

Boys' Wellbeing (in the Early Years) and the Role of Assessment

What role does formative assessment play in learning and motivation?

Start with discussion

How is formative feedback given in your school or classroom?

How would you like to receive feedback?

What is formative assessment?

Definitions of AfL vary, but is often thought of as a pedagogical process where assessment is used to support and foster learning, rather than simply judge its quality (ARG, 2002; James, 2011).

Learners play a central and active role in this process.

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Positive motivational patterns are important because they promote the establishment, maintenance, and attainment of personally challenging and personally valued achievement goals (Dweck, 1986)

It is important to understand what motivates boys to succeed because as professionals we are only too aware of the well documented links between educational outcomes and psychological health

It is therefore important to identify the individual differences in motivational factors that contribute to boys' achievement.

DWECK – Learner's beliefs about learning

Based in **socio-cognitive framework** – so looks at how people think within their social context

Uses a **meaning system** approach - Dweck (2000) - people's beliefs, values and goals set up a meaning system within which they define themselves and operate

Mastery v Helplessness?

Discussion: How do *you* identify a young male learner who approaches difficult tasks as opportunities to learn new skills or improve his abilities?

And how do you identify a boy approaching difficult tasks who believes that if he can't do something it's because he doesn't have the skill?

These are the things you did particularly well:

You are developing your 'inner voice'

You are trying to remember your capital letter at the start of a sentence

Your writing is well ordered into a logical sequence

Great work. Sometimes you are dividing too early to get an answer. Make sure you simplify as far as possible.

Y6 maths

In order to move forward you should try to include the following in your writing;

Read your writing out loud – then you can 'hear' what you've written and check it says what you want it to say

Make your capital letters clear: a capital 'O' must be bigger than a lower case 'n' = Once

**How do you think the feedback
makes the student feel?**

**What impact do you think it would have on their
motivation?**

**Are there major differences in approach between talking
to a four-year-old and a fourteen-year-old?**

DWECK – goals



Model shows

how particular goals children pursue on cognitive tasks shape their reactions to success and failure and influence the quality of performance

This has implications in terms of formative assessment

impacts on motivation and the way it can be used to change unhelpful motivational processes

Examples

Let's think about how this looks in

The oral and relational feedback that may occur in Early Years and “Lower” Primary?

The written and relational feedback that may occur in “Upper” Primary and Secondary?

To conclude

**What kind of feedback &
feed forward can you use...**

**to ensure that it encourages mastery patterns of
motivation rather than helpless patterns
in your students?**

- Provide feedback and feed forward linked to underlying learning themes and principles
- Go over students' mistakes with them until they understand the issues
- Foster an environment
 - for creating the students' own motivation for learning material/s
 - until they understand the issues that present difficulties
- Allow students to set own learning goals

What kind of feedback & feed forward can you use to ensure that it encourages mastery patterns of motivation rather than helpless patterns in your students?

Tomorrow? Next Term? Next Year?