

Assessment and Evaluation of Learning

The majority of the following ideas are most suitable for children from Foundation Stage to KS2. For Secondary age students with specific objectives such as making maps, reading maps, collecting data, assessment will be through observation of their work and discussion with individuals and small groups. This enables staff to determine student progress and understanding of facts and concepts.

1. **Simply chat** to individual children and small groups when on the move, at lunchtime or whenever the opportunity arises – **How did you** learn about...? .Was it because you found....? Was it because I told you...? **What have you discovered** this morning that you didn't know about? Etc.
A means of gathering information about individuals' learning without influence from others and without setting up a special activity.
2. **Leaf Circle** Each child chooses a leaf and thinks of one (or more) thing(s) to remember about the visit. The forest is a special place. Tell it and the class what you want to remember. Children put their leaves down in turn as the stick reaches them. Circles don't have a beginning or an end. They go on round and round. If we look after our world it will keep on going. Things will change but it won't be destroyed.
Gives an idea of how much has been learned and acts as a plenary session to draw conclusions.
3. **Group poems and plays-** any programme but ideally suited to Marvellous Maps, Fantastic Forests and Primary Team Tactics.
Poem content and style indicates what has been learned and whether or not children have been inspired by the location and/ or the activities.

4. **Food chain pack** activity, putting pictures of plants and animals into food chain order

If children get the chains correct they have some idea of the concept.

5. **Minibeast sculpture** – creating a representation with the correct number of body parts, legs etc.; reporting facts about a particular minibeast, particularly without reading from the card.

Indicates what children have learned about minibeasts and is open ended allowing for differentiation by degree of detail and concept understanding e.g. of role within food chain or ecosystem.

6. **Dart board assessment** Have a big circle and children move into it by one step each time they give a correct answer. Could get children to decide on a yes or a no silently and then ask those with the correct answer to move. Suitable for KS2 and above.

Gives an idea of the spread of learning within a class if they answer independently.

7. **Key words or Key word definitions** e.g. describe features of a habitat and ask children to write down what it is or, working in small groups, each child quietly tells a group leader who writes it down. For older children who can write adequately, provide a word and get the children to write down a description. Suitable for KS2 and above. Could use acetate and wipe off pens so children can write large and hold up their answers. This could bring in differentiation because the more able are likely to provide fuller answers.

Should indicate degree and spread of learning of specific facts and concepts.

8. **Smelly cocktails** (and ‘fantastic animal’ **sculptures...**) can be described as something living in the forest plus an

adjective e.g. a texture felt in the forest, a sound heard in the forest e.g. smooth fox, bumpy woodlouse, cracking tree, rustling leaves etc.)

Provides information about children's creativity and knowledge of animals found in a wood.

9. Ask the whole group for examples of **what was most memorable** at the end of the visit.

What children remember at this point is what they are most likely to remember after the visit – an indication of what they've learned or perhaps that they enjoyed lunchtime most!

10. Activities which lead naturally into **expressions of what the experience was like e.g.** blindfold trail, meet a tree, sitting silently and alone by a tree.

Provides an idea of how well children engaged in the activity and whether they are able to use suitable vocabulary to describe it, or invent new vocabulary.

11. **Animal Homes game** – the main point is for the children to identify what makes a suitable and special habitat for a particular animal, as opposed to what is ideal for other creatures.

If children can feed this back then there's good evidence of learning. If they can only say that their home is underground or in a tree then there's some learning but it's more limited – provides a bit of differentiation. The more able will be able to give reasons for the features of a home and for the animal's life style whereas the less able will be able only to say where the creature lives and what it eats.

12. **Webbing game** in which relationships within a woodland food web are created by linking children (plants and animals) with one length of string to make a 'web'.

One or two plants or animals are 'killed' and the whole web gradually collapses.

Children's reactions give an indication of whether or not they've grasped the fact that nothing lives in isolation. If children can go on to say that we need to take care to consider the repercussions of our actions then we have further evidence of learning.

- 13. Yes/No game** – Ask whole groups questions about the subject matter they've been learning about. They run one way or the other depending on their answer. There is some copying of other children but as every child takes part in this and usually they move quickly without consulting others. If running is not possible because of the location, crouch down for no and jump up and down for yes works well. Turn round, step forwards, wave your arms, touch your nose, cross your fingers etc. are useful alternatives.

This activity provides a much better idea of what has been learned by the whole class than asking children to put up their hands to give an answer because they all take part.

- 14. Map reading** After teaching children are given practical tasks e.g. orienteering, leading a small group for a section of a route.

Their success in completing the tasks indicates how well they have learned and what work needs to be done to improve their skills.