

# Kevin Logan Masterclass

This event highlighted the work that has been carried out by SQA and Highland Council on a research project looking at how a number of secondary teachers are using peer- and self-assessment in the upper stages of secondary school. The aim has been to develop a distinctive pedagogy aimed at giving young people more responsibility for their own learning in order to deepen their understanding while, at the same time, to raise attainment in national examinations. The teachers involved have developed a range of strategies aimed at resolving the perception that there is a formative/summative tension which often emerges when Assessment is for Learning is applied in the upper stages of secondary school for high stakes purposes.



## Biography

Kevin is a mathematics teacher who has been involved in developing thinking skills for over ten years in schools within Highland Council. He has experiences of:

- ◆ developing a philosophy module for SCOTVEC for use with S5/6 pupils
- ◆ embedding thinking skills within mathematics in secondary schools
- ◆ attending conferences and staff development activities which allow teachers to self-reflect
- ◆ reconsidering the central role of the teacher in S1 and S2.

Kevin's interest in thinking skills arose from his concern about individualised learning for pupils in S1/2. He believes there is a need for research into teaching and learning to form a sound basis for both, and sees thinking skills within this wider context of improving teaching and learning.

Kevin saw that many pupils came to the subject (maths) with pre-formed negative attitudes, a feeling that they 'can't do it'. This had to be confronted if pupils were to move forward with their thinking and Kevin experimented with group work and collaborative learning in maths in order to address the problem. Kevin begins each lesson with questions which demonstrate what pupils can remember from the previous lesson in order to establish links with prior learning and aid reflection.