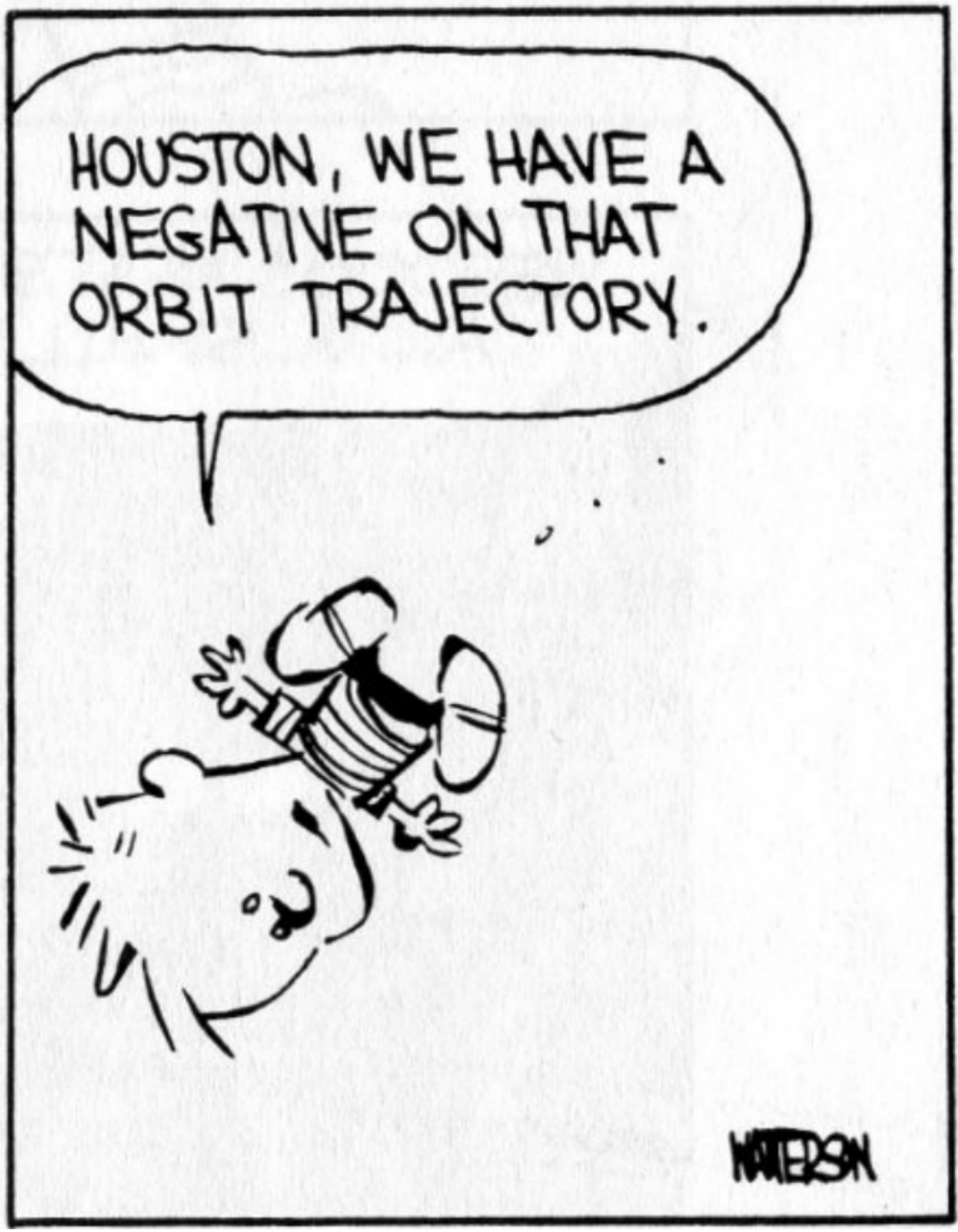
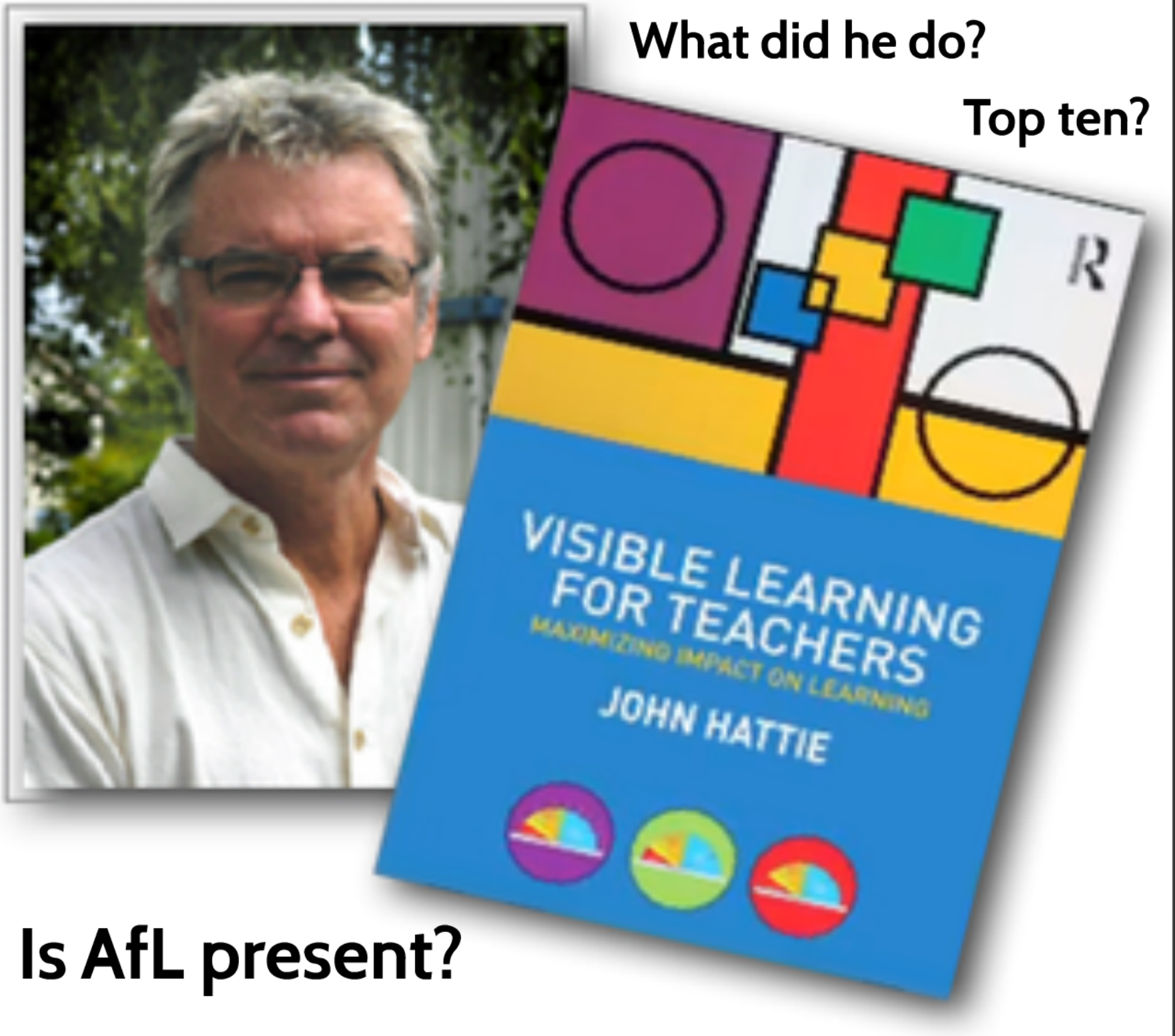
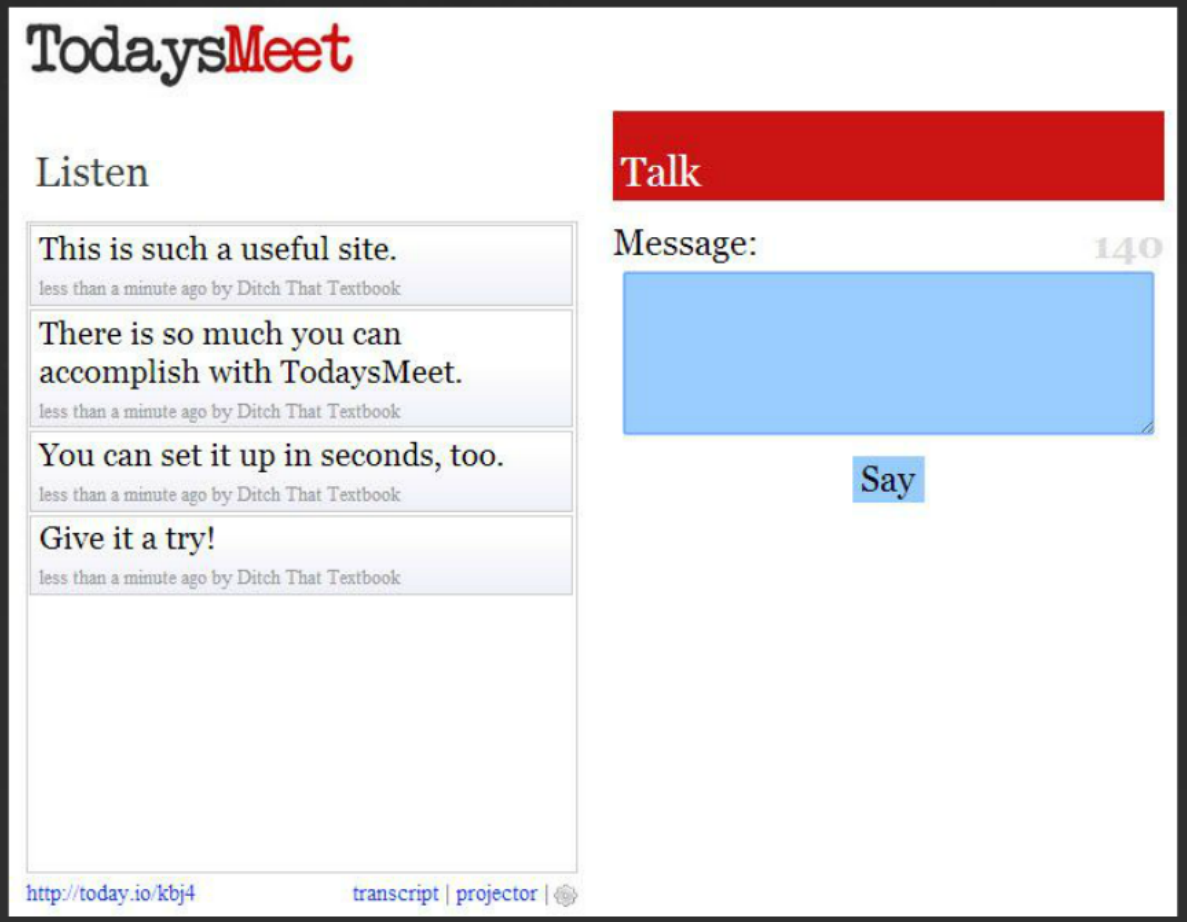


Did he just ask for me to write down my most effective AfL strategy?




What did he do?
Top ten?
VISIBLE LEARNING FOR TEACHERS
MAXIMIZING IMPACT ON LEARNING
JOHN HATTIE
Is AfL present?

TodaysMeet



What struck a chord with you?

www.todaysmeet.com/afl

What are your top nine strategies?

Learning Outcomes ~~s~~

To develop a **HUGE** range of AfL strategies

Poker Face



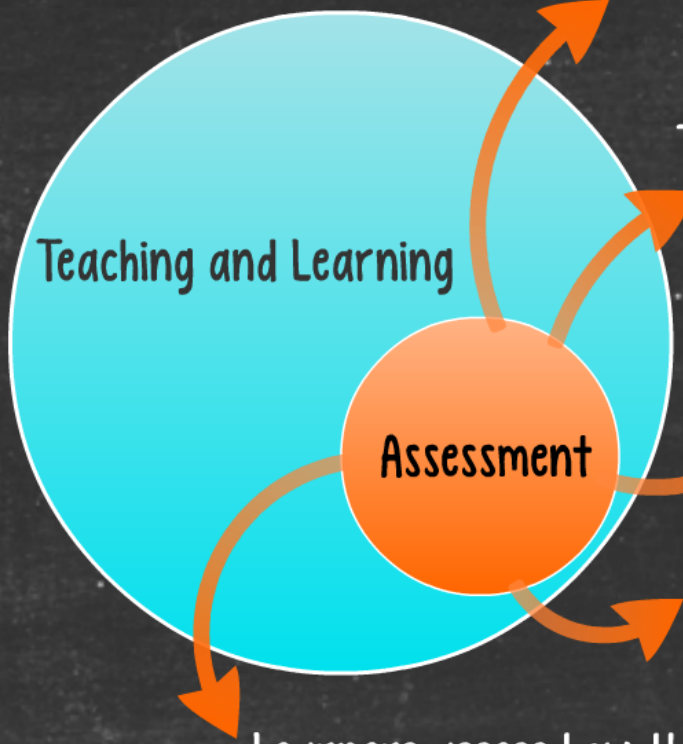
Outstanding teachers are those who...

"Are adept and confident in using a range of assessment strategies, reflecting a clear understanding of the theory and practice of assessment. They are skilled at providing well-focused feedback and setting clear and precise targets for improvement...They use assessment information effectively to inform planning and teaching."

Ofsted - (2005)

Let's deepen our understanding...

New Style Assessment



Teacher assesses where learners are and adjusts teaching accordingly.

Teacher assesses an individual's progress and gives personal advice.

Peers assess each other's work and recommend ways to improve.

Learners assess where they are and decide how they can improve.

Learners assess how their understanding has progressed during the course of the lesson.

Exemplification of Judgement : Excellent

S3.2 - Teaching monitoring and assessment

"Effectively involves the learner in the assessment process through innovative use of AfL strategies."

School Improvement - Effectiveness

Reduce class sizes by 30%

Increase teacher content knowledge from weak to strong

Formative assessment/ assessment for learning

Extra months of learning per year

4 (in 12 months small class achieves what larger class did in 16)

2

8

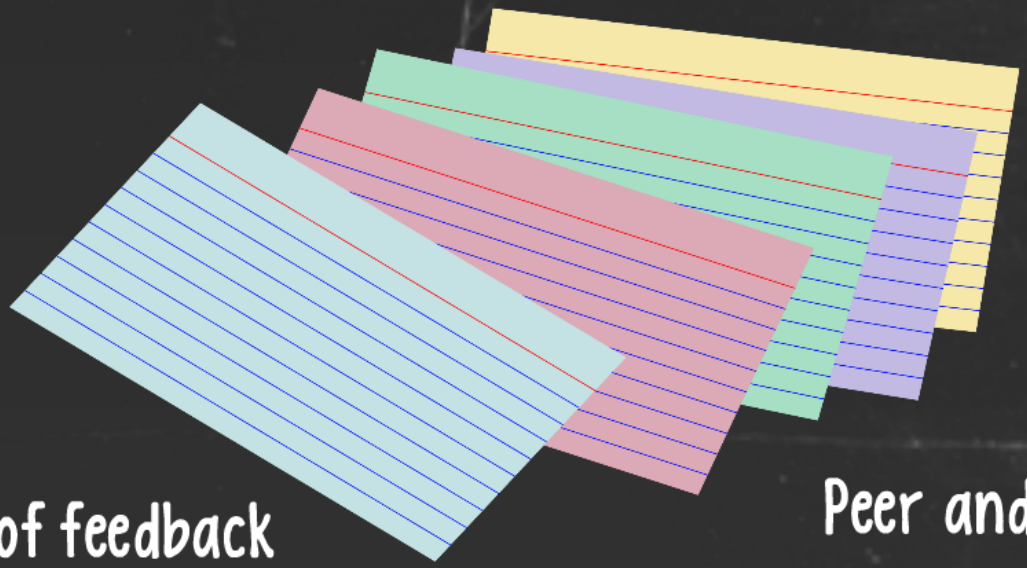
Dylan Wiliam (2009) Assessment for learning: why, what and how? London: Institute of Education

What are the four elements of AfL?

(The table from last session!)

Sharing criteria with learners

Quality of questions/ quality of talk



Use and quality of feedback

Peer and self assessment

HE IS WASTING MY TIME!

I do this already and I do it better!

ARE YOU KIDDING ME?!

Don't be ridiculous. I don't have time that rubbish!

OK, I like that. I'll give it a go and see for myself.

I'LL MAKE TIME FOR IT.







Which element of AfL do they develop?

Choice of answers

What factors affect how quickly sugar will dissolve?

Sarah



The hotter the water, the faster the sugar will dissolve.



Temperature will have no effect.

Bethan



Granulated sugar will always dissolve faster.

Alun



Sugar lumps will dissolve faster than granulated sugar.

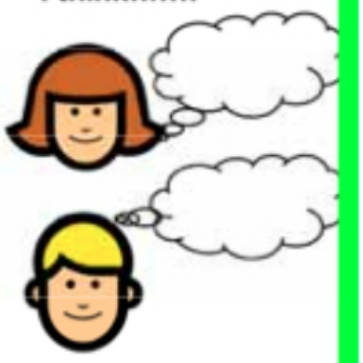
Gethin

Granulated sugar will dissolve faster than the lumps in cold water.



Jenny

I think.....

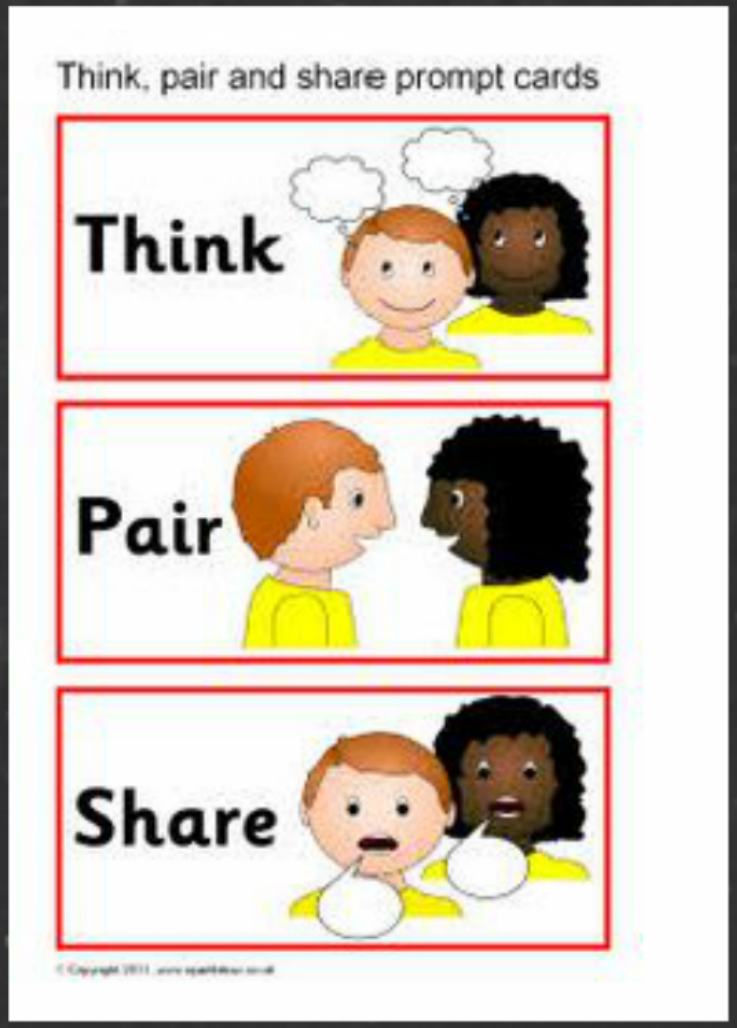


Think, Pair, Share

Pose an opened ended question or problem to which there may be a variety of answers.
THINK: Allow 'thinking time' and direct them to think about the question.
PAIR: Students then work in pairs to share ideas, discuss, clarify and challenge.
SHARE: Share ideas with another pair or with whole class

It is important that students need to be able to share their own partner's ideas as well as their own.

Peer interaction and thinking time are powerful factors in improving responses to questions.



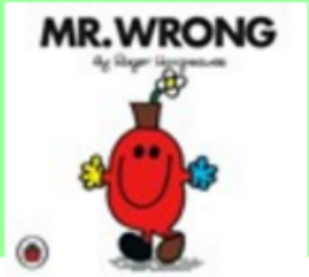


SHOW ME THE ANSWER

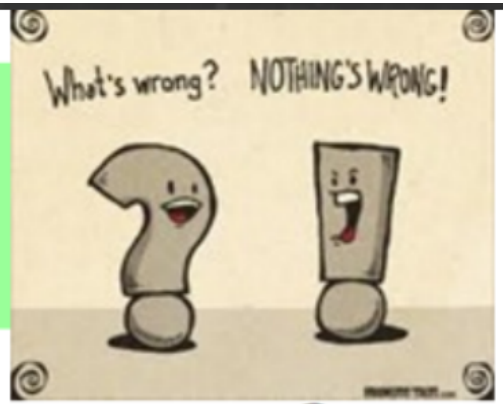
Using mini-whiteboards, true/false cards, hand signals, different coloured cards etc. learners show the answer to questions



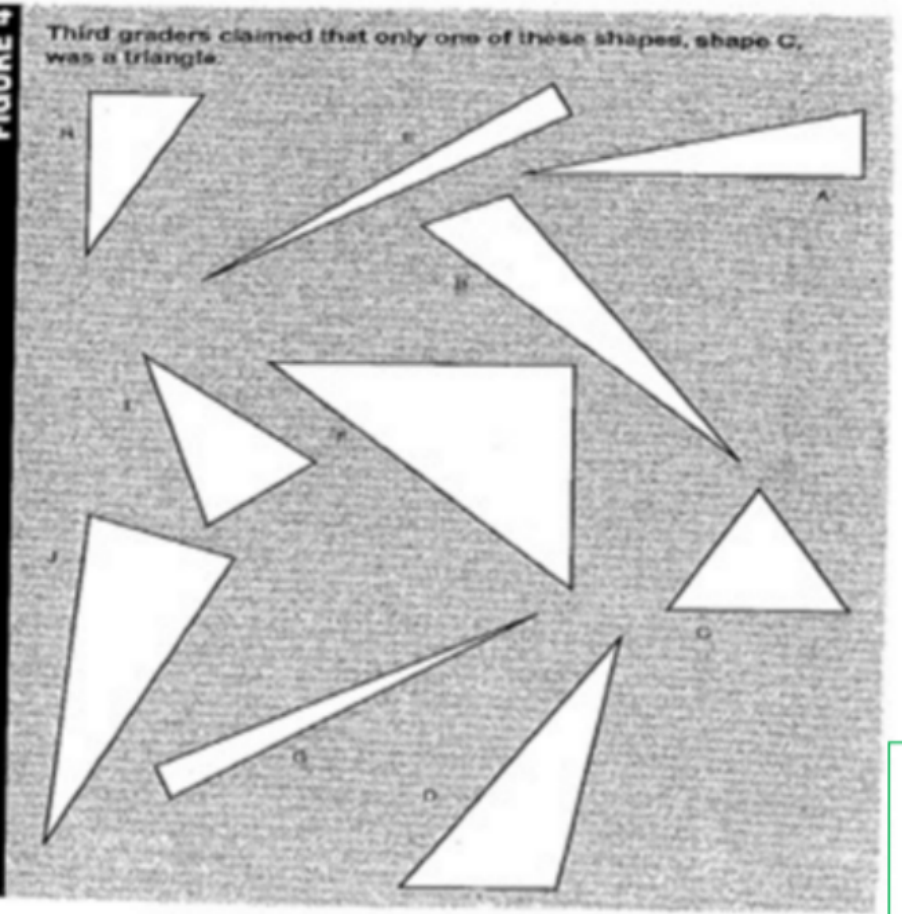
Back to Plenaries

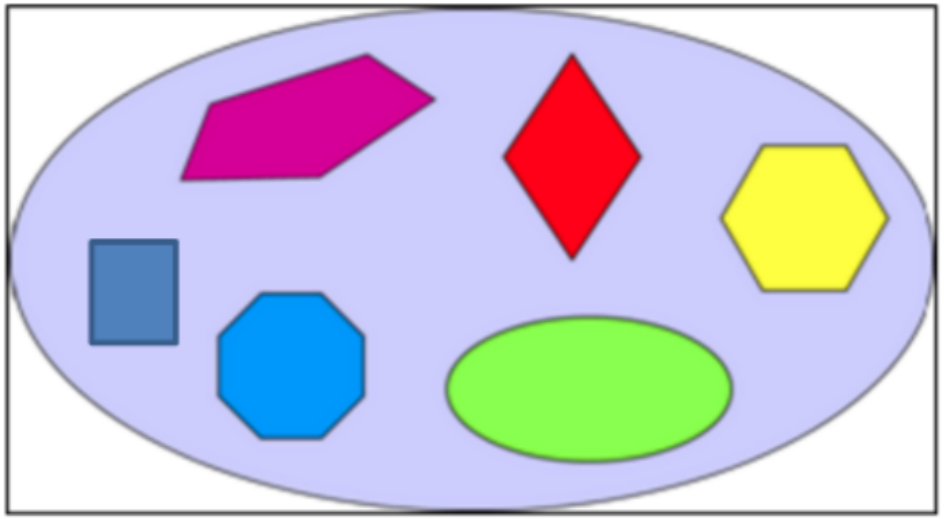


MR WRONG



- Giving wrong answer(s). Why is this wrong?





No square corners (right angles)

14 + 7 = 21 - 2

What's wrong with this graph
http://www.tes.co.uk/teaching-resource/Line-graph-starter-plenary-and-how-to-guide-6258651/

5 – 5 – 1

Summarise today's topic in 5 sentences.

Reduce to 5 words.

Now to 1 word.



(with as many variations as there are numbers!)





CROSS THE CURRICULUM

How does today's learning link to three other subjects?

How can you use what you have learnt today in other subjects?

What skills can you take from today and use elsewhere in school?

How would you encounter the same topic differently in other subjects? (e.g. environment)

What links today's topic to _____ (insert subject here)



60 Seconds



Timer on board –

http://classtools.net/main_area/template_loader.php/?timer

Set students the challenge of summing up the lesson in sixty seconds.

Students then read out their summations until a really full picture is presented to the class.

(Develop by setting paired work – one speaker, one scribe; giving certain words/phrases to include; adjusting the time for more quick-fire/in-depth answers)

Back to

Certainty Line







Cake Making Tutor







AfL Strategies

Students write Questions

For example –

About what they would like to know on a new topic
To ask the teacher or other students in order to assess their learning
To demonstrate their learning/misconceptions/areas they would like to further explore

The classroom could have a question box where students drop questions at the end of a lesson.

Or, a plenary could involve students writing questions that the class then work on together, or forms the basis of the next lesson.



Link to learning theory?

Students ask Questions

Create opportunities for students to ask questions. This could be of their peers, of the teacher or as a means to develop discussion.

A 'question box' for written questions offers a different means of communication for students

Allow time for students to ask questions about pieces of work.



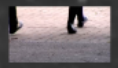
Comment-only marking

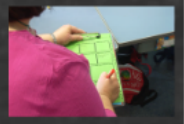
Comment-only marking provides students with a focus for progression instead of a reward or punishment for their ego (as a grade does).

Comments could be made in books, in a table at the front of books, in a learning diary or journal. The latter are helpful for teacher and student to track the progression of comments and see improvement.

Comments should make it clear how the student can improve.

Classroom experiment video





Show learning log comments...good AfL?

Mid-unit assessment

Having an assessment at the end of a unit may not provide time for you to go over areas students have struggled with, or in which there are general misconceptions.

Timing assessment during a unit (i.e. lesson 5 of 7) allows time to review, reflect and revisit.

It also gives the teacher an opportunity to focus explicitly on areas of weak understanding supported by evidence.



'Might'

When questioning, insert the word 'might' to give students greater opportunity to think and explore possible answers.

e.g.

What is meaning of democracy?

What might the meaning of democracy be?

The first infers a single answer known by the teacher whereas the second is inherently more open.



Wait-time (0.9 secs)

Wait time allows students time to think and therefore to produce answers. Also, not everyone in the class thinks at the same speed or in the same way – waiting allows students to build their thoughts and explore what has been asked.

2 types of wait time –

Teacher speaks and then waits before taking student responses.

Student response ends and then teacher waits before responding. This gives the student space to elaborate or continue – or for another student to respond.

Don't weaken the question





Open vs closed

Closed questions can be useful however are not great at facilitating the use of abstract thinking skills, encouraging talking or eliciting much understanding. Open questions are more likely to do this and thus improve learning.

e.g.

Did you go out last night?

What did you after school yesterday?



Exemplar Work

Who would agree with this approach? (Learners having the same concept as the teacher of 'what makes it good'.)

When setting students a piece of work, show them examples that make it clear what it is they are being asked to do - and what they need to do in order to meet the assessment criteria.

Students could mark exemplar work using the assessment criteria. This will help model what is being asked for and how it relates to the process of assessment.



Get children to mark a leaflet!

Student Marking

Which comes first? Self or peer assessment?

By taking part in the process of assessment, students gain a deeper understanding of topics, the process of assessment and what they are doing in their own work. This helps to make them more aware of 'what learning is' and thus see their own learning in this way.

Students could self- or peer- mark homework or assessments.

This could be done in pairs or individually with a student-made or 'official' mark-scheme.





Today's Target

What rules would you put in place?

Making aims clear

Put lesson objectives on the board at the beginning of the lesson.

Talk to students about why they are studying what they are studying.

Contextualise short-term aims in long-term aims

Check with students that they are clear about the aims of the lesson/unit/subject

Produce aims in conjunction with students



Lesson Target Setting

Make the lesson more purposeful for students by setting targets at the beginning about what you and the class are going to do.

These can be referred to through the lesson and/or revisited in the plenary.

Students could have to show how they have met targets in the plenary and/or set targets for next lesson.



Teacher Review

The teacher leads the review of the lesson or unit using questioning to elicit understanding from students.

Focus could also fall upon the effectiveness of the lesson at facilitating learning – i.e. can students think of ways that it could be altered to improve their learning?

The teacher could model review by evaluating the lesson in relation to their own objectives.

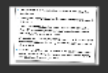


How far would you take learner voice?

Peer marking

What do you really agree with in these school examples?





Students write Questions

For example –

About what they would like to know on a new topic
To ask the teacher or other students in order to assess their learning
To demonstrate their learning/misconceptions/areas they would like to further explore

The classroom could have a question box where students drop questions at the end of a lesson.

Or, a plenary could involve students writing questions that the class then work on together, or forms the basis of the next lesson.



Link to learning theory?

Comment-only marking

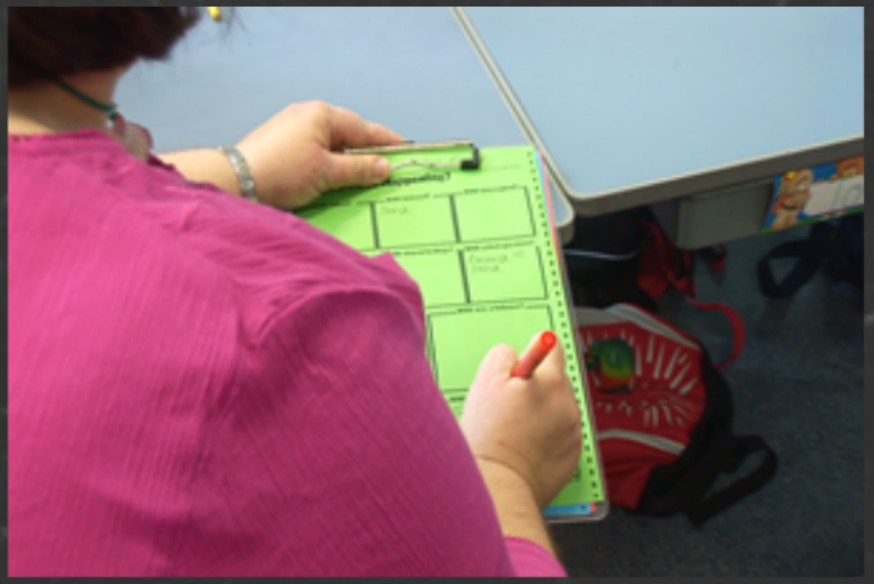
Comment-only marking provides students with a focus for progression instead of a reward or punishment for their ego (as a grade does).

Comments could be made in books, in a table at the front of books, in a learning diary or journal. The latter are helpful for teacher and student to track the progression of comments and see improvement.

Comments should make it clear how the student can improve.

Classroom experiment video





Show learning log comments...good AfL?



Mid-unit assessment

Having an assessment at the end of a unit may not provide time for you to go over areas students have struggled with, or in which there are general misconceptions.

Timing assessment during a unit (i.e. lesson 5 of 7) allows time to review, reflect and revisit.

It also gives the teacher an opportunity to focus explicitly on areas of weak understanding supported by evidence.



Student Marking

Which comes first?

Self or peer assessment?

By taking part in the process of assessment, students gain a deeper understanding of topics, the process of assessment and what they are doing in their own work. This helps to make them more aware of 'what learning is' and thus see their own learning in this way.

Students could self- or peer- mark homework or assessments.

This could be done in pairs or individually with a student-made or 'official' mark-scheme.





Our agreement on marking partnerships

We decided that there were some rules we all needed to keep. When we become marking partners we all agree to:

- Respect our partner's work because they have done their best and so their work should be valued.
- Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective.
- Tell our partner the good things we see in their work.
- Listen to our partner's advice because we are trying to help each other do better in our work.
- Look for a way to help our partner to achieve the learning objective better by giving them a 'closing the gap' improvement to do.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions positive.
- Get our partner to talk about what they tried to achieve in their work.
- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

Today'sMeet

What rules would you put in place?

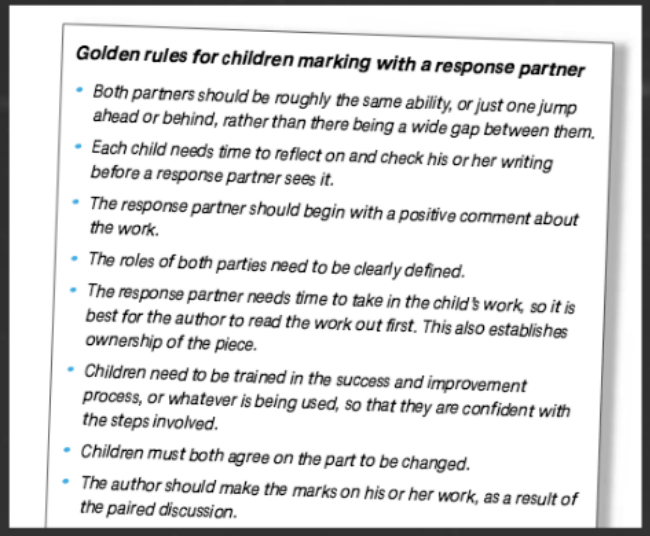
Our agreement on marking partnerships

We decided that there were some rules we all needed to keep. When we become marking partners we all agree to:

- Respect our partner's work because they have done their best and so their work should be valued.
- Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective.
- Tell our partner the good things we see in their work.
- Listen to our partner's advice because we are trying to help each other do better in our work.
- Look for a way to help our partner to achieve the learning objective better by giving them a 'closing the gap' improvement to do.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions positive.
- Get our partner to talk about what they tried to achieve in their work.
- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

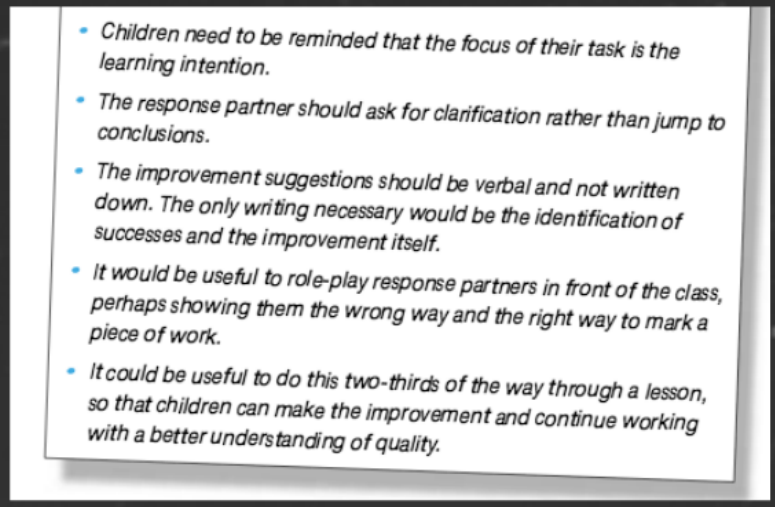
Peer marking

What do you really agree with in these school examples?



Golden rules for children marking with a response partner

- Both partners should be roughly the same ability, or just one jump ahead or behind, rather than there being a wide gap between them.
- Each child needs time to reflect on and check his or her writing before a response partner sees it.
- The response partner should begin with a positive comment about the work.
- The roles of both parties need to be clearly defined.
- The response partner needs time to take in the child's work, so it is best for the author to read the work out first. This also establishes ownership of the piece.
- Children need to be trained in the success and improvement process, or whatever is being used, so that they are confident with the steps involved.
- Children must both agree on the part to be changed.
- The author should make the marks on his or her work, as a result of the paired discussion.



- Children need to be reminded that the focus of their task is the learning intention.
- The response partner should ask for clarification rather than jump to conclusions.
- The improvement suggestions should be verbal and not written down. The only writing necessary would be the identification of successes and the improvement itself.
- It would be useful to role-play response partners in front of the class, perhaps showing them the wrong way and the right way to mark a piece of work.
- It could be useful to do this two-thirds of the way through a lesson, so that children can make the improvement and continue working with a better understanding of quality.

Golden rules for children marking with a response partner

- *Both partners should be roughly the same ability, or just one jump ahead or behind, rather than there being a wide gap between them.*
- *Each child needs time to reflect on and check his or her writing before a response partner sees it.*
- *The response partner should begin with a positive comment about the work.*
- *The roles of both parties need to be clearly defined.*
- *The response partner needs time to take in the child's work, so it is best for the author to read the work out first. This also establishes ownership of the piece.*
- *Children need to be trained in the success and improvement process, or whatever is being used, so that they are confident with the steps involved.*
- *Children must both agree on the part to be changed.*
- *The author should make the marks on his or her work, as a result of the paired discussion.*

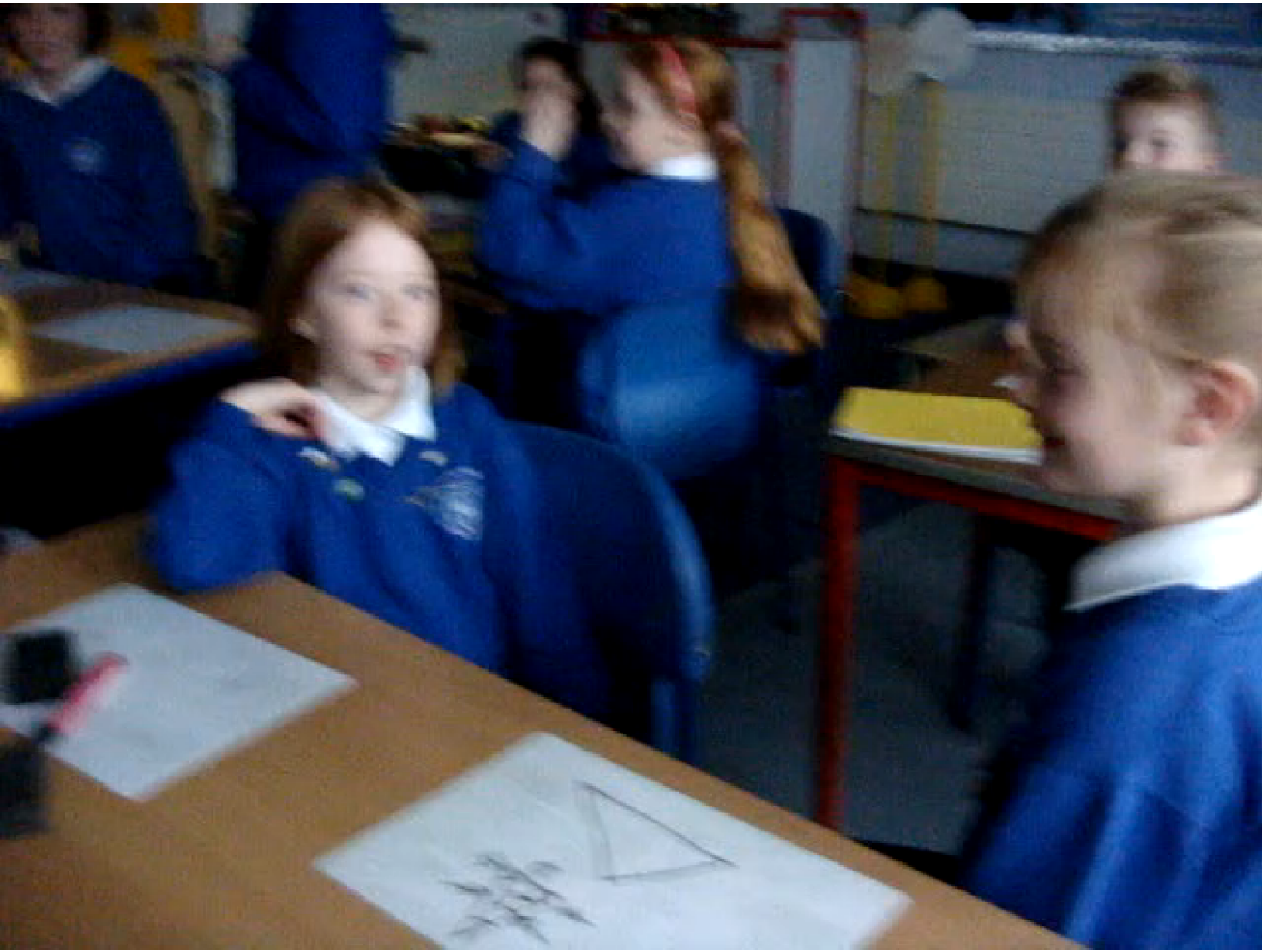
- *Children need to be reminded that the focus of their task is the learning intention.*
- *The response partner should ask for clarification rather than jump to conclusions.*
- *The improvement suggestions should be verbal and not written down. The only writing necessary would be the identification of successes and the improvement itself.*
- *It would be useful to role-play response partners in front of the class, perhaps showing them the wrong way and the right way to mark a piece of work.*
- *It could be useful to do this two-thirds of the way through a lesson, so that children can make the improvement and continue working with a better understanding of quality.*

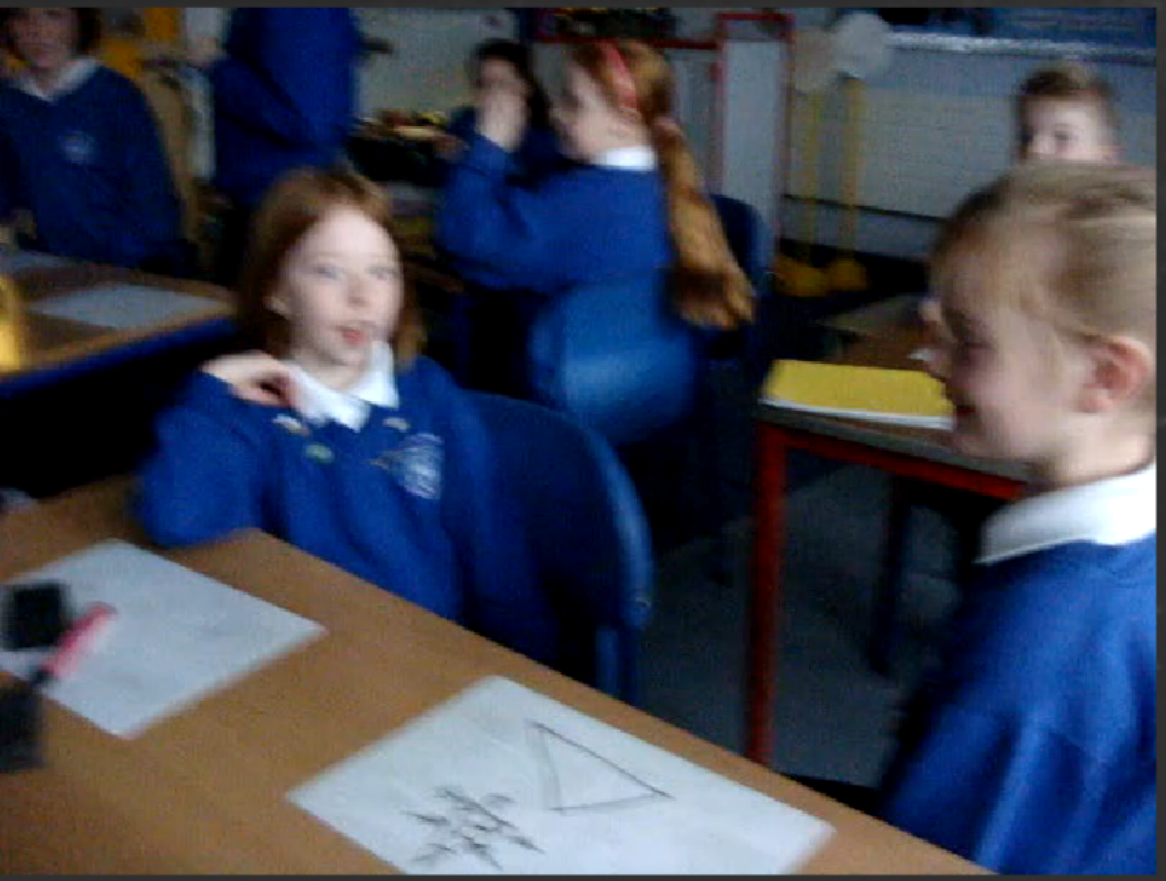
Student Mark-Scheme

Ask students to produce their own mark-schemes working individually or in groups. They can then peer- or self-assess work in accordance with these schemes.

Talk about the purpose of a mark-scheme with students – judgement, communication, standardisation etc.







Whole Brain teaching method

1) A + B (teacher / active learner)

2) Gestures

3) "Tell me what I just said!"

Time for some AfL speed dating!

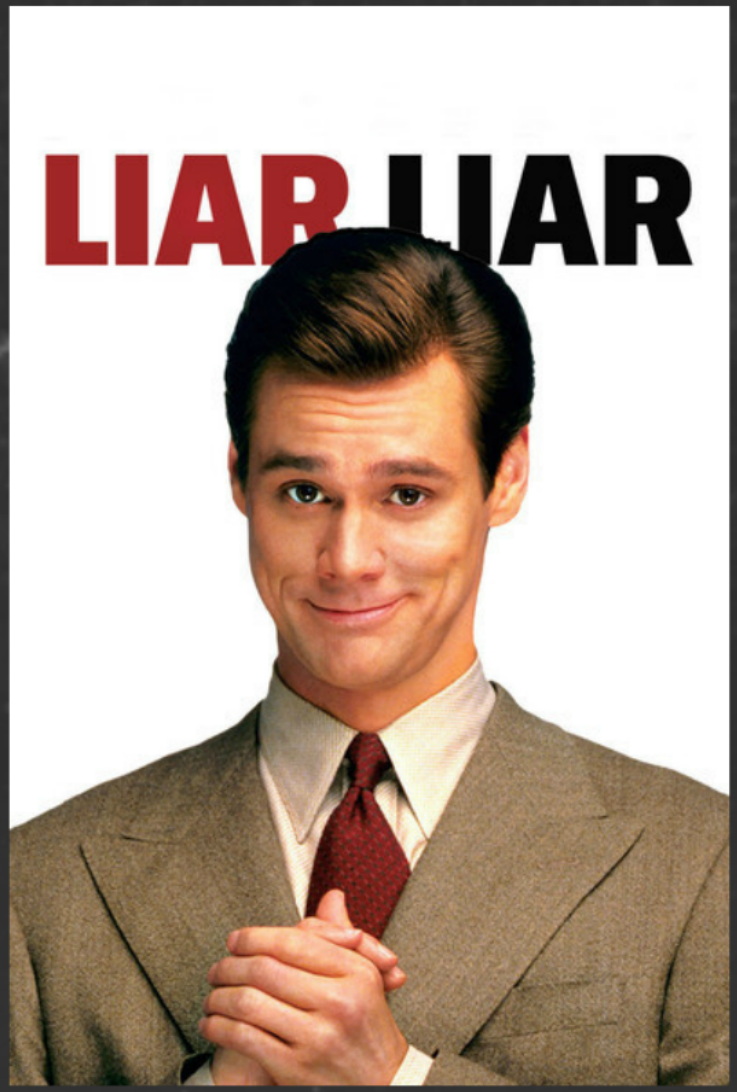






Find the fib

Write two correct statements about the lesson and one fib
Ask students to tell you which one is the fib and why?



Exemplar Work

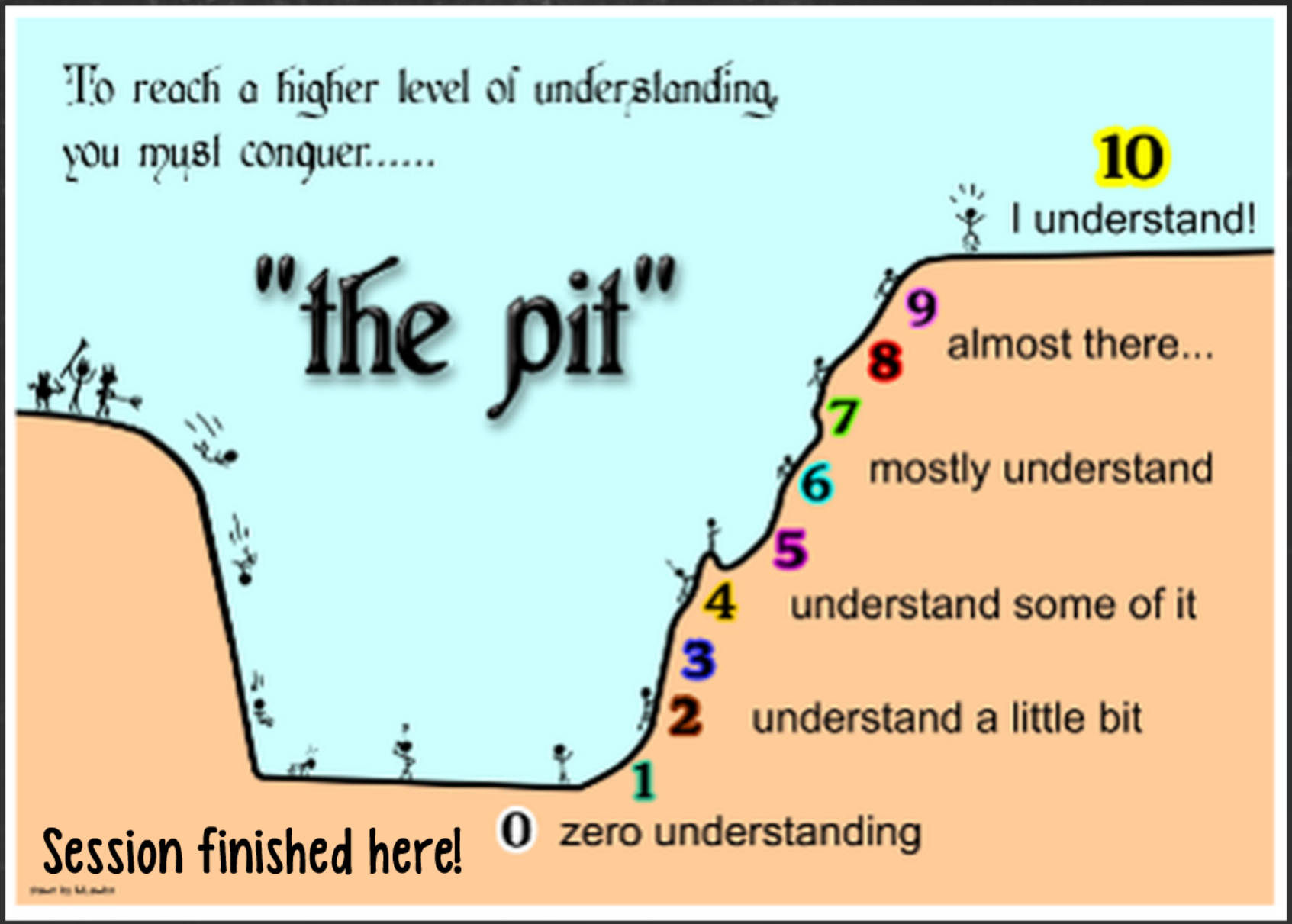
Who would agree with this approach? (Learners having the same concept as the teacher of 'what makes it good'.)

When setting students a piece of work, show them examples that make it clear what it is they are being asked to do – and what they need to do in order to meet the assessment criteria.



Students could mark exemplar work using the assessment criteria. This will help model what is being asked for and how it relates to the process of assessment.

Get children to mark a leaflet!


To reach a higher level of understanding,
you must conquer.....
"the pit"
10
I understand!
9
8
almost there...
7
6
mostly understand
5
4
understand some of it
3
2
understand a little bit
1
0
zero understanding
Session finished here!


STOP HERE!