

## **Contents**



- 6 Transforming assessment principles and practices through collaboration: A case study from a primary school and university Shireen Lalji, Elena Rodigan, Charlotte Mosey and Jack Bryne Stothard
- 9 The currency of assessment for learners with SEND: Perspectives and practice to reframe assessment Alistair Crawford
- 12 Rethinking assessment: How learner profiles can shift the debate towards equitable and meaningful holistic assessment
  Fran Wilby
- 16 Assessing progress in special schools: Reviews and recommendations

  Alex Tomkins
- 18 Classroom assessment in flux: Unpicking empirical evidence of assessment practices Chris Larvin

## Marking, feedback and progress

- 22 Reframing post-lesson assessment and feedback: A case study Adam Kohlbeck
- 25 Revolutionising classroom feedback: A practical approach to Dylan Wiliam's vision Aimee Williams

- 29 Embedding a new approach to marking and feedback: Opportunities, challenges and lessons learned Sarah Cunliffe, Leon Walker and Rebecca Morris
- 233 English and mathematics teachers' perceptions of how high-stakes GCSE examinations are shaping relationships with their learners in one secondary school in England Poppy Dall'Occo, Alex Morgan and Emmajane Milton
- 37 Feedback is not a gift Marco Narajos

## Exploring the purposes of assessment

- 40 Measuring what matters:
  Redefining data's role in schools
  Amarbeer Singh Gill and Jennifer
  Curran
- Developing a joined-up, researchinformed approach to post-16 GCSE
   English and maths resits
   Rebecca Morris, Tom Perry and
   Debbie Grace
- 48 Empowering early learners:
  Navigating the interplay of teaching practice and formative assessment for cultivating student agency in the primary classroom

  Bev Coombridge

- 52 AI and assessment: Rethinking assessment strategies and supporting students in appropriate use of AI
  - Lynsey Anne Meakin
- 55 Beyond the grade: Cultivating lifelong learners through growth goal assessment in education Katie Cork



- Moving towards the formative assessment of CPD
  - Sam Gibbs and Nikki Sullivan
- 63 Fostering growth through selfassessment and feedback: A research-based approach to the second-year ECT induction Jo Day and Purvi Gandhi
- 66 Impact and possibilities for primary trainee teachers and schools

  Karen Boardman, Katie Smith and Richard Doherty
- 69 Dissecting the golden thread: How models can support participants regardless of the teacher development programme constraints
  - Kyle Bailey, Isabel Instone, Leann Ihalley and Nisha Kumar–Clark