

# Contents

Acknowledgements	vii
The authors	ix
<b>1 Introduction: Why study this book?</b>	<b>1</b>
What is proposed?	1
Why take formative assessment seriously?	2
How this book tells its story	3
<b>2 The source of the ideas</b>	<b>6</b>
Introduction	6
The research evidence	6
Current practice	10
Planning further work	12
<b>3 How teachers developed the ideas with us</b>	<b>17</b>
The starting point	17
The schools and teachers involved	19
The way it went	20
Qualitative data	25
Quantitative data	26
<b>4 Putting the ideas into practice</b>	<b>30</b>
Four types of action	30
Questioning	32
Feedback by marking	42
Peer- and self-assessment	49
The formative use of summative tests	53
Implications	57
<b>5 Looking at practice more deeply</b>	<b>58</b>
Subject knowledge and learning needs	58
Differences between subjects	67
Attitudes and beliefs	74
Research into learning	77

<b>6 Changing yourself</b>	<b>80</b>
Stories of teacher change	81
Changes in the teacher's role	91
Changes in the role of students	97
Risks and rewards	98
<b>7 Management and support</b>	<b>100</b>
Marginal or revolutionary?	100
Innovation for the whole school	101
A strategy for change	103
Leadership, stimulus and support	113
<b>8 The end – and a beginning</b>	<b>118</b>
Risky journeys	118
Research into practice	119
Deeper implications	120
Developing the formative concept	121
Achieving impact	122
Glossary of terms and acronyms	124
References	126
Index	131