

Rethinking Assessment Community Challenge Results



Challenge 1: Deciding upon the problems that Rethinking Assessment will focus on

Roles of participants who took the survey (where clearly stated):

26

Parents

10

Teachers

7

School governors/
principals

24

Education experts/
consultants

4

Others

1 NHS Carer
1 Social Mobility
Commission member
1 youth worker
1 children books
author

Type of organizations that participants are coming from:

80+

Schools/colleges

60%
state-funded
40%
independent

5

Universities

3

Charities

8

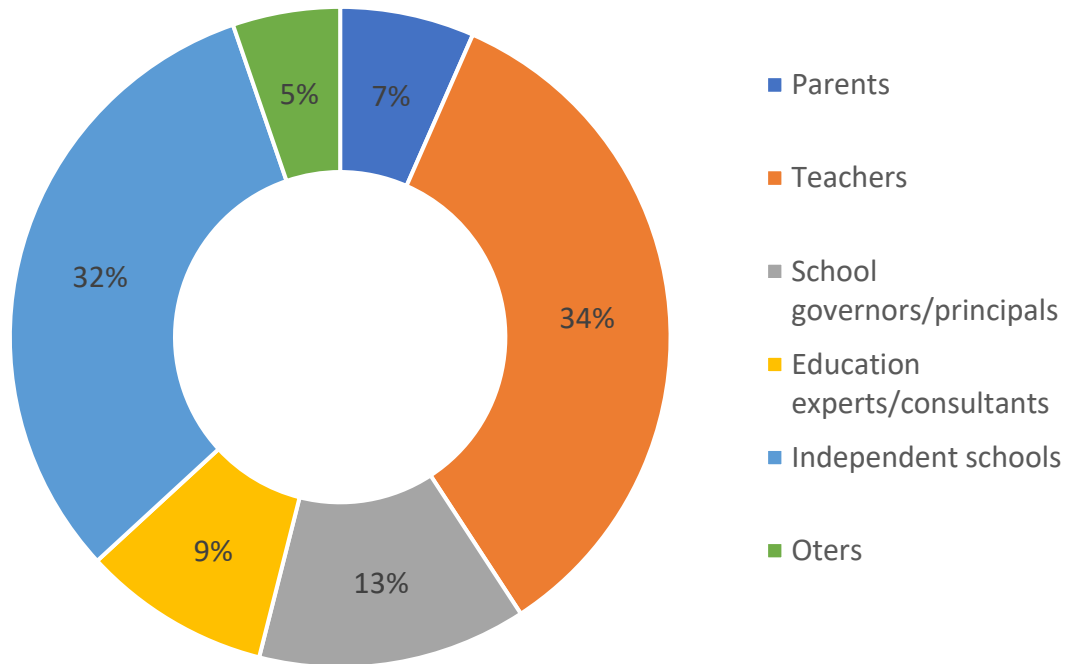
Education consultancies/
advisory services

4

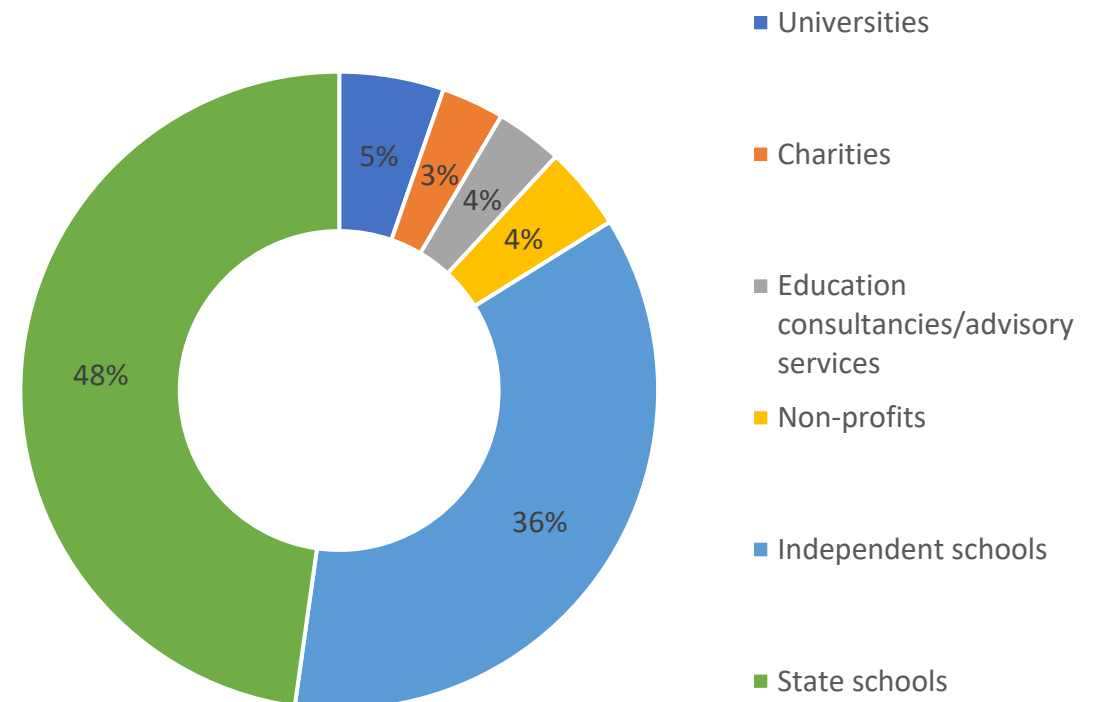
Non-profits

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Roles of respondents (where clearly stated, n=71)



Type of organizations (where clearly stated, n=101)



The landscape of organizations

Schools and colleges



Non-profits



Charities



Universities



Education Consulting / Advisory Services



...and many others

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A more in-depth look at the trends/ideas that emerged in the 'Comments' section:

Lack of relevance for the 21st century world; students ill-prepared for the future/real world/workplace

*...the lack of fit to **university** assessment methods, which include collaboration, group work, presentation, coursework*

...often irrelevant curriculum for life skills, doesn't encourage creativity and is dictated by politicians

The education system simply does not equip young people for the new world of work

Students are timed** to show understanding – this is **not reflected in the real world

*School should be about providing all children with a **breadth of skills** that enable them to **contribute to the modern world.***

*...as Artificial Intelligence continues to replace many traditional roles. Education needs to prepare young people for the **4th industrial revolution!***

Education system is at odds with the world around it, feeding an increasing gap between education and the workplace/adult life

quotes from the Community Challenge participants

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A more in-depth look at the trends/ideas that emerged in the 'Comments' section:

Neurodiverse learners being disadvantaged

Children who have special needs that are not met by the schools and then fail exams.

Dyslexic and other neurodiverse learners may be very disadvantaged.

Impact of the current system on children with neurodiversity and their valuable skills of creativity and thinking 'outside the box.'

Special Educational Needs not being supported

quotes from the Community Challenge participants

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A more in-depth look at the trends/ideas that emerged in the 'Comments' section:

Students' interests and preferences being overlooked

Prioritizing individual students interests and choices about what they feel they need to learn is overlooked in favor of what the curriculum tells them they need to learn.

system doesn't focus on individual interest areas - or cater for individuals.

We don't allow the learner to engage in how they are to be measured allowing them to have their best chance, their way.

An alternative system such as BTECs for those who are more practical/prefer or are better at coursework than exams...It's better to have one or more alternatives systems than to have more which tries to cover all bases

Young people being funnelled down a narrow pathway not suitable for many of them

Student ownership and co-creation with the assessment and feedback process.

We don't acknowledge or value different learning styles and we don't allow young people to naturally develop their own unique talents, interests and skills

quotes from the Community Challenge participants

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A more in-depth look at the trends/ideas that emerged in the 'Comments' section:

Persistence of rankings (league tables) and associated competitiveness, lack of collaboration and focus on individualism

What exams teach children is that they don't have a value outside of the ranking systems that adults use, and these ranking systems are all about competing with others socially and economically.

*...no matter what system of assessment is in place, if it is linked to **league tables** it will force teachers into a curriculum dominated by anxiety, stress, competition.*

*The current, **individualistic assessment system** is out of step in a world where collaboration and contribution are more valued and more valuable than individual performance.*

The relationship between exams and league tables. The fact that exams seem to be 'done to' students and families rather than 'done with' or 'done for the benefit of...'

We need to collapse the Victorian culture of grading standards, right from the top (Uni) down to the bottom (EYFS).

high accountability system means that schools are in competition, rather than collaboration, with each other.

quotes from the Community Challenge participants

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'Holistic' and 'soft' skills that need to be developed and recognized

*formal education should be all about **developing the mind**, about **enlightenment, discussion & oracy** as much as it is about proving we've learnt something. Exposure to ideas, wisdom, experience. **Opening & broadening minds...***

***Imaginative, creative thinking** is not encouraged, recognised or valued.*

*Valuing and recognising the holistic skills of **team working, self regulation**, and those 'softer skills' so valued by employers.*

The vital 'soft' skills required for the future / workplace - developing resilience, collaboration, communication, creativity, consideration, etc

quotes from the Community Challenge participants

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A more in-depth look at the trends/ideas that emerged in the 'Comments' section:

Exams seen as a test of memory; memorizing getting in the way of learning; also with further implications on equity

Exams a test of memory not ability. Terribly skewed for those genetically blessed. This leaves not enough time for those who struggle with fact recall to understand on a deep enough level to keep up.

Too much memory testing, not enough application of knowledge.

Basing the grade on the outcome of one exam is only serves to test the pupil's memory under stress, it does not give a full picture of their abilities.

Weaknesses of controlled assessment eg memorization and regurgitation.

quotes from the Community Challenge participants

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A more in-depth look at the trends/ideas that emerged in the 'Comments' section:

Bad timing and time pressure of high-stakes examinations

Entirely mis-timed pressure on teenagers at a stage of their development when they should be exploring and enjoying and experimenting with knowledge instead of being beaten up with it.

High stakes testing at 16 is pointless when school is compulsory until 18.

Young people mature and develop at different rates (plus summer birthdays etc) and the current system takes no account of stage not age and the chance to gradually grow and develop.

Students shouldn't be doing high stakes exams at 16 for developmental psychology reasons.

The stupid ways students are timed to show understanding. This is not reflected in the real world.

quotes from the Community Challenge participants