

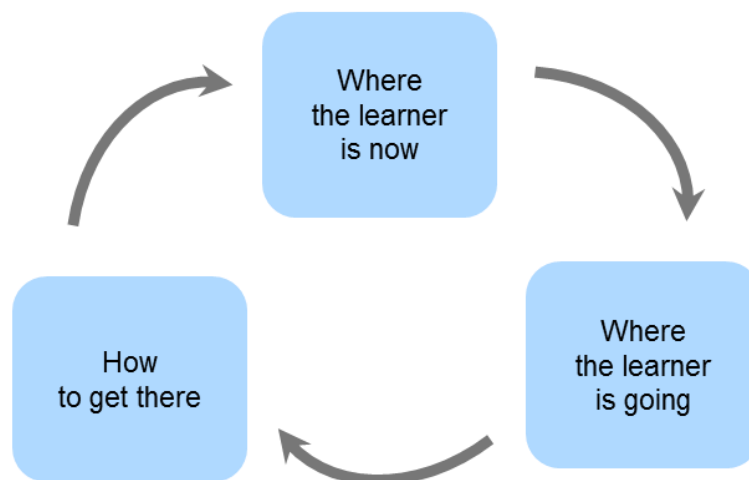


Assessment for Learning (AFL) Guidance

Assessment for Learning

*“Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide **where the learners are in their learning, where they need to go and how best to get there**” (Broadfoot et al., 2002 pp. 2-3)*

Assessment for learning (AFL) is a formative process of assessment, in which teachers and students interpret evidence of where they are in their learning and what steps can be put in place to move them on. This is a cyclical process in which assessment informs planning and teaching, which is then assessed to inform further steps. AFL is part of teachers’ and students’ everyday practice and should be visible in all lessons and throughout planning and learning.



Planning

Effective planning is informed by ongoing assessment. As such, lesson plans should be flexible and teachers use their various assessments in the one lesson to inform the next. This will ensure appropriate pitch, challenge and progress in learning. Short term plans will include differentiation and highlight how assessment affects next steps and informs future planning.

Impactful differentiation requires a sound understanding of each student in the class. This is informed by assessment data as well as ongoing observations. Learning journeys, learning intentions and

success criteria are developed in advance with the specific needs of the students in mind. These are shared with the students and reflected on following lessons.

Questioning

Questioning is a powerful formative assessment tool. Initially questions can be used to glean understanding; this is effective when directed at individual students, but also when 'talk partners' can be listened to and fed back on. Questions are appropriately differentiated to ensure that students of all abilities are challenged and moved on in their understanding. Specific questions are also planned in advance, although if teachers have a good knowledge of their students, spontaneous questions can be the most impactful. Both open and closed questions are used to assess understanding and move students on in their learning.

Marking and Feedback

Regular, timely and individualised feedback can lead to substantial learning gains and should be given by teachers, teaching assistants and peers. **The most impactful feedback, both verbal and written, occurs in the presence of students** and all teaching staff provide meaningful feedback throughout lessons to individuals and groups. The marking of students' work after lessons is also a key component of assessment for learning, both for teachers to develop a better working knowledge of the needs and abilities in their class and to provide clear next steps.

Written Feedback

The process of marking is a valuable formative assessment tool that should continuously inform future planning. Daily written feedback in student's books can celebrate successes, highlight mistakes and move their learning on. This is done in line with the school's marking policy and marking code. Time is set aside for students to read and respond to written feedback; without this the feedback itself is meaningless.

Verbal Feedback

Children can progress rapidly during lessons through formative verbal feedback. This feedback can be in response to student's answers and comments, or in reference to the learning they are doing. All teaching staff aim to maximise the progress made in every lesson by providing comments, questions, clarifications and verbal next steps.

Self and peer assessment

Self and peer assessment aims to develop autonomous learners who can reflect on their own and their peers' learning. Training students in providing and responding verbal and written feedback adds a further dimension to formative assessment. Furthermore, having assessed the work of others, students will find it easier to identify weaknesses in their own work and to see how they can make improvements. Both forms of assessment are used regularly across the curriculum. Teaching staff may need to oversee and regulate this feedback in some cases, but in others, students will be able to constructively build on peer and self-assessment to set their own targets.