

<b>Policy title</b>	Assessment for Learning
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**1. Questioning and discussion: Think Pair Share**

**What is it?**

'Think Pair Share' involves posing a question to learners and giving them a few minutes to consider their response on their own. Then each learner discusses their ideas with a partner before the conversation is opened to the whole class.

This strategy encourages all learners to get involved in classroom participation. It gives them time to formulate their own ideas as well as an opportunity for all learners to share their thinking with at least one other learner. Furthermore, it encourages learners to listen to each other's ideas, and helps them to understand different viewpoints.

**2. Feedback from the teacher: Comment-only marking**

**What is it?**

When marking learners' homework assignments, give a constructive comment instead of giving a grade and a comment (or only a grade).

**What happens?**

Choose one piece of work per month on which to give detailed written feedback to your learners. The feedback should be focused on success criteria that the learners are made aware of. Include specific praise about aspects of the work that the learner has done well and give learners specific targets for improving their work. Feedback can be given orally if you prefer.

At the start of the next lesson, give back the work with the comments. Then allow time for the learners to improve the assignment, responding to your comments. After the learners have improved their work, you could give out grades so that the learners know what level they were working at.

**3. Peer feedback on an assignment**

**What is it?**

This activity introduces learners to the peer feedback process. Learners give each other feedback about an assignment that they have just completed.

**What happens?**

First, introduce the 'success criteria'. These are the qualities that make a good piece of work such as the effective use of language or using evidence to support an argument in an essay.

(The first time you try peer assessment with your class, it is useful to scaffold the activity so that your learners know what

to do. Use a previous learner's assignment, and read this through with the class. Then ask them to rate the work, noting how much each 'success criterion' was achieved.)

Learners read each other's assignments and make notes on how much each success criterion was achieved. Then, in pairs, the learners give each other written and/or verbal feedback, based on the success criteria.

While your learners are giving each other feedback, walk around the class to monitor the feedback that each pair is giving. You can join in discussions to add your opinion if learners need some help giving feedback.

At the end of the session, ask your learners how they found the experience. Encourage them by praising how they have done the task and emphasise how this process takes time and practice to be effective.

#### 4. Cold calling

Write the children's name on different lollipop sticks. You may want to colour code the sticks to denote ability level or even engagement level, this will help you differentiate and direct questions at specific children, without the children knowing of course! For example for higher ability "why" and "how" questions you could pick out a higher ability coloured lollipop stick or if a child is notorious for not paying attention you're able to direct a question at them. It should help all children to become more engaged as they do not know if their name will be picked.

#### 5. Mini-whiteboards/ Mini plenaries

Ask learners to write their answers on mini-whiteboards or pieces of paper and show it to you (or their peers).

### A4L in the classroom

Typical elements that you would expect to see in a lesson planned with A4L principles in mind include:

- Clear learning aims and gap filling based on information recorded on Distance marking sheets.
- Clear instructions and working atmosphere whereby students can ask questions and clarify understanding.
- Clear criteria for achieving success.
- Student knowledge of how to use checklists in order to succeed.
- Collaborative work to enable students to verbalise own understanding.
- Opportunities for self and peer assessment.
- Mini-plenaries to confirm understanding of subject and task.
- Targeted teacher questioning to assess understanding and provide opportunities for students to demonstrate own understanding.
- Opportunities for students to plan their learning and to reflect on what has been learnt, what was difficult and how difficulties have been overcome.
- Feedback by teacher, providing strategies for improvement rather than just grades.