Assessment in PLC

PLC uses ongoing **formative** assessment to drive classroom learning.

- **Formative** (Assessment FOR learning) – informs teachers & students about learning as it is happening.
- **Summative** (Assessment OF learning) – used to make judgments of student achievement against standards eg NAPLAN.

Does PLC replace the Walker Learning Approach (WLA)?

**No!**

PLC and the Walker Learning Approach compliment and support one another to ensure success for all students.

Professional Learning Communities (PLC) at St Columba’s
What is PLC?

A ‘Professional Learning Community’ (PLC) is a group of educators working collaboratively to achieve the best possible learning outcomes for all students.

### 3 “Big Ideas” of PLC

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td><strong>A Focus on Learning</strong> (ensuring all students learn to high levels)</td>
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<td>2.</td>
<td><strong>Building a Collaborative Culture</strong> (everyone being responsible for all students through working together)</td>
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<td>3.</td>
<td><strong>A Focus on Results</strong> (measuring our effectiveness on the basis of results rather than intentions)</td>
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### PLC Learning Cycle

1. **Start**
   - Teachers Identify ‘Priority Learnings’
     - (the essential elements of the Australian Curriculum that all students must learn to be successful)
   - Create Learning Intentions for students
     - (I can ........)
2. **Assess students for prior knowledge about the priority learning**
   - (formative assessment)
3. **In teams teachers analyse results & set targets for future learning**
4. **Teachers plan & teach lessons around the Priority Learnings and identified student needs**
5. **Teachers monitor student’s learning and adapt lessons if needed**
6. **Teachers assess students to see what learning has occurred**
7. **Teachers analyse results in teams**
8. **Consolidation & extension of learning**
9. **Enrichment**
   - Teachers identify ‘Priority Learnings’
   - Create learning intentions for students
   - Assess students for prior knowledge about the priority learning
   - In teams teachers analyse results & set targets for future learning
   - Teachers plan & teach lessons around the Priority Learnings and identified student needs
   - Teachers monitor student’s learning and adapt lessons if needed
   - Teachers assess students to see what learning has occurred
   - Teachers analyse results in teams
   - **Intervention**
     - Extra time and support is provided (WINN time)
   - **Consolidation**
     - If students have no targets
     - If students have met targets
   - **Enrichment**
     - If students have met targets
     - If students have no targets

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Extra time and support is provided (WINN time)