

Please note: This workshop should not be chosen in conjunction with our *Identifying, Improving and Assessing Children's Learning* course due to a high level of repeated content.

### **Pre-course Preparation**

- Access to a laptop / tablet device, with your login for the IPC Members' Lounge will be useful.
- You may want to bring your next IPC unit of work with you (optional) so you can start to 'slow think' some of the ideas we cover in relation to planning your next unit of work.

### **Workshop Outline**

#### **Friday, 31 July 2015**

##### ***Session 1 - Are they busy, or are they busy learning?***

This first session will be spent considering the big question – are your children busy, or are they busy learning, and how do you know? What is learning, and can your teachers and children talk about it with confidence? We will drill deeper into learning and consider the three different types of learning: knowledge, skills and understanding. We will try and get a 'sense' of each one so we are better equipped to signpost when these are taking place in the classroom to our children.

##### ***Session 2 - How do we assess knowledge, skills and understanding?***

How do we assess knowledge, skills and understanding? And what does this mean for our reporting processes? We will take some time to explore the IPC Assessment for Learning programme (which supports assessment of skills) and have a look at some thinking routines (by Harvard's 'Project Zero' team) which can help us to evaluate understanding.

##### ***Session 3 - What does research tell us about knowledge, skills and understanding?***

In this session, we'll look into what recent research can tell us about knowledge, skills and understanding, and how this can help us with day-to-day learning and teaching. We will be referencing the work of Daniel T Willingham, John Hattie, Understanding by Design (Wiggins and McTighe) and Shirley Clarke, amongst others.

Finally we will review everything we have learned and think about what this might look like when planning your next unit of work.

#### **By the end of the course you will:**

- Know some of the differences between the three types of learning – knowledge, skills and understanding.
- Know some of the implications of these differences and their impact on planning, teaching, learning, assessing and reporting.
- Be able to use and adapt the IPC Assessment for Learning programme.
- Understand recent theories around assessment and the learning of knowledge, skills and understanding.