Embedding Formative Assessment

Embedding Formative Assessment is a professional development programme which aims to improve pupil outcomes by embedding the use of formative assessment strategies across a school. Schools receive detailed resource packs to run monthly workshops, known as Teacher Learning Communities, and teachers conduct structured peer observations focusing on the use of formative assessment strategies.

EEF Summary

The programme builds on existing evidence that formative assessment can improve students' learning. Many schools already prioritise formative assessment, but often report that it can be challenging to implement. EEF funded this evaluation as it offers a scalable approach to supporting schools to deliver the approach.

Students in the Embedding Formative Assessment schools made the equivalent of two months' additional progress, with attainment measured using Attainment 8 GCSE scores. This result has a very high security rating.

The headline finding, combined with further analyses and the implementation and process evaluation, provides good evidence of the effectiveness of Embedding Formative Assessment. EEF will now explore how to support more schools to use the programme.
Research Results

### Research Results

<table>
<thead>
<tr>
<th>Outcome/Group</th>
<th>Impact - the size of the difference between Embedding Formative Assessment pupils and other pupils</th>
<th>Security - how confident are we in this result?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attainment 8</td>
<td>2 Months' Progress</td>
<td></td>
</tr>
<tr>
<td>Attainment 8 (FSM)</td>
<td>1 Months' Progress</td>
<td>N/A</td>
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</table>

**Were the schools in the trial similar to my school?**

There were 140 secondary schools in the trial, located across the country.

106 of the 140 were rated Good or Outstanding by Ofsted.

29% of pupils in the trial were eligible for free school meals.

**Could I implement this in my school?**

The programme is available to buy from The Schools, Students and Teachers network (SSAT).

Schools receive materials to support monthly 'teacher learning communities' lasting around 90 minutes, for 18 months, involving all staff.

Teachers are also expected to conduct regular peer observations.

**Delivered by**

- SLT, Teachers, TAs

**Participant group**

- Whole School

**Intervention length**

- 2 Years

**How much will it cost?**

The average cost to a school of Embedding Formative Assessment was around £3,895, which would be £1.20 per pupil per year when averaged over three years. This cost covers the SSAT resource package, training days, and support from SSAT Lead Practitioners for two years.

Teaching staff were required to commit around two hours each month.

**Cost per pupil**

- £1

**No. of Teachers/TAs**

- All staff

**Training time per staff member**

- 4 Days

**Schools**

- 140

**Pupils**

- 25000

**Key Stage**

- Key Stage 4

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Evaluation Conclusions

1. Students in the Embedding Formative Assessment schools made the equivalent of two additional months’ progress in their Attainment 8 GCSE score, using the standard EEF conversion from pupil scores to months progress. This result has a very high security rating.

2. The project found no evidence that Embedding Formative Assessment improved English or Maths GCSE attainment specifically.

3. The additional progress made by children in the lowest third for prior attainment was greater than that made by children in the highest third. These results are less robust and have a lower security rating than the overall findings because of the smaller number of pupils.

4. Teachers were positive about the Teacher Learning Communities. They felt that these improved their practice by allowing valuable dialogue between teachers, and encouraged experimentation with formative assessment strategies.

5. The process evaluation indicated it may take more time for improvements in teaching practices and pupil learning strategies to feed fully into pupil attainment. Many teachers thought that younger students were more receptive to the intervention than their older and more exam-minded peers.