



Independent  
Association of  
Prep Schools

## Q37: Activating students as owners of their own learning

**Date** Tuesday 27 June 2023  
**Venue** Rose Hill School, Tunbridge Wells, Kent. TN4 9SY  
**Cost** £229 (non-IAPS members – £329)

We know many of you can't wait to see Dylan Wiliam provide current insights from the field without you having to travel to him. Dylan will explore how teachers can raise pupils' performance by exploring a range of assessment. Teachers will come away with techniques to use across subject areas. Start from where your pupils are, not from where you would like them to be.

**Audience** Classroom practitioners

**Objectives**

Dylan will start with an overview of formative assessment, introduce the five strategies of formative assessment and provide participants with a number of practical techniques for formative assessment (including self-assessment).

He will move on to introduce the concept of self-regulated learning, which most researchers regard as consisting of cognition, metacognition, and motivation.

Finally, he will offer suggestions on how the school can set up support networks for teachers to help them embed formative assessment, including metacognition, in their practice.

**Course director** Emma Neville, Head at Rose Hill School

**Speakers** Dylan Wiliam, Emeritus Professor of Educational Assessment at University College London

### Programme: Tuesday 27 June 2023

- 0930** Registration and coffee
- 1000** Formative assessment – what is it and what it isn't
- 1030** The five key strategies of formative assessment
- 1130** Refreshments
- 1150** Practical techniques for formative assessment
- 1300** Lunch
- 1400** Metacognition and self-regulated learning
- 1530** Supporting teacher learning

## 1600 Plenary and evaluation

### Dylan Wiliam

Dylan Wiliam is Emeritus Professor of Educational Assessment at University College London.

After a first degree in mathematics and physics, and one-year teaching in a private school, he taught in urban schools for seven years, during which time he earned further degrees in mathematics and mathematics education.

In 1984 he joined Chelsea College, University of London, which later became part of King's College London. During this time, he worked on developing innovative assessment schemes in mathematics before taking over the leadership of the mathematics teacher education program at King's.

Between 1989 and 1991 he was the Academic Coordinator of the Consortium for Assessment and Testing in Schools, which developed a variety of statutory and non-statutory assessments for the national curriculum of England and Wales.

After his return to King's, he completed his PhD, addressing some of the technical issues thrown up by the adoption of a system of age-independent criterion-referenced levels of attainment in the national curriculum of England and Wales.

From 1996 to 2001 he was the Dean and Head of the School of Education at King's College London, and from 2001 to 2003, he served as Assistant Principal of the College. In 2003 he moved to the USA, as Senior Research Director at the Educational Testing Service in Princeton, NJ. In 2006 he returned to the UK as Deputy Director of the Institute of Education, University of London. In 2010 he stood down as Deputy Director to spend more time on research and teaching.

His recent work has focused on the use of assessment to support learning (sometimes called formative assessment). He was the co-author, with Paul Black of a major review of the research evidence on formative assessment published and since then has worked with groups of teachers all over the world on developing formative assessment practices.

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