children talk to one another here, and a great deal of respect, and that all fits in with our inclusive learning environment. The collaboration focus, together with Oracy, fits with our wider ethos.

From an assessment point of view, the most useful element has been the whole class discussions, allowing children to evaluate what successful collaboration looks like; this included modelling and demonstrating; considering 'what worked really well for you in your group?'; children giving each other feedback. This has been the most valuable, rather than tracking and highlighting a rubric which focuses too much on a metric when that is not what the collaboration journey should be about.

With the learner profile, we learned the value of offering a place for the children to talk about themselves as a learner. We want to investigate further before implementing learner profiles more widely so that we are clear about how it fits into school priorities and where to use the time in our timetable, given the pressure and compression in the curriculum at the moment. The children were able to use this space to reflect on their own learning, using the Oracy focus we already had. They know themselves very well and they have a strong sense of identity, and they were able to express that in the learner profile. However, it did take time and we had to wait until SATs were over in order to give it space.

More broadly, we particularly valued the discussion sessions with other schools on the project, and a highlight for us has been that professional sharing of ideas and listening to others about what type of approach they had taken, particularly where schools had developed a specific subject focus.

What are our next steps?

We have several new staff starting in September, so we will train them on Oracy and, within that, this additional focus on collaboration. We may consider narrowing down to a subject area, for example, Science, where you can investigate and build on collaborative classroom practices.

We would also want to organise more staff training on collaboration, going deeper on how to specifically teach the skills involved. We have also seen that it is important for children to have the opportunity to reflect on their learning and we would like to build on that.

For the learner profile, if we were to consider a wider adoption, we would locate it initially in computing lessons and then have a focus on maintaining it. We do see the value in it, but, unfortunately, we have not had the opportunity this year to explore it as much as we would like. We would like to develop this work next year, in line with current school priorities.