**Assessment for Learning Strategies**

The following ideas and resources are taken from current practice in our three schools: Bringhurst Primary, Hallaton Church of England Primary and Tugby Primary. They cover FS, KS1 and KS2.

**Recapping the previous lesson’s outcomes:**

* Involve all children by using e.g. talk partners
* Use examples of good work and ask children to explain their thinking
* Give children time to look at **marked work** from the previous lesson and to **self or peer assess**

**Introducing the Learning Objective:**

* use **“I can”** statements to provide a clear focus for the LO
* Differentiate LO and success criteria by group
* If work is to be recorded during the lesson, children either write their learning objective or have a **sticker** to show this in their book
* The format and number of LO’s will change according to children’s age and development e.g. for an English lesson: in Year 1 the LO is more likely to be conveyed to the children verbally whereas in Year 6 the children may have a written checklist of things to include in their writing.

**Gaining feedback from children:**

* The teacher models the use of the LO
* The teacher then questions and observes children to gain knowledge of children’s understanding of the LO
* From this information, the teacher adapts the lesson as needed and plans next steps in learning

**Giving the success criteria:**

* Introduce the SC with the children to develop their understanding of key points to remember throughout the lesson
* The SC is also written/shared verbally throughout the lesson
* Children are encouraged to use the SC during the lesson to self-assess and decide if they need support from e.g. an adult or another child

**The role of the teacher during the main part of the lesson:**

* Observing and providing feedback to groups and individuals
* Asking questions to develop children’s understanding. These should more often be open questions
* Asking children to reflect on their learning and to help them to continually improve their work – use the SC to guide these conversations

**Using plenaries:**

* Teachers use both mini-plenaries as needed during the main part of the lesson and a main plenary session at the end of the lesson
* Children are encouraged to both self and peer assess to deepen their understanding of the LO and SC
* Use the opportunity to show examples of successful work and to discuss improvements that can be made for next time e.g. use “three stars and a wish”, **“next steps”** or a **“marking ladder”.**
* Later after marking and considering the children’s work, the teacher decides how to feedback the outcomes and next steps to the children.

**Appendices:**

**Examples of AfL (Y1)**

|  |
| --- |
| WILF: I can use adjectives in my writing.  Next steps: |

**Simple self-assessment “sticker” for children’s writing books in Year 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Tuesday** | **5b9a3c04f44fe445243f989165d3dff7_lg[1]WALT:** Describe a character and use “because” in a sentence. | **giraffe-308771_640[1]WALT:** Describe a character and a setting using adjectives. | **clipart0032[1]WALT:** Describe “good” and “bad” characters in traditional stories using interesting adjectives. |

**Stickers for children’s English books in Year 1, showing group differentiation of the LO.**

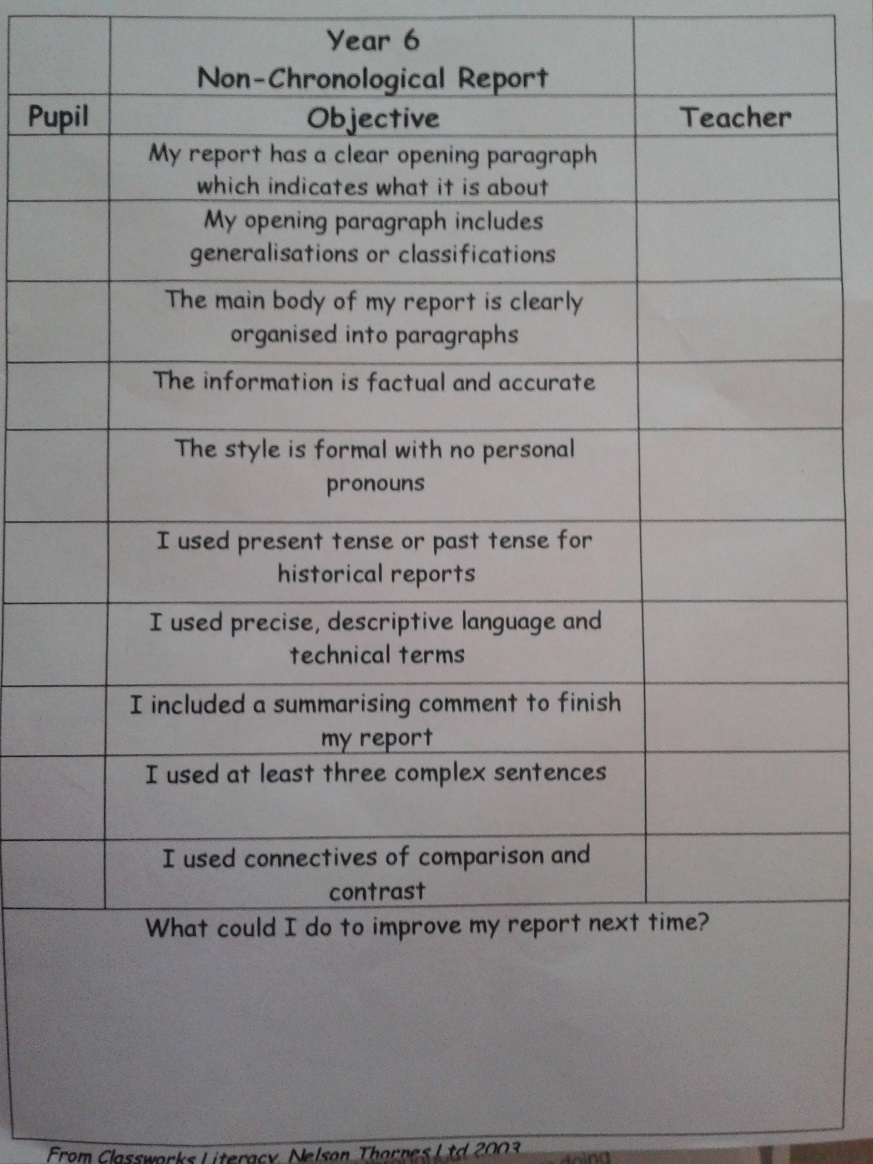
Observations are more important at this age as much work is practical in nature. Observations are either planned/completed on a sheet such as this:

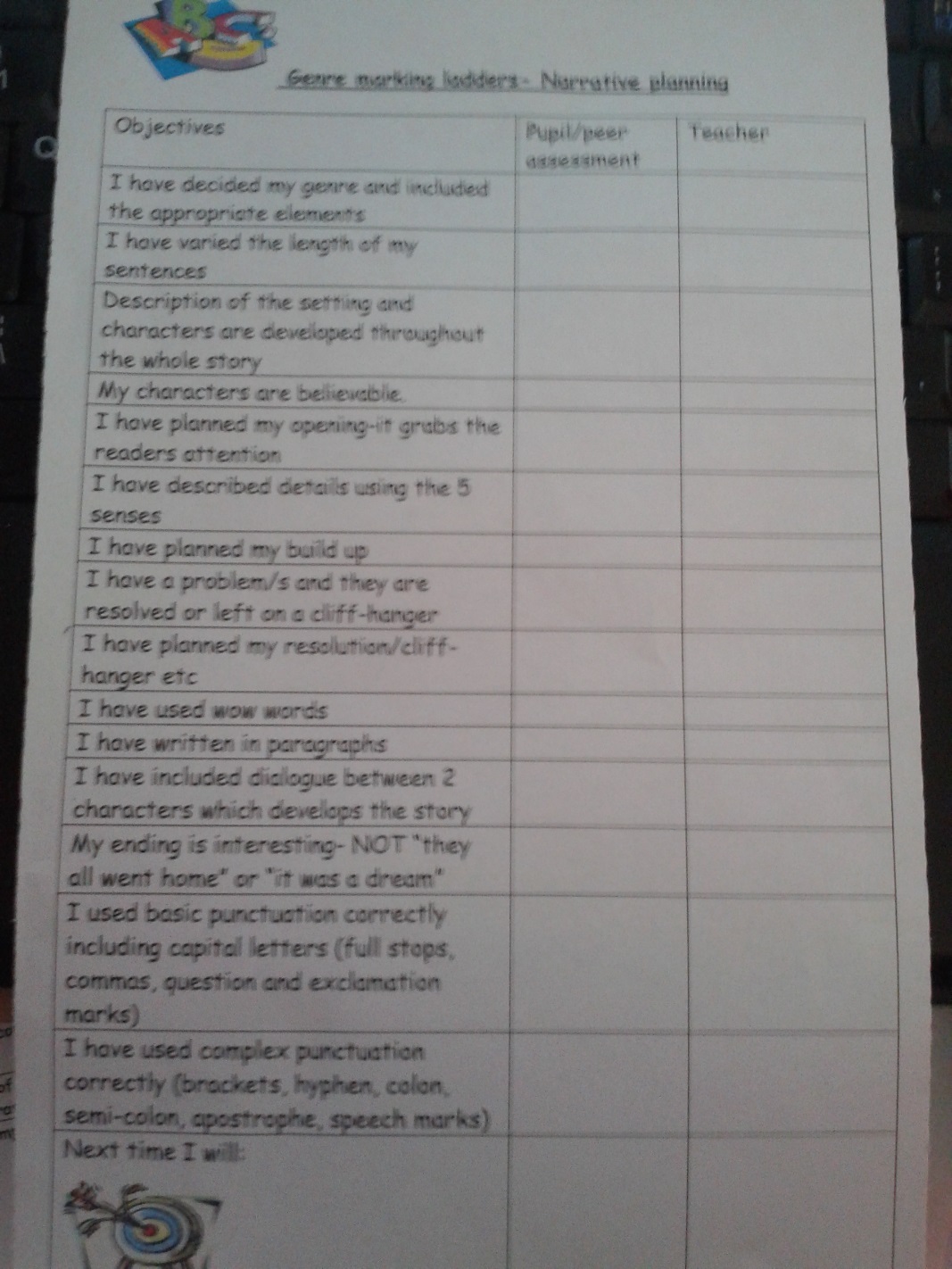
**Foundation Stage Observation Form**

|  |  |
| --- | --- |
| Date: | |
| Activity: | Area/s of learning: CL, PD, PSED, L, M, EaD, UW |
| Child/Children being observed: | Child’s/children’s stage of development (Early Years Outcomes): |
| Purpose of observation | |
|  | |

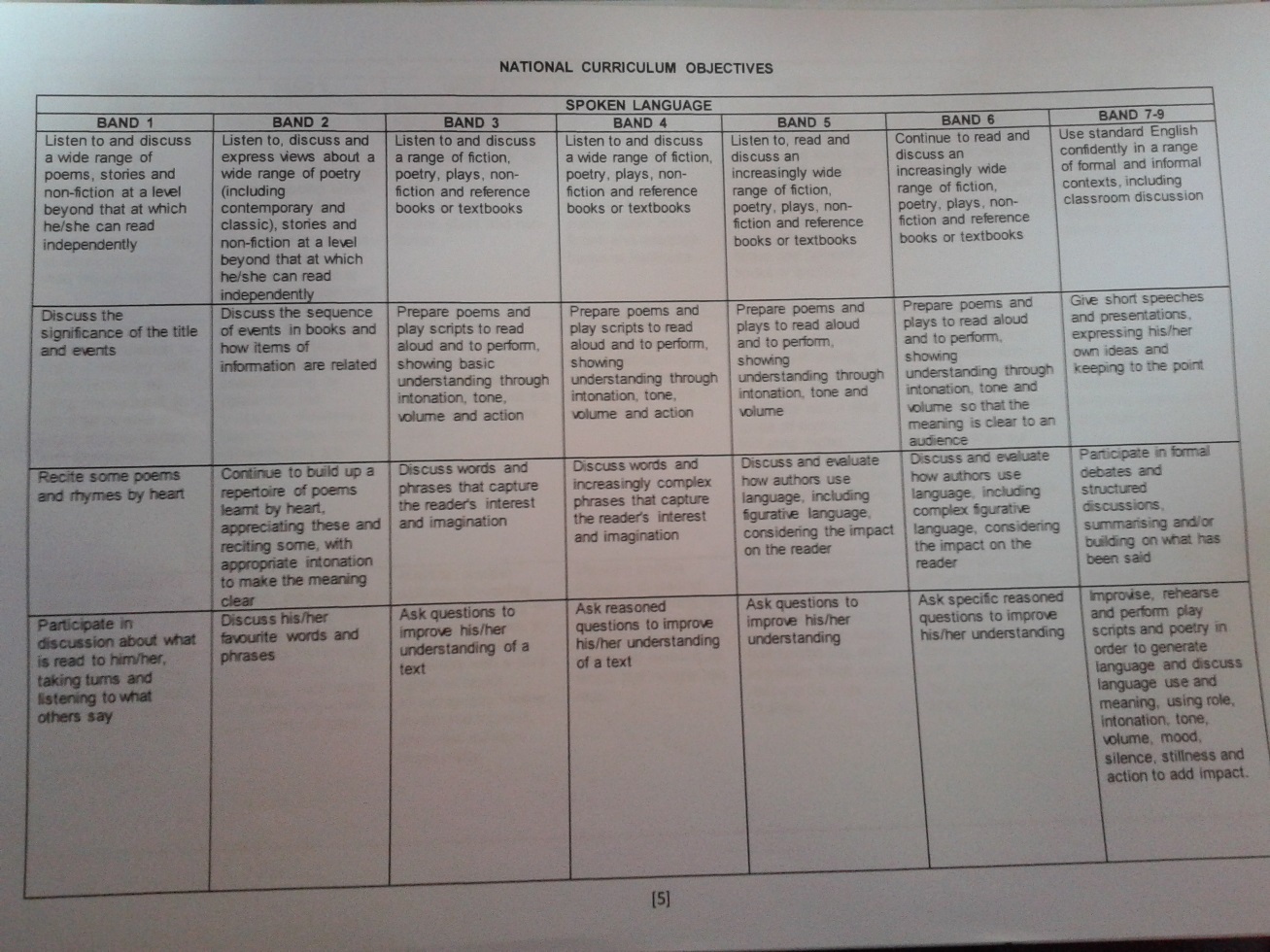
Unplanned observations of the children are also done continually through photographs and notes on post-its. These observations are then used to plan the next steps in learning for individuals and groups.

**Examples of AfL (Y6)**

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**Examples of AfL using Bands:**

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LO’s for English using Target Tracker

**Examples of Success Criteria and Teacher/pupil Assessment**

