

1. Rationale:

- Why do we use assessment for Learning (AfL)?
- Why do we use cold-calling, or 'no hands up', as a form of AfL?
- Can cold-calling be inclusive?

For English:

- How does cold-calling and AfL allow the teacher to develop student's responses in-line with their assessment objectives (AOs)?
- Can it help develop oral literacy and communication skills, as required by the National Curriculum (DfE, 2014)?

2. Theory:

Assessment for Learning:

- Dylan Wiliam posits AfL as crucial to adapting "teaching and learning, or instruction, to meet students needs" (2010), calling AfL the "evidence of student learning" (2010).
- Fleming and Stevens (2015) claim that it "provides information on whether teaching / learning has been successful" (2015, p.147).

Cold-calling:

- Cold-calling was developed by Lemov (2015), who argues it is "a technique that instantly brings accountability into the classroom" (2016) and it is "inclusive" (2016).
- The Chartered College of Teaching promoted cold-calling as a "technique that creates an expectation that all students are ready to answer every question [... it is] designed to promote active thinking" (2018).

How it promotes English-specific skills:

- Marshall and Wiliam (2006) refer to AfL as "the refining process" (2006, p.9), which develops "pupils' critical vocabulary" (2006, p.8) and level of oral response.
- Marshall and Wiliam emphasise how AfL helps to position students "themselves as a reader when writing" (2006, p.15).
- Lemov's observations of an English classroom reported the usefulness of cold-calling to create an inclusive environment that allowed students to "share [their] deepest thoughts" (2016).

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Thursday, 3 June 2021
Title: How does a poet create meaning?



Revise in 5 5 4 3 2 1

Answer these questions in full sentences:

1. What is spoken word poetry?
2. How do you embed quotations?
3. Why should you embed quotations?
4. What does 'connotations' mean?
5. How is the speaker of a poem different to the poet?

Image 1

3. Classroom practice:

Year 7, mixed ability:

- Began the lesson with a 5-minute retrieval practice (image 1).
- Cold-calling is the default mode of assessing for learning.
- Through 'revise in 5' I both assess for learning and use cold-calling. An example of how this questioning went is in image 4. By asking Student A to identify a technique, I can use the "refining process" (Marshall and Wiliam, 2006, p.9) to edit their response, this worked well as student extends their vocabulary.
- Questions can be bounced to other students to develop responses (see Image 4, the question is bounced to student B).
- As in image 4, through cold-calling, students model responses to each other and become learning resources for one another.
- Through AfL and cold-calling, students understood their assessment objectives, and use these AOs to scaffold their responses. (see image 2 for the AOs)
- With this Year 7 class, I have successfully integrated cold-calling and AfL, see image 3 for my observation record.
- As noted in my observation notes (image 3) I created an "inclusive" (Lemov, 2016) environment by encouraging all students to share their ideas.

Works cited:
Dallimore, Elise & Herenstein, Julie & Platt, Marjorie. (2013). Impact of Cold-Calling on Student Voluntary Participation. *Journal of Management Education*, 37, 305-341. 10.1177/1052562912446067.
Fleming, Mike, and David Stevens. (2015). *English Teaching in the Secondary School*. Pp. 145-155. Oxford: Routledge.
Lemov, Doug. (2015). "Cold Call is Inclusive". <[https://www.youtube.com/watch?v=9m3111111111](#)> Accessed 25th May 2021.
Marshall, Bethan, and Dylan Wiliam. (2006). *English Inside the Black Box: Assessment for Learning in the English Classroom*. NFER Nelson.
Sherrington, Tom, and Sara Stafford. (2018) "1. Cold Calling" *Chartered College of Teaching*. <[https://www.chartercollegeteaching.org/2018/01/01/1-cold-calling/](#)> accessed 25th May 2021.
Wiliam, Dylan. (2010) "Assessment for Learning: Why, What and How" Institute of Education, University of London.

Assessment for Learning: How does cold-calling enhance English-specific skills?

READING : How is your response marked?

AO1	AO2
Writing in a critical style using evidence and quotations to support ideas	Analysing how language, form and structure is used to create meaning using terminology

Image 2

Observer comments - areas of strength:

- Calm atmosphere maintained and established
- Lots of AfL to establish the lesson, used alongside cold-calling
- Audio and visual resources to help students
- Using lots of opportunities to cold call on students to check understanding, this is brilliant as maintaining the whole class focus
- Cold-calling used to reinforce AOs, students encouraged to improve their oral responses through this line of questioning
- Printing off revise in 5 for learners that struggle with focus
- Clear timings verbally given throughout the lesson to keep students focused on meaningful discussions of the tasks – reinforced by expectations 'don't annotate yet' to ensure that students do not jump ahead
- Great use of positive praise, especially with JB as he is now confidently giving responses to class discussions and his engagement with this poetry is brilliant!
- Cold calling and following school policy throughout the lesson
- Modelling and scaffolding learning on the board through annotations of the poem together as a class – some brilliant high level terminology in your teacher talk that is challenging all learners and pushing their learning. Some challenging vocabulary and it's great to hear you push students to develop their language rather than just accepting one word from them
- All students encouraged to share their ideas, making a very inclusive classroom and atmosphere
- Success criteria in response to a modelled paragraph has helped students break down your expectations and outline what creates a successful response
- Great rapid fire questioning at the end of the lesson

Image 3

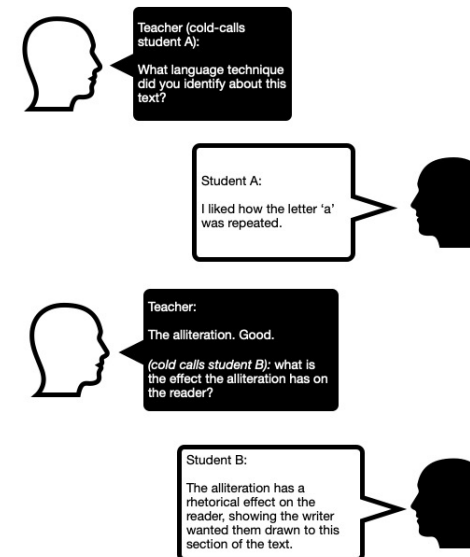


Image 4.
Example of AfL through cold-calling in English.

4. Evaluation:

Strengths:

- Student responses developed.
- Expectation established that all students will be asked.
- Gain evidence of student progress.
- Perhaps increased meta-cognition, by linking my questions to the assessment objectives.
- More inclusive environment, more perceptive thoughts shared.
- Can bounce the questions.
- Students model answers to each other.

Areas to consider:

- Some students might feel discomfort with cold-calling.
- Not all questions are cold-call appropriate.
- Not to deter eager students who have their hands up.
- 'I don't know'.
- Can be time-consuming, but only when students don't know the answer – essential to identify this.

Conclusions:

- Studies from Dallimore, Herenstein and Platt (2013) concluded that "significantly more students answer questions voluntarily in classes with high cold-calling" (2013, p.305). Showing that it is inclusive and promotes engagement.
- The same study investigated concerns over student discomfort with cold-calling, and it concluded "comfort participating in class discussion increases in classes with high cold-calling; it does not change in classes with low cold-calling" (2013, p.306).
- Overall, useful tool to encourage participation and assess for learning, whilst also enhancing English-specific skills.

5. Next Steps:

- Integrate cold-calling into classrooms and make it a habit.
- Use praise for responding to a cold-call.
- Knowing when 'hands-up' is necessary.
- Knowing your students and using AfL to determine the pace.
- Discouraging 'I don't know'.