

Dynamic Assessment and Circle of Friends

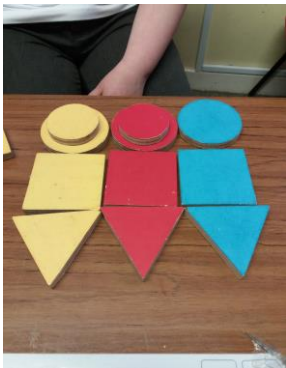


I used these blocks to do dynamic assessment with a Y4 boy. **Dynamic Assessment** is different from standardised assessment in that it looks at what children can do when you work with them rather than assessing their unassisted performance. It gives me an opportunity to see whether children can learn from strategies I share with them and is much less stressful for the children. It focuses on the process rather than results which helps me understand the way they are thinking and tackling a puzzle which means I can help correct any misunderstood concepts. In this example, first he made his own model to explore the blocks (and perhaps discover that each side was a different colour).

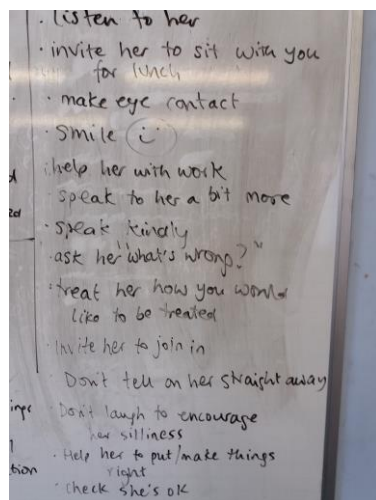
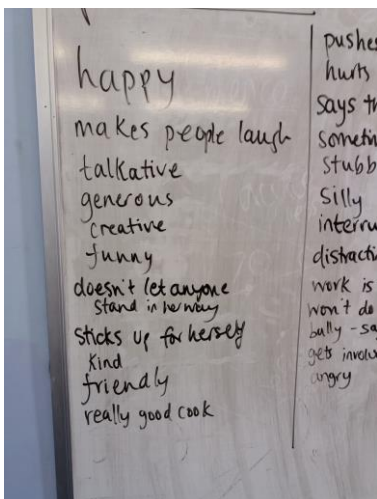
It also gave me an opportunity to ask him questions about his model and talk about something neutral.

In my follow up letter to him I wrote the following:

"I noticed that when you were building with the blocks, you were really chatty, enthusiastic and motivated. I could see that you kept trying, even when it was tricky and were not put off when it kept falling over."



We then played a game where he had to identify which shape I had hidden by describing it using 3 criteria (shape, colour and size). This task allows me to see if he can communicate his answers clearly, if he can compare objects, justify his response, understand the problem, remember instructions, use hints, apply learning from one problem to the next, use appropriate vocabulary, seek help and accept it, concentrate and focus and persevere when it gets harder. It's also a really fun game!



This afternoon I carried out a whole class session for a **Circle of Friends** session in a Year 5 class. This was to support a young girl who is struggling socially at school. The class listed her strengths (left photo) and also made a list of things they could do to help (right photo).