

# Exploring Dynamic Assessment to Promote Inclusion

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# About Myself & Why Dynamic Assessment



# Aims for today's session

## Share

Share how inclusion and dynamic assessment are conceptualised.

## Explore

Explore how EPs use dynamic assessment to foster inclusion.

## Engage

Engage in discussions about assessment practices and empower you to facilitate impactful dynamic assessments.

**What are you  
most  
interested in?**



# Conceptualising Inclusion

Creation of communities in and out of educational settings characterised by equity, care, valuing of diversity etc.

Meeting the social/ academic needs of all pupils despite challenges relating to poverty, linguistic and cultural difference.

Meeting social/ academic needs of pupils with SEN.

Integration of children with SEN.

# Indicators for inclusion

Collaboration

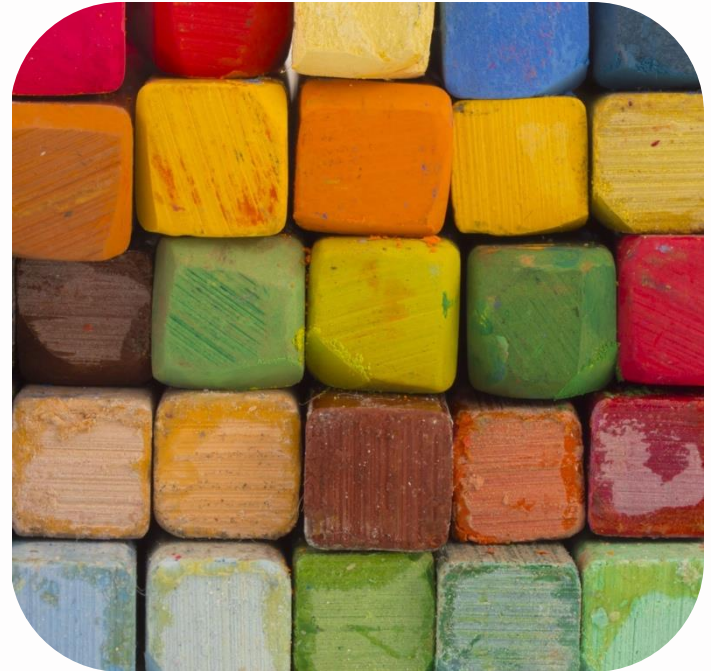
Upskilling

High expectations

Actively involved

Achievement for all

Feeling good about themselves



**Why does  
promoting  
inclusion through  
assessment  
matter?**



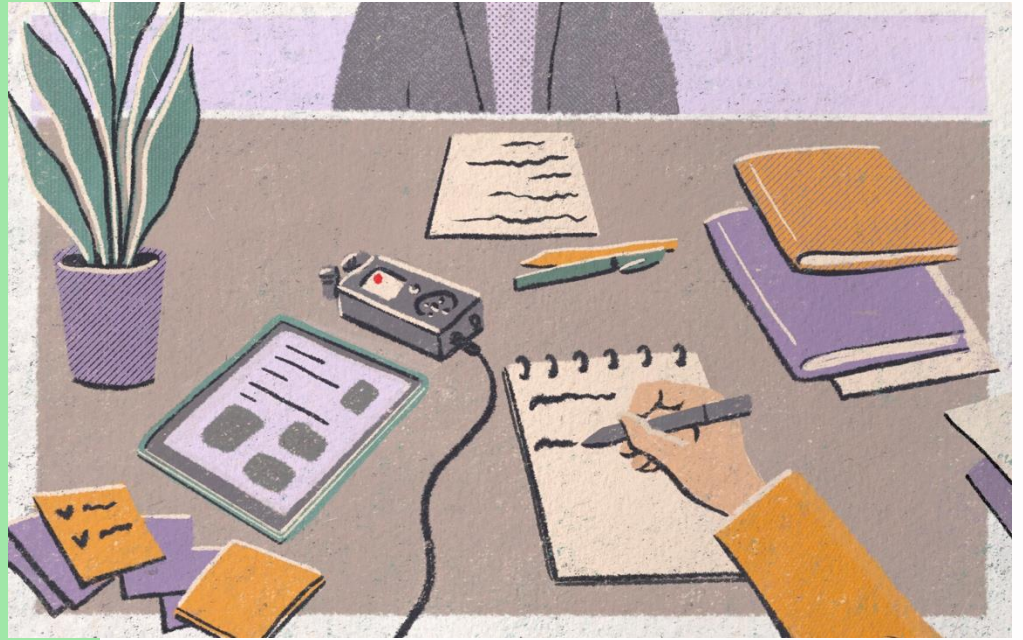
## ***The purpose of assessment is...***

*“to generate understanding of what is happening, who is concerned, why there is a problem and what can be done to make a difference to the situation” (DECP, 2002)*

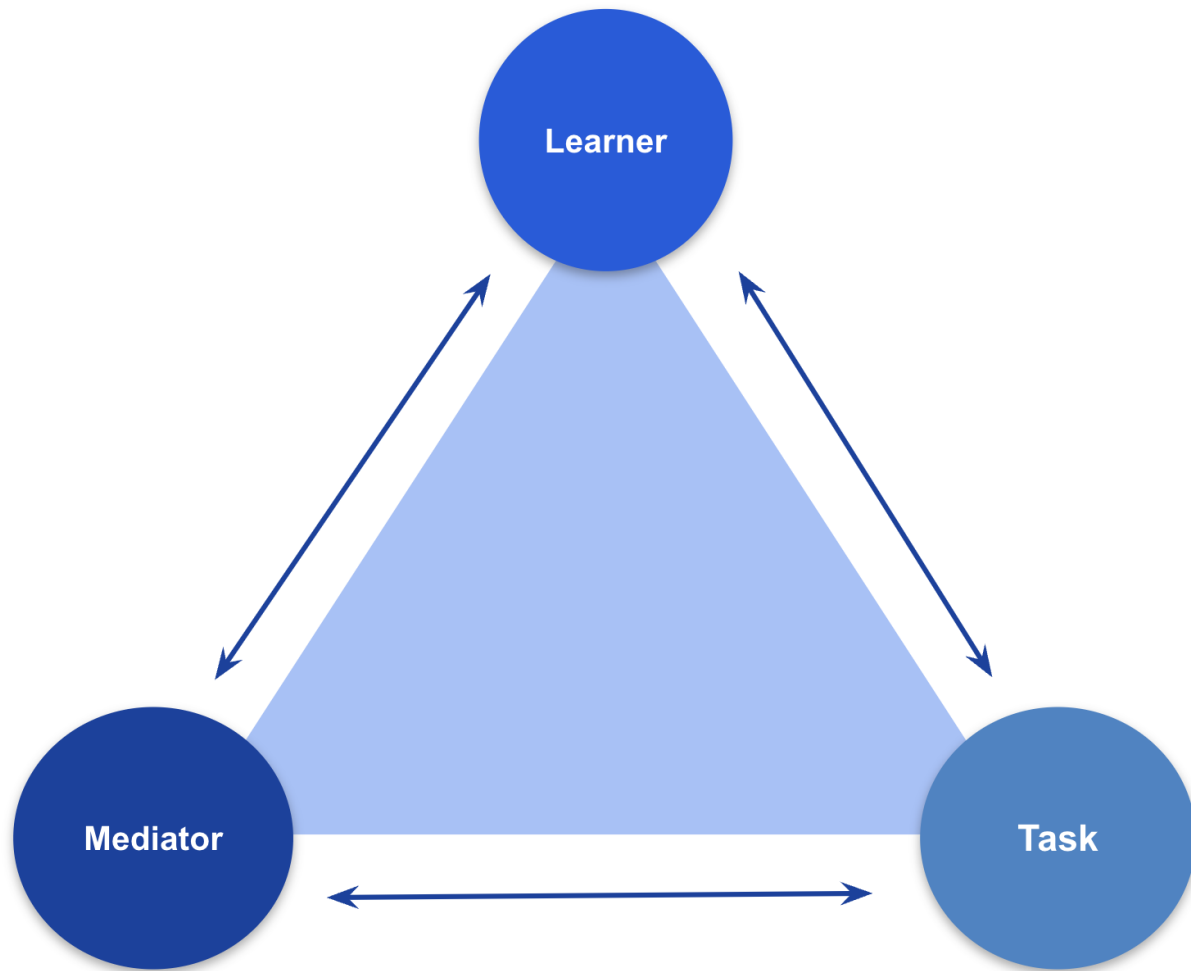


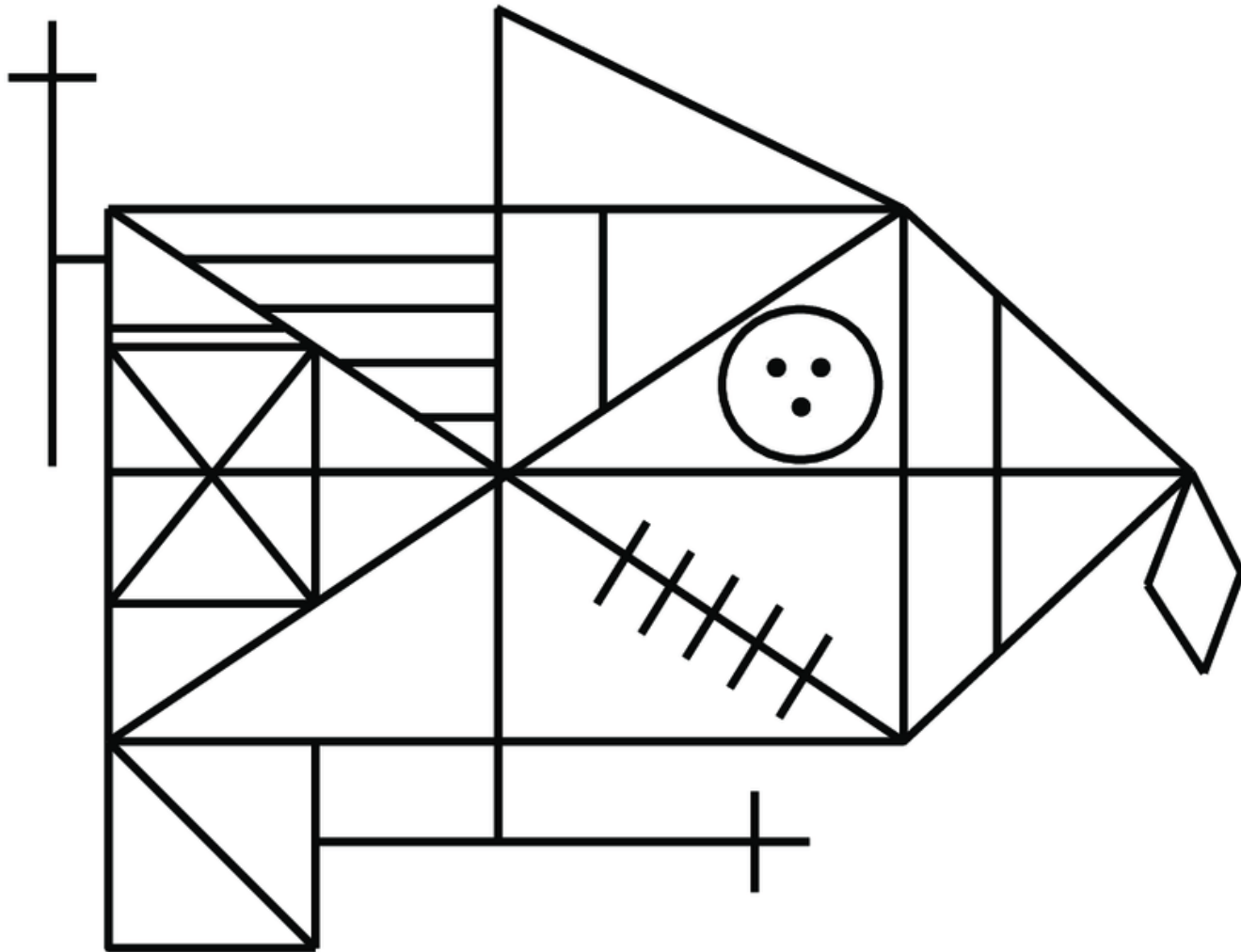


# Research Background



# What is dynamic assessment?





# (1) Locating difficulties in context



**Changes in mediation style and task factors**



**Evidence of strengths**



**System we work encourages us to focus on needs and deficit in learners**

# (2) A tool for professional development

## INVITING STAFF IN

- Modelling
- Reflection
- Better quality assessment

## CONSULTATION AND REVIEW

- Collaboration/ ownership
- Support implementation over time

## VIDEOING THE ASSESSMENT

- Staff/ family give their perspective
- EP can be 'in the moment'

# (3) Engagement of learners

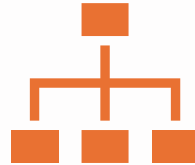
- 1) Interested and motivated
- 2) Asking for their perspectives
- 3) How they feel about their learning-confidence and emotions



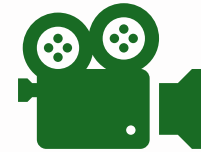
# (4) “Reflective practice has got to be the cornerstone”



Both are active processes that requires thought and adaptability



Supervision and reflection



Use of video to develop practice



# Reflective Tool

**EPS Service Level Factors**

**Negotiating the Work**

**Planning the Work**

**During Direct Testing with  
Learner**

**During the Consultation**

**After Assessment**

**What from  
today will you  
take into  
your practice?**



**Any questions  
or comments?**

**Thank  
You**

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