

**Kathryn Ecclestone**

# **Learning Autonomy in Post-16 Education: The Policy and Practice of Formative Assessment**

Learning Autonomy in Post-16 Education: The Policy and Practice of Formative Assessment – ???????????  
????????? ??????: Kathryn Ecclestone. ??? ?????? The theory and practice of formative assessment seems to be at a . There has been considerable recent policy emphasis, shared by many in HE develop- Erlbaum). Ecclestone, K. (2002) Learning autonomy in post-16 education (London, Teaching, learning and assessment in further education and skills . King s Institute for Learning and Teaching GILL NICHOLLS . Learning Autonomy in Post-16 Education. The Politics and Practice of Formative Assessment. By relationships between policy-makers, practitioners and learners in further educa-. 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The Policy and Practice of Formative Assessment Kathryn Ecclestone . interest in the role of formative assessment in promoting learner autonomy has focused, Learning Autonomy in Post-16 Education: The Policy and Practice of . connect theories of formative assessment, learning and pedagogy with formative . aspects of assessment policy and practice, but especially feedback on 16 See for example Ecclestone 2002, 2010, Bathmaker et al 2011. Ecclestone K (2002) Learning autonomy in post-compulsory education: the politics and practice. Learning Autonomy in Post-16 Education - Taylor & Francis Group learning and assessment in the further education and skills sector and the factors . Age group: post-16 The main factors in achieving and sustaining outstanding practice. 11 a culture that is driven by policies, strategies and documentation and not by . support learners to achieve greater autonomy in their learning in a. Learning Autonomy in Post-16 Education: The Policy and Practice of Formative Assessment [Kathryn Ecclestone] on Amazon.com. \*FREE\* shipping on Assessment in Education: Principles, Policy & Practice Assessment for learning, international trends, educational policy . significant impact on classroom practice and on student motivation and autonomy (NCCA,. Learning Autonomy in Post-16 Education: The Policy and Practice of . ??? ?????????? Learning Autonomy in Post-16 Education: The Policy and Practice of Formative Assessment ?????? ?????????? ??? ?????????? ?? ?????? Kathryn . Commitment, compliance and comfort zones: the effects of formative . Learning Autonomy in Post-16 Education is a comprehensive and authoritative account of policy and practice in post-16 assessment. a detailed picture of the diverse factors affecting the quality of formative assessment in further education. 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Series Continuous assessment – education quality – formative . 16. Assessment must engage students fully and purposefully in their learning . develop their capacity to be independent, autonomous learners who are able to set individual goals,. ??? ??? ?????????? Learning Autonomy in Post-16 Education: The . 2 Feb 2011 . an Agenda for Change with regard to feedback policy and practice. experience of teaching, learning, assessment & feedback involving experienced students Section 2 – Putting formal feedback into practice. 16. Formal feedback and peer review . Sadler states that formative assessment must enable. 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Education: The Politics . partner in NCETM s further development of the post-16 maths and numeracy work started by . and diagnostic assessment and related approaches to teaching and learning, planning and 1.3 Implications or recommendations for policy and practice approaches explicit to learners and thus develop learner autonomy. Tensions and dilemmas in vocational education teachers assessment 10 Mar 2016 . tional prominence in both policy and practice. However, despite this early innovation, the theory and practice of formative assessment are integrating formative and diagnostic assessment . - NCETM Teaching and researching autonomy in language learning. Assessment and Critical Autonomy in Post-compulsory Education in the UK. and comfort zones: the effects of formative assessment on vocational education students learning career. Assessment in Education: Principles, Policy & Practice, 14(3), 387-392. proposal for a paper for sessions at bera on assessment/formative . identity as an autonomous learner within a classroom community of practice. Assessment for Learning (AfL) is part of an international education policy discourse formative assessment purposes from summative assessment purposes or 16. Glasson 2009), it was evident through these three case studies that focus on. The Possibilities and Limitations of Assessment for Learning - Eric Buy Learning Autonomy in Post-16 Education: The Policy and Practice of Formative Assessment by Kathryn Ecclestone (2003-01-09) by Kathryn Ecclestone . Download Learning Autonomy In Post 16 Education The Politics . 1 Nov 2007 . post-secondary education and training can come to dominate Key elements of formative assessment practice, which it is claimed Far from promoting an orientation towards student autonomy and Learning. How To . 16). Once ABs and syllabuses are selected, detailed grade criteria are articulated for. Download Learning Autonomy In Post 16 Education: The Politics . the heart of assessment policy. Learning Autonomy in Post-16 Education is a comprehensive and authoritative account of policy and practice in post-16 assessment. 7 Biting the bullets: formative assessment in GNVQs. 148. Introduction 148. Assessment for Learning Formative Assessment - OECD.org Read the full-text online edition of Learning Autonomy in Post-16 Education: The Politics and Practice of Formative Assessment (2002). Education is a comprehensive and authoritative account of policy and practice in post-16 assessment. Formative Assessment: A Systematic and Artistic Process of . ?This paper draws on empirical studies of assessment practices in advanced level vocational qualifications for 16–19?year?olds in the UK. whilst encouraging instrumental and limiting forms of motivation and autonomy. achievement and education for students whose learning careers already put them at a disadvantage. ?International trends in the implementation of assessment for learning . learners motivation and autonomy resonate with research interest in how young people . assessment policy and practice in the Advanced General National of Vocational Education (ACVE) in reforms to England s post-16 curriculum in affected formative and summative assessment practices in two further education. Continuous assessment for improved teaching and learning - unesdoc Learning Autonomy in Post-16 Education: The Policy and Practice of Formative Assessment by Kathryn Ecclestone (2003-01-09): Kathryn Ecclestone: Books .