



Learn-AT

Learning ~ Fellowship

Assessment Framework

Learn-AT Assessment Framework

This framework was agreed by the Learn-AT Assessment Working Group as a result of extensive research, engagement with current and respected commentators and primary assessment specialists, reflection and consultation. The group's work has been informed by:

- Attendance at Beyond Levels Assessment Conferences – hearing from eminent speakers and commentators on principled assessment such as Tim Oates, Sean Harford (HMI); Alison Peacock; James Pembroke; Michael Tidd; Mick Walters and more;
- Collaborative study of key texts such as Embedded Formative Assessment by Dylan Wiliam; Assessing Pupil Progress by Daisy Christodoulou; Assessment for Learning Without Limits by Alison Peacock; Leaders of their own Learning by Ron Berger;
- Influential, authoritative reports on assessment such as the NAHT Commission on Assessment Report 2014; What Makes Great Assessment? (2017); EEF Toolkit.

Aims

The aim of this document is to provide an assessment framework for Learn-AT schools which:

- embeds formative assessment in quality first teaching, impacting positively on pupils' learning outcomes and supporting teachers and leaders to secure at least one year's progress for every year of teaching, for every pupil, in every year of primary school;
- provides a reliable mechanism for school leaders and teachers to evaluate progress and moderate standards and expectations in core and foundation subjects, in individual academies and across the Trust;
- supports the collection of simple, clear summative data and pertinent analysis relating to pupil attainment in Maths and English which supports continued progress in pupil learning, as well as academy and trust self-evaluation and school improvement.

Assumptions

The expectations set by the National Curriculum (2014) are high. If a pupil is a 'secure learner' in one year-group, and remains a secure learner a year later, it is assumed that he/she has made one year of progress for one year of teaching. This represents good progress. Excellent progress would be represented by achieving a deeper level of understanding, making lateral connections across contextual and subject boundaries, using knowledge mastered for extended reasoning and problem solving etc. Good or better progress *would not involve moving on to the programme of study for the year group above.*

If a pupil has fallen behind and requires additional support to work securely within the programme of study for their year group, or is working below their year group expectations, it is assumed that their progress needs to accelerate; they need to 'catch-up'. Action is required to accelerate progress – e.g. further additional support or effective intervention informed by research evidence. These pupils need to make rapid progress.

Universal Expectations

Learn-AT expects all its academies to be working to establish research-informed, quality first teaching, for all pupils, including formative assessment strategies such as:

- clear learning objectives
- co-constructed success criteria
- effective questioning
- retrieval practice activities
- effective feedback
- the use of a repertoire of low stakes continuous assessment activities e.g. tasks, tests, quizzes, exit tickets etc to support teachers' evaluation of pupil learning, inform their planning for next steps, addressing misconceptions and pupils' individual learning needs.
- A mastery approach to pedagogy

Formative assessment at school level

School leaders at all levels and class teachers engage in Pupil Progress Meetings (PPMs) *at the end of each half term*. These meetings are structured conversations which consider the range of evidence relating to pupil achievement (attainment and progress) during the previous several weeks. They provide a regular opportunity to:

- moderate expectations and standards in each class and year group through triangulation of evidence which includes pupils' work, outcomes of their assessment activities, tests and quizzes and so on;
- evaluate pupils' progress from their key stage starting points and, where concerns emerge, consider what needs to be done at class, school or trust level to ensure pupils' do not continue to fall behind;
- evaluate the quality of education, standards and achievement in the foundation subjects
- moderate teachers' assessments of pupil achievement in the foundation subjects
- provide responsive professional development for teachers relating to quality first teaching, assessment literacy and practice, effective learning interventions; effective differentiation for mastery (provision of additional support, rapid intervention, pre-teaching, scaffolding, time etc) and the provision of opportunities for deeper learning.

PPMs consider all pupils at some point during the year, but individual meetings may consider a sample of pupils rather than the whole class, including a representative sample of groups within the cohort e.g. more-able, disadvantaged, SEND, looked-after, boys and girls.

Summative assessment at school level in core subjects

Teachers' summative assessment

Taking account of all the evidence accumulated since the last summative assessment point, including the results of standardised tests or any other tests or other assessment activities, teachers arrive at a summative assessment of pupil achievement in reading, writing and mathematics. They evaluate current attainment by considering how well

children have learned what teachers have taught since the last summative assessment point and enter their judgements into O-Track according to the following key:

Pupils who are working securely within the programme of study for their age are considered 'secure learners' and are coded 'green'.

Those who are achieving a deeper level of understanding of objectives from the programme of study for their year group, are coded 'purple'.

Those who are working within the programme of study for their age, but require regular and significant additional support, are coded 'yellow'.

For those pupils working within a core subject programme of study (PoS) below that for their age, teachers record the PoS (e.g. 0,1,2,3,4 or 5) and whether the pupil is working at yellow, green or purple in that PoS. This summative data is usually updated in O-Track three times per year. Any changes are discussed at PPMs. It is expected that teachers will not change their judgement about every child at each update, only those for whom it is agreed that significant change in attainment has been achieved. Where there is a school improvement imperative, it may be necessary to update assessment judgements half termly.

Standardised Tests (Rising Stars – PUMA and PIRA and GaPS) are conducted three times a year – in the two preceding a summative assessment point. The results of these tests inform:

- an evaluation of the progress pupils make throughout the year and year-on-year;
- moderation and bench-marking of standards and expectations across year groups within schools and between trust schools.
- triangulation of the evidence available to inform teachers' summative assessment judgements.
- Formative assessment of whole class and cohort gaps in learning and misconceptions to inform teachers' planning for future teaching and learning and school leaders' planning for professional learning and school improvement.

Scores from standardised tests (not age standardised) are recorded in the 'Scores' section of O-Track.

Statutory Assessment

National tests and statutory assessments in core subjects are conducted in the year groups and at the points dictated by the DfE.

Optimum O-Track

Members of the Learn-AT Assessment Group have worked with key personnel at O-Track to create a tracking and assessment analysis system which reflects this assessment model. Teachers enter their summative judgements into the software as outlined above, in addition to the scores their pupils achieve in the standardised tests at the intervals described. From this simple, 'once-only' data input, the system can generate a suite of reports which support comprehensive analysis of pupil attainment, including groups, at academy and trust level. Further evaluation of pupils' progress is supported by analysis of pupils' standardised test outcomes.

Assessment in Foundation Subjects at school level

In foundation subjects Learn-AT school work on the principle that the curriculum is the progression model. The Learn-AT Curriculum and Pedagogy Framework supports the provision of precise and detailed programmes of study for each of the foundation subjects and RE. Teachers use low stakes assessment tasks, tests and quizzes to assess the extent to which pupils have learned and remembered age-appropriate curriculum content and develop domain specific skills. These assessments form the basis of teachers' summative judgements made at the end of the year, indicate children's attainment. Schools may use the key outlined above to record these annual judgements in O-Track and to report to parents.

Monitoring and Review

This policy is reviewed annually by the Learn-AT Assessment Working Group.

Date of last review: December 2019

Appendix 1: Learn-AT Assessment Framework Calendar

	Sep	Oct	Nov	Dec	Jan	Feb	Feb	March	April	May	June	July
5. Statutory Assessment										SATs etc		
4. Trust level Summative Assessment – Standardised Tests			Standardised tests – PUMA/PIRA Scores > O-Track				Standardised tests PUMA/PIRA Scores > O-Track			Standardised tests PUMA/PIRA Scores > O-Track		
3. Trust level Summative Assessment				Summative TA -> OTrack (on or before nearest working day to 15 th)				Summative TA -> OTrack (on or before nearest working day to 15 th)			Final summative end of year TA (at EXS+ and GDS) -> OTrack (on or before nearest working day to 15 th , apart from Year 6)	Year 6 data -> OTrack asap after SATs results release
2. Strategic formative and summative assessment at academy level	Pupil Progress Meetings		Pupil progress meetings			Pupil progress meetings		Pupil progress meetings			Pupil progress meetings	
	<p>Pupil Progress Meetings These meetings are the fulcrum of the Learn-AT assessment model. Leaders at all levels engage class teachers in a carefully structured discussion about pupil achievement in core and foundations subjects, which also serves a range of school improvement purposes: CPDL for teachers: assessment literacy; progress – <i>showing not measuring</i>; dialogue around pupils' starting points; triangulation of evidence; know your impact; evaluation of the quality of teaching; understanding what mastery and deeper learning might look like; differentiation for mastery; curriculum; accountability; effective intervention; Moderation: opportunity for school leaders to moderate teacher assessment judgements; consideration alongside standardised tests scores. Monitoring: opportunity for triangulation of assessment evidence including work scrutiny, range of assessment activities; differentiation – in terms of support provided, time allowed, deeper learning opportunities; expectations; pitch; curriculum breadth. Intervention planning: evaluation of pupils' needs and how to ensure they are met. These meetings may focus on a target group of pupils but should include pupils identified as at risk of falling behind, challenge for all pupils, including the more able, SEND and disadvantaged. The progress of all pupils should be discussed at least once per term. Moderation of teacher assessments in the foundation subjects Key Questions: Who are your secure learners in reading, writing, spelling, grammar, mathematics and one other subject? Show me how you know? Does their achievement now relate to their starting points? Who is working at greater depth? Show me how you know. How does this achievement relate to pupils' starting points? Who are you worried about? Show me why? How does their progress relate to their starting points? What have you tried already? What shall you/we do next and what is the rationale/evidence that it might be effective? How will we know if it's effective? What assessment tasks and tests are you using to evaluate the depth of learning?</p>											
1. Quality First Teaching in all classrooms.	<p>Quality first teaching of a rich, rigorous and coherent curriculum – the foundation of the assessment framework. Strategic formative assessment embedded in pedagogy – e.g. clear learning intentions; co-constructed success criteria; effective questioning; retrieval practice activities; low stakes continuous assessment activities e.g. tasks, tests, quizzes, exit tickets; effective FEEDBACK.</p>											

Appendix 2: Guidance for schools: PUMA, PIRA & GAPS tests and Teacher Assessment updates.

PUMA, PIRA & GAPS (and previous SATs papers in Year 6)

Administration and marking the papers

Year 1 – Year 5

Administer **ALL** tests (PIRA, PUMA and GAPS) in the following windows:

AUTUMN term – the 2 weeks immediately **after** October half term

SPRING term – the 2 weeks immediately **after** February half term

SUMMER term – the 2 weeks immediately **before** May half term (if SATs mean it is logistically difficult to administer other tests during this window, it may be extended)

Year 6

Year 6 should attempt the reading, maths and SPaG SATs papers of previous years instead of PUMA, PIRA and GAPS. During the autumn and spring, the tests should be administered at the same time as the tests in the other year groups. During the summer term, schools should decide whether the administration of previous SATs papers just prior to the actual SATs would be beneficial to the pupils.

Administer the specific past SATs papers according to the following table:

	Academic Year				
	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 – 2025
Autumn Term	2017	2018	2019	2021	2022
Spring Term	2018	2019	2021	2022	2023
Summer Term	2019	2021	2022	2023	2024

Refer to the relevant teacher manual for administration guidance and mark schemes.

Calculating and recording the scores

Year 1 – Year 5

After marking the papers, work out the standardised score from a pupil's raw score using the tables in the appendix of the manual – the pages are listed below. There is no need to work out the age standardised score or Hodder score and there is no

requirement to fill in the question level analysis boxes on the front of the answer papers.

	PIRA	PUMA	GAPS
Stage 1 FS – Y2	p58 – p60	p71 – p72	P63 – p68
Stage 2 Y3 – Y6	p88 – p91	p79 – p82	P127 – p138

The standardised scores should be entered into OTrack (Assess icon – Scores – Test Scores).

Year 6

After marking the papers, work out the scaled score from a pupil's raw score using the STA KS2 scaled score conversion tables (you can find these on the Gov.uk website).

The scaled scores should be entered into OTrack (Assess icon – Scores – Test Scores) after autumn term and spring term assessment windows – see below for data entry guidance in the summer term.

Analysis of the standardised scores

As a very loose guide, a standardised score of 94 to 114 is normally indicative of a pupil working at expected standard for their year group. However, this measure should never be solely relied upon; it should form part of a summative teacher judgement. For example, a pupil scoring below 94 might consistently demonstrate the expected standard in the classroom and, therefore, be G - green in OTrack.

It is also very important to remember that an isolated standardised score should not be used to make a definitive judgement. An average of an individual's recent test standardised scores will give a better representation of their attainment. Even then, caution must be exercised.

Note on standardised vs scaled scores

End of key stage SATs tests give a scaled score. This is a different measure to a standardised score. Whilst both systems can be used to inform judgements of attainment standards, scaled scores and standardised scores are not interchangeable.

Teacher assessment updates

Teacher assessment updates (which will normally be Y – yellow, G – green or P – purple) should be entered into OTrack (Assess icon – Teacher Assessments - Summative) before the deadlines detailed on the Learn-AT School Leader calendar.

Year 2 and Year 6 SATs and issues related to data input into OTrack

The Year 2 teacher assessments inputted into OTrack at the end of the summer term **must align** with the final assessments reported to the DfE.

The Year 6 teacher assessments inputted into OTrack at the end of the summer term **must align** with the scaled scores of the pupils:

99 or less: Y – yellow

100 – 109: G – green

110 or more: P – purple

The Year 6 scaled scores from the SATs should be entered in OTrack (Assess icon – Scores – Test Scores) when they arrive in schools in July. Please note that if schools choose to administer previous SATs papers in the summer term, in the run up to SATs, these scores **should not** be entered into OTrack.

Appendix 3: Pupil Progress Meeting Agenda

Pre-meeting preparation:

The most recent summative teacher assessment judgements in O-Track for the core subjects are used to inform a professional discussion. School Leader and Class Teacher agree a sample of pupils to discuss at the meeting, including disadvantaged, SEND, high, middle and low prior attainers, representatives of any other significant vulnerable group and a balance of boys and girls. In addition, the class teacher might bring further details of any pupil he/she has concerns about to discuss at the meeting. The teacher should print out the O-Track report – 'Pupil Progress from Single Subject Starting Points' (See Appendix 3) to inform the discussion of core subjects. A foundation subject focus may be agreed before the meeting.

In Attendance: Class Teacher and Middle or Senior School Leader. Other school leaders e.g. Subject Leaders and/or SendCo may also attend for support if appropriate.

Data to inform the meeting:

- Assessment data in O-Track – attainment and recent standardised scores;
- O-Track report – 'Pupil Progress from Single Subject Starting Points'
- O-Track Report: Cohort Flight Path for each of reading/writing/maths - shows Teacher Assessments alongside standardised scores for each year in school for the cohort.
- Pupils' work, including English, Maths, reading book and foundation subjects;
- Records of outcomes of assessments activities – tasks, tests, quizzes, questions etc.
- Class teacher's Assessment File, including the Pupil Progress Achievement Sheet
- Pupil Progress Meeting Record Sheet

Discussion

Leader and class teacher engage in a professional discussion about each pupil in turn, considering the teacher's summative evaluation of the child's current attainment in maths, reading, writing (including grammar) spelling, communication and across the curriculum. This is an opportunity to triangulate the available evidence, moderate judgements and reflect on:

- the extent to which pupils' learning needs are being effectively met;
- breadth of curriculum;
- acquisition of secure conceptual understanding;
- opportunities for deeper learning - through reasoning, problem solving, critical reading, application of learning across a range of curricular contexts;
- pitch of expectations; challenge for all pupils;
- opportunities for retrieval practice;
- progress from starting points;
- what support may be needed from the wider team to support achievement.

Concerns about individual pupils should be shared and discussed and agreement reached about actions needed, either at class level or school level, to accelerate progress if necessary, e.g. changes in practice, teaching and learning strategies, interventions, additional support, resources, time etc.

Recording: A brief summary of the discussion, agreed actions, expected outcomes and impact measures are recorded on a PPM Record Proforma (Appendix 6).

Appendix 4: O-Track Report 'Pupil Progress from Single Subject Starting Points'

Pupil Progress from Single Subject Starting Points

Year Group 4 | JVB | Autumn Mid Term

		Reading								Writing								Maths																															
		Attainment at End of KS1								Attainment at End of KS1								Attainment at End of KS1																															
		Low		Middle		High		No Prior Attainment		Low		Middle		High		No Prior Attainment		Low		Middle		High		No Prior Attainment																									
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls																								
JVB	Below POS																																																
	Y																																																
	G																																																
	P																																																
		Low		Middle		High		No Prior Attainment		Low		Middle		High		No Prior Attainment		Low		Middle		High		No Prior Attainment																									
		Below POS	Y	G	P	Below POS	Y	G	P	Below POS	Y	G	P	Below POS	Y	G	P	Below POS	Y	G	P	Below POS	Y	G	P	Below POS	Y	G	P																				
		100.0% (3/3)	0.0% (0/3)	0.0% (0/3)	0.0% (0/3)	100.0% (8/8)	0.0% (0/8)	0.0% (0/8)	0.0% (0/8)	100.0% (4/4)	0.0% (0/4)	0.0% (0/4)	0.0% (0/4)	-	-	-	-	100.0% (5/5)	0.0% (0/5)	0.0% (0/5)	0.0% (0/5)	100.0% (7/7)	0.0% (0/7)	0.0% (0/7)	0.0% (0/7)	100.0% (3/3)	0.0% (0/3)	0.0% (0/3)	0.0% (0/3)	-	-	-	-	100.0% (4/4)	0.0% (0/4)	0.0% (0/4)	0.0% (0/4)	100.0% (8/8)	0.0% (0/8)	0.0% (0/8)	0.0% (0/8)	100.0% (3/3)	0.0% (0/3)	0.0% (0/3)	0.0% (0/3)	-	-	-	-

NB. This is an example – names have been removed.

Appendix 6: Class Assessment File Contents

N.B. This list is neither prescriptive nor exhaustive

- Class List
- Latest O-Track report 'Pupil Progress from Single Starting Points'
- Latest Cohort Flight Paths for Reading Writing and Maths
- Teacher's own ongoing records of outcomes from any regular assessment activities or tasks
- Teacher's analysis and ongoing records of gaps in pupils' learning, by group, in reading, writing and maths.
- Copy of the section of the school's SEND provision map relating to the class/cohort
- Any pertinent O-Track reports to support the discussion
- One-page marking frames/templates; teachers' marking notes.
- Records of scores/marks for foundation subject tests/quizzes etc.

Appendix 7: PPM Record – Pupils at risk of falling behind

Pupil Progress Meeting						
Date		Year Group				
Teacher		Class				
School Leader		No. of Pupils Discussed				
Pupil 1	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						
Actions Agreed						
Impact Measures						
Pupil 2	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						
Actions Agreed						
Impact Measures						
Pupil 3	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						
Actions Agreed						
Impact Measures						
Pupil 4			Standardised		Standardised Test Score Maths	

	Summative attainment judgement (O-Track Key)		Test Score Reading			
Brief Summary of discussion						
Actions Agreed						
Impact Measures						
Pupil 5	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						
Actions Agreed						
Impact Measures						
Pupil 6	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						
Actions Agreed						
Impact Measures						
Pupil 7	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						
Actions Agreed						

Impact Measures						
Pupil 8	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						
Actions Agreed						
Impact Measures						

Appendix 8: Post PPM Action Plan

Key Progress Issue	Target Pupils/Group	Action/Intervention	Who will lead the intervention?	Baseline Assessment	When and for how long?	Impact/Evaluation

Appendix 9: Reading List

The work of the Learn-AT Assessment Group was informed by the following literature:

Berger R et al (2014) *Leaders of their own Learning; transforming schools through student engaged assessment*. Jossey-Bass

Black P and William D (2008) *Developing the Theory of Formative Assessment*. *Educational Assessment Evaluation and Accountability* (2009) 21:5–31

Colbert et al (2012) *A Systems-Level Approach to Building Sustainable Assessment Cultures moderation, quality task design and dependability of judgement* *Policy Futures in Education* Volume 10 Number 4

Christodoulou D (2017) *Making Good Progress: the future of assessment for learning*. Oxford University Press

Ford C (1995) *Mastery Learning Manual* John Hopkins Centre for Prevention and Early Intervention <http://www.jhsph.edu/research/centers-and-institutes/johns-hopkins-center-for-prevention-and-early-intervention/Publications/mlm.pdf>

Fullan M and Quinn J (2015) *Coherence*. Corwen

Goosens et al (2013) *Effect of Retrieval Practice in Primary School Vocabulary Learning*. *Journal of Applied Cognitive Psychology, Appl. Cognit. Psychol.* 28: 135–142

Guskey T 2007 *Closing Achievement Gaps: revisiting Benjamin S. Bloom's 'Learning for Mastery'*

Hanushek E A et al (1998) *Teachers, Schools and Academic Achievement*. Working Paper 6691 National Bureau of Economic Research

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<https://educationinspection.blog.gov.uk/2016/06/15/birthday-celebration-and-life-after-levels/>

Hargreaves A and Ainscow M (2015) *The Top and Bottom of Leadership Change*. Kappan

Hargreaves A and Fullan M (2012) *Professional Capital*. Routledge

Hattie J and Timperley H (2007) *The Power of Feedback*. *Review of Educational Research* March 2007, Vol. 77, No. 1, pp. 81–112

Jang Y et al (2014) *Manipulations of Choice Familiarity in Multiple-Choice Testing Support a Retrieval Practice Account of the Testing Effect*. *Journal of Educational Psychology*, 2014, 106, No. 2 435–447

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- Oates T (2014) National Curriculum: Tim Oates on Assessment <https://youtu.be/-q5vrBXFpm0>
- Opfer D V and Pedder D (2011) *Conceptualizing Teacher Professional Learning*. SAGE Publications
- Peacock A (2016) *Assessment for Learning Without Limits*. Open University Press
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- Rawson K A (2015) The Status of the Testing Effect for Complex Materials: Still a Winner. *Educational Psychology Review* (2015) 27:327–331
- Rincón-Gallardo S and Fullan M (2016) Essential features of effective networks in Education. *Journal of Professional Capital and Community*, Vol. 1 Issue: 1, pp.5-22,
- Stoll L and Louis K S (2007) *Professional Learning Communities: Divergence, Detail, Difficulties*. Open University Press.
- Stronge J H et al (2011) What Makes Good Teachers Good? A Cross-Case Analysis of the Connection Between Teacher Effectiveness and Student Achievement. *Journal of Teacher Education* 62(4) 339–355
- Swan, M et al (2012) *Creating Learning Without Limits*. Open University Press
- Wyatt-Smith et al. 2010 The centrality of teachers' judgement practice in assessment: a study of standards in moderation. *Assessment in Education: Principles, Policy & Practice*, 17:1, 59-75
of Applied Cognitive Psychology, Appl. Cognit. Psychol. 28: 135–142
- William D (2012) *Principled Assessment Design*. SSAT (The Schools Network) Ltd, 2014
- William D (2016) *Leadership for Teacher Learning*. Learning Sciences International
- William D (2011) *Embedded Formative Assessment*. Solution Tree Press.