**3. Observing assessment for learning in the classroom**

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| **AfL Strategy** | **What to look out for** | **Notes: general observations** |
| Teachers and students sharing learning  objectives and  expected learning outcomes | * Lesson context explained briefly * Objectives/outcomes clearly shared with students * Students involved in determining success criteria * Objectives and success criteria visible * Students know what they are learning and why * Students can explain how to show success. * Learning outcomes used to inform feedback |  |
| Questions | **Closed**   * Literal (display) * Yes/No * Recall questions |  |
| **Open**   * Comprehension * Application: problem solving * Analysis: inference and deduction * Interpretational * Evaluation |
| Questioning strategies | * Hands up and nomination * Hands down: teacher directs question to student. * Wait time thinking time before answering. * Students encouraged to work with talk partners to formulate answer. * Teacher involves multiple students in an answer to a question creating the opportunity for discussion e.g. “What do you think?” “Do you agree with that answer?” Can you add …….” * Quality i.e. good question stems e.g. “Why does? “What if.?”; “How would you?”; “Could you explain…..?”. * Opportunities for students to formulate questions. |  |
| Effective feedback | **Spoken**   * Oral feedback, individually or collectively. * Good contributions acknowledged * Feedback relates to learning objective(s). * Oral feedback while students engage in a task * Evaluative comments indicate how to improve. |  |
| **Written**   * Comments in exercise book. * Oral feedback when returning books, individually or collectively. * Evaluative comments indicate how to improve * Opportunities for/evidence of, follow up. |
| Peer and self assessment | * Students asked to evaluate own work (self) * Students use criteria to assess own work (self) * Students’ use of traffic lights (self) * Students reflect on work against success criteria (group/ peer) * Use of response partners (peers) * Groups/others mark work e.g. homework (peer) * Whole class review work e.g. in plenary (self/peer). |  |