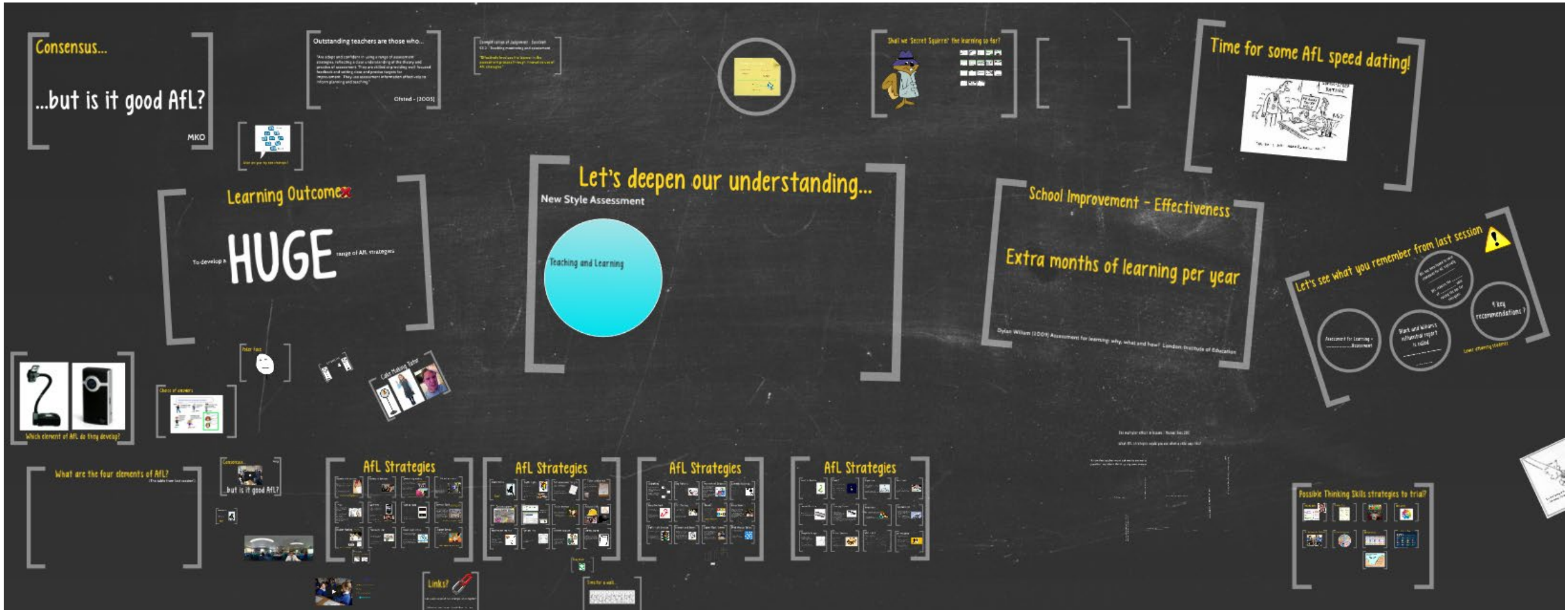
Assessment for Learning in action…



Let's see what you remember from last session



Assessment for Learning = _____Assessment

AfL has been found to raise standards for all, especially _____

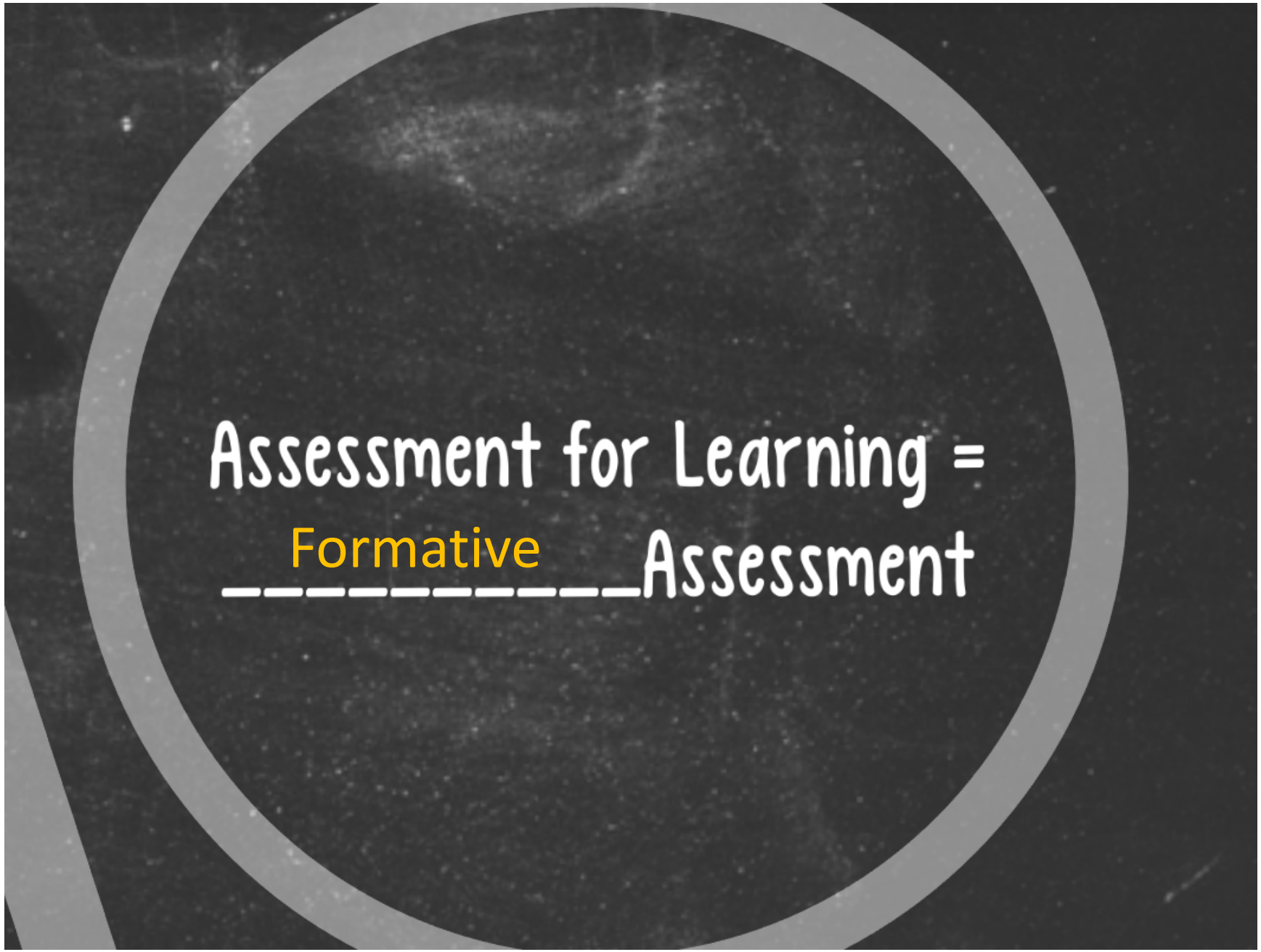
AfL reduces the _____ of _____ while raising the bar for everyone.

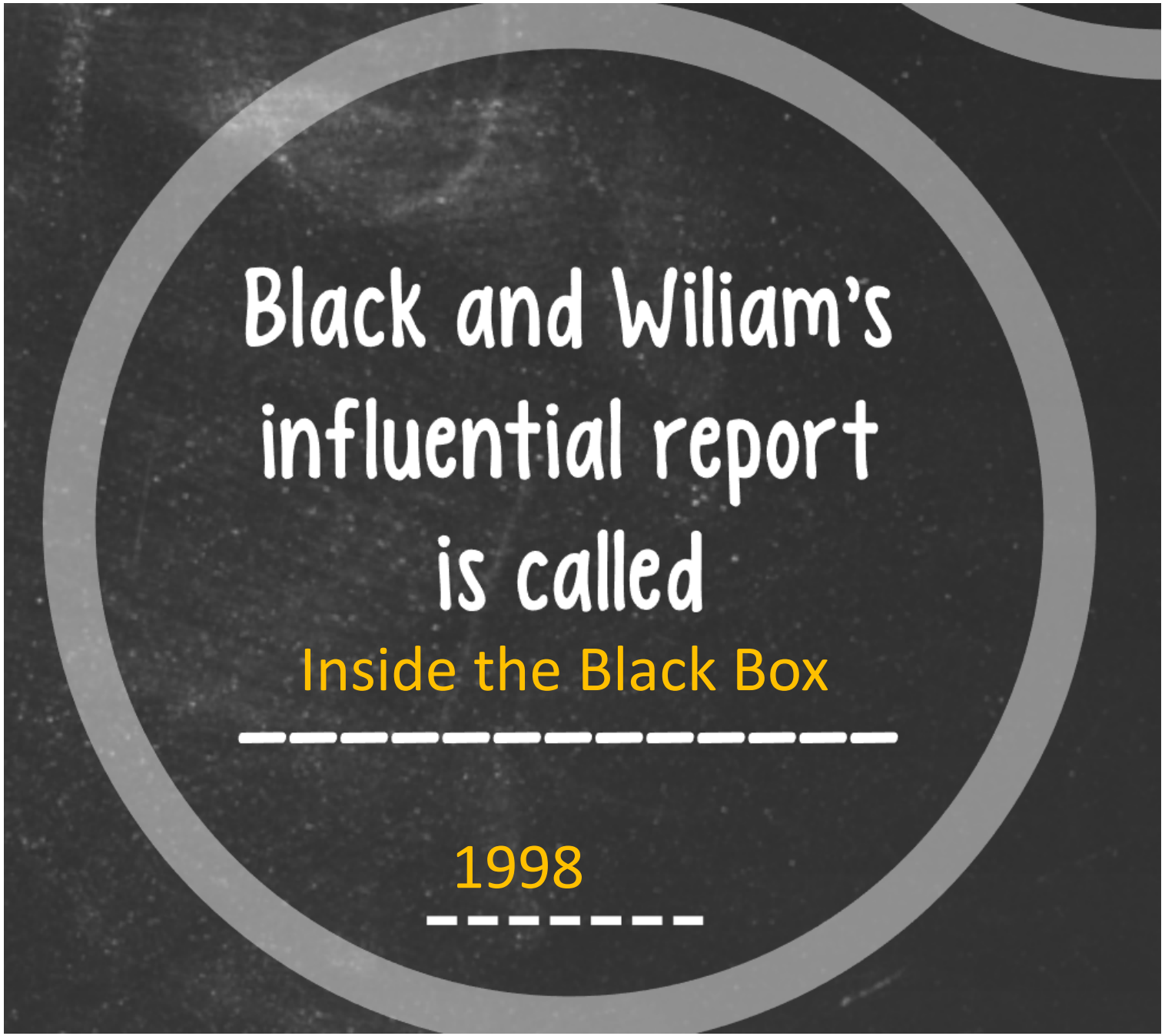
Black and Wiliam's influential report is called _____

_____

4 key recommendations ?

Lower attaining students


Assessment for Learning =
Formative
Assessment


Black and Wiliam's
influential report
is called
Inside the Black Box
1998


AfL has been found to raise standards for all, especially lower attaining pupils
AfL reduces the spread of attainment while raising the bar for everyone.



Elements of AfL?

Let's deepen our understanding...

New Style Assessment

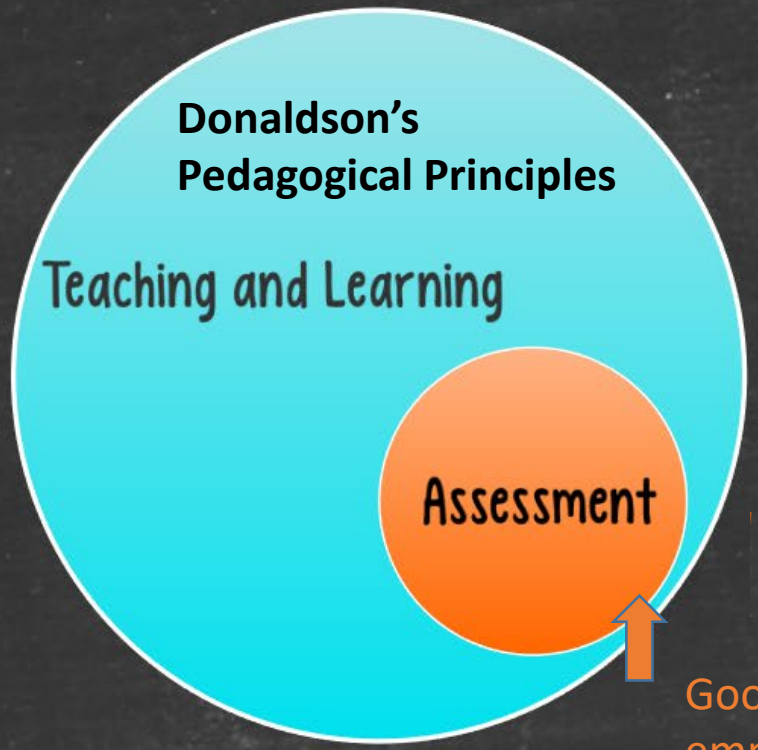
Teacher assesses where learners are and adjusts teaching accordingly.

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.



Good teaching and learning means employing Assessment for Learning Principles

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





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.

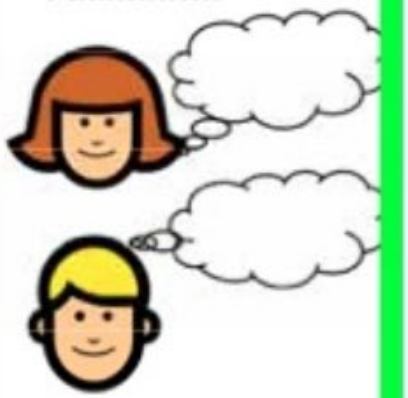
Gethin

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



Jenny

I think.....

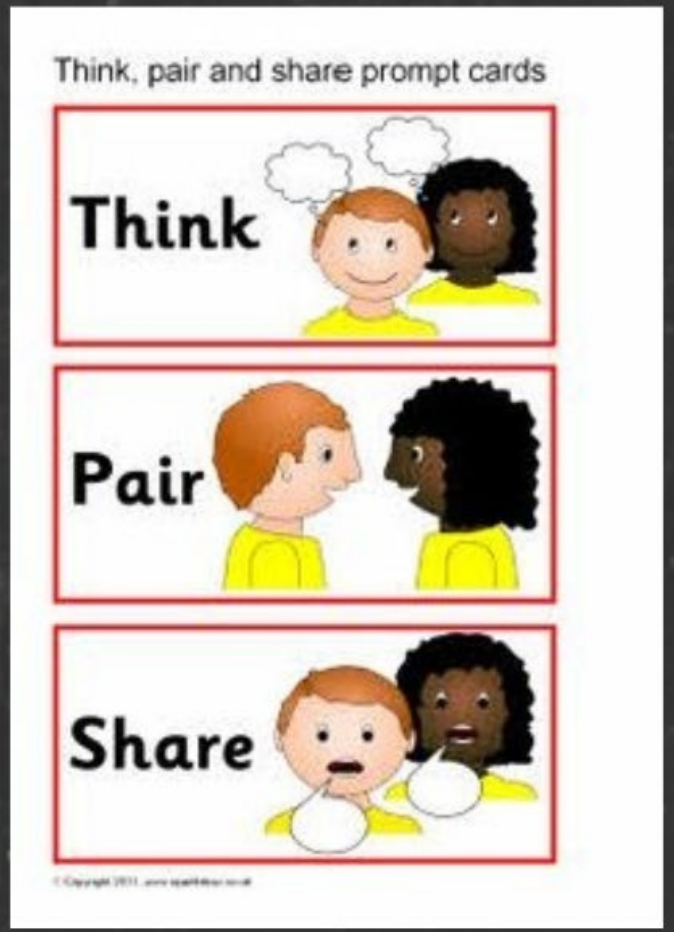


Think, Pair, Share

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.



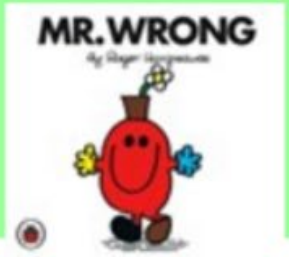


SHOW ME THE ANSWER

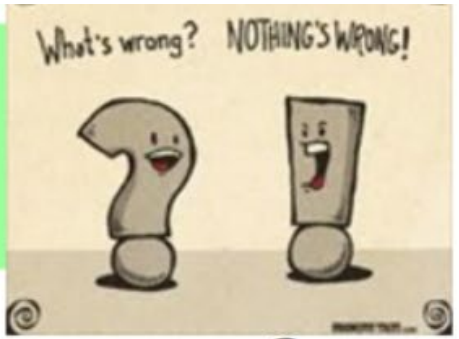
Using mini-whiteboards, true/false cards, hand signals, different coloured cards etc. learners show the answer to questions



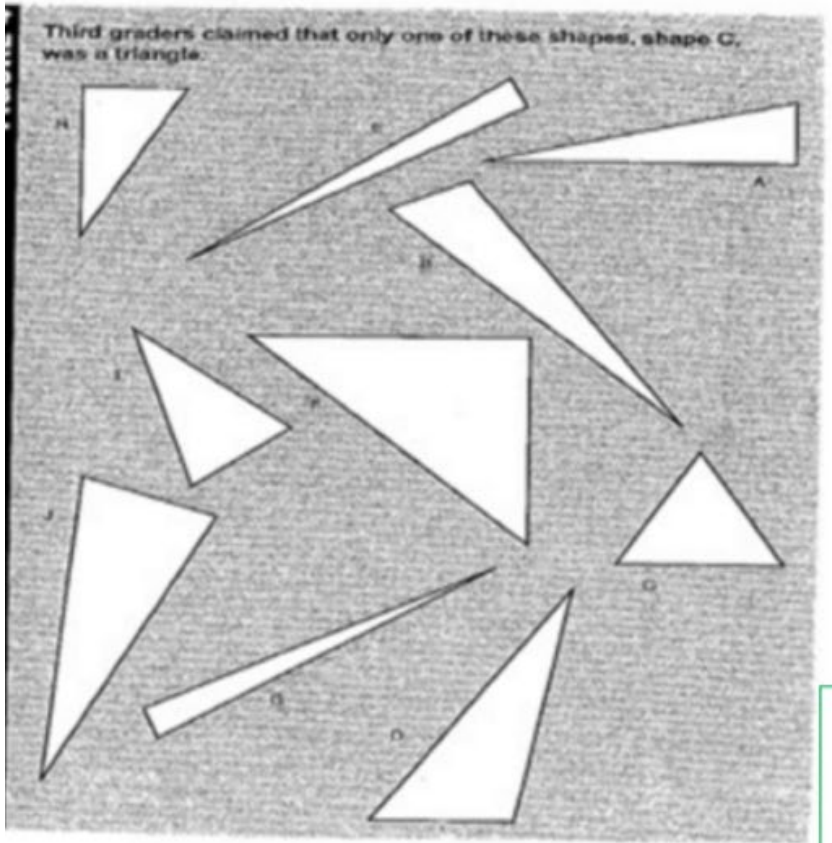
Back to Plenaries

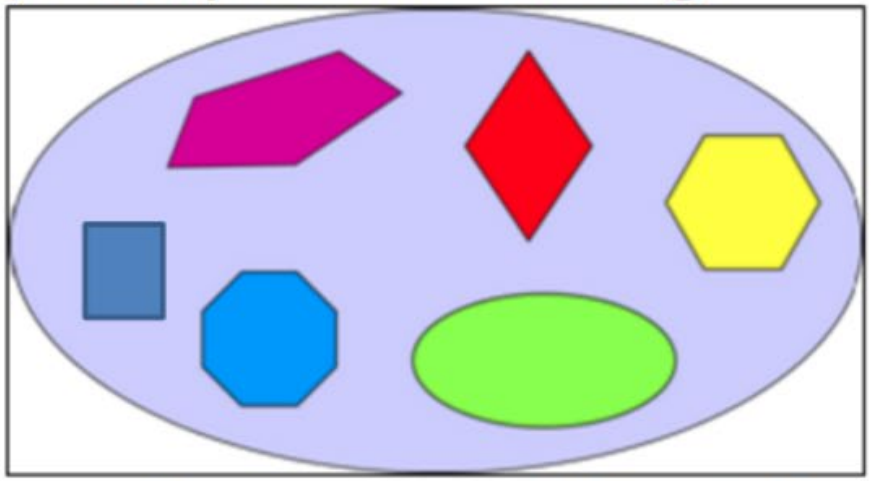


MR WRONG



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





No square corners (right angles)

14 + 7 = 21 - 2

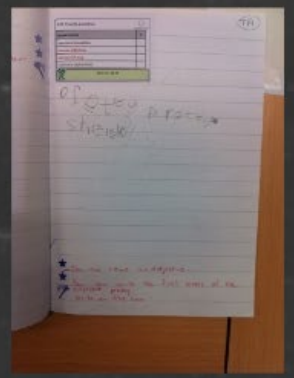
What's wrong with this graph
http://www.tes.co.uk/teaching-resource/Line-graph-starter-plenary-and-how-to-guide-6258651/

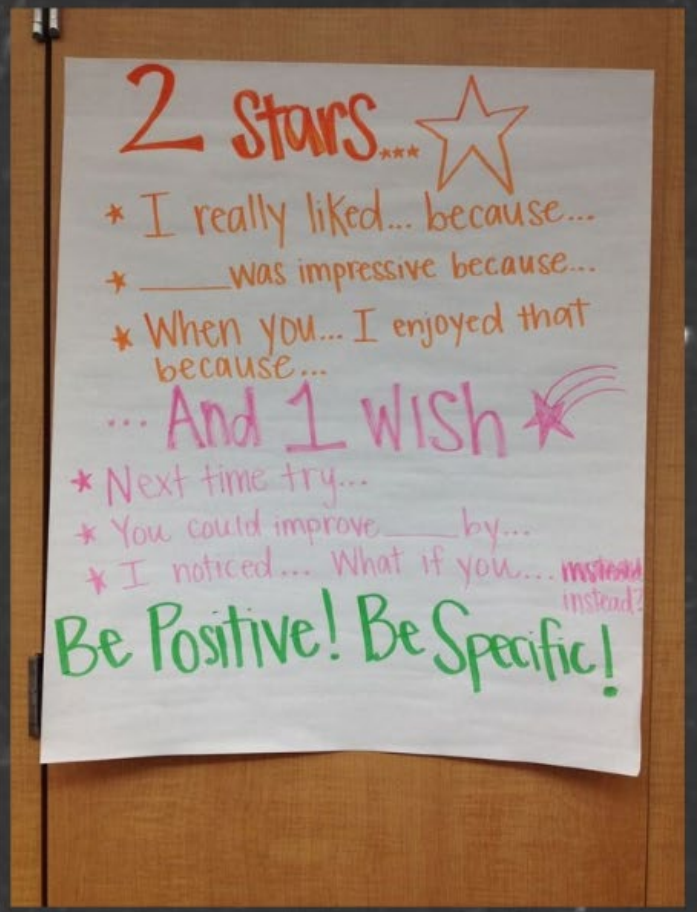
2 stars and a wish

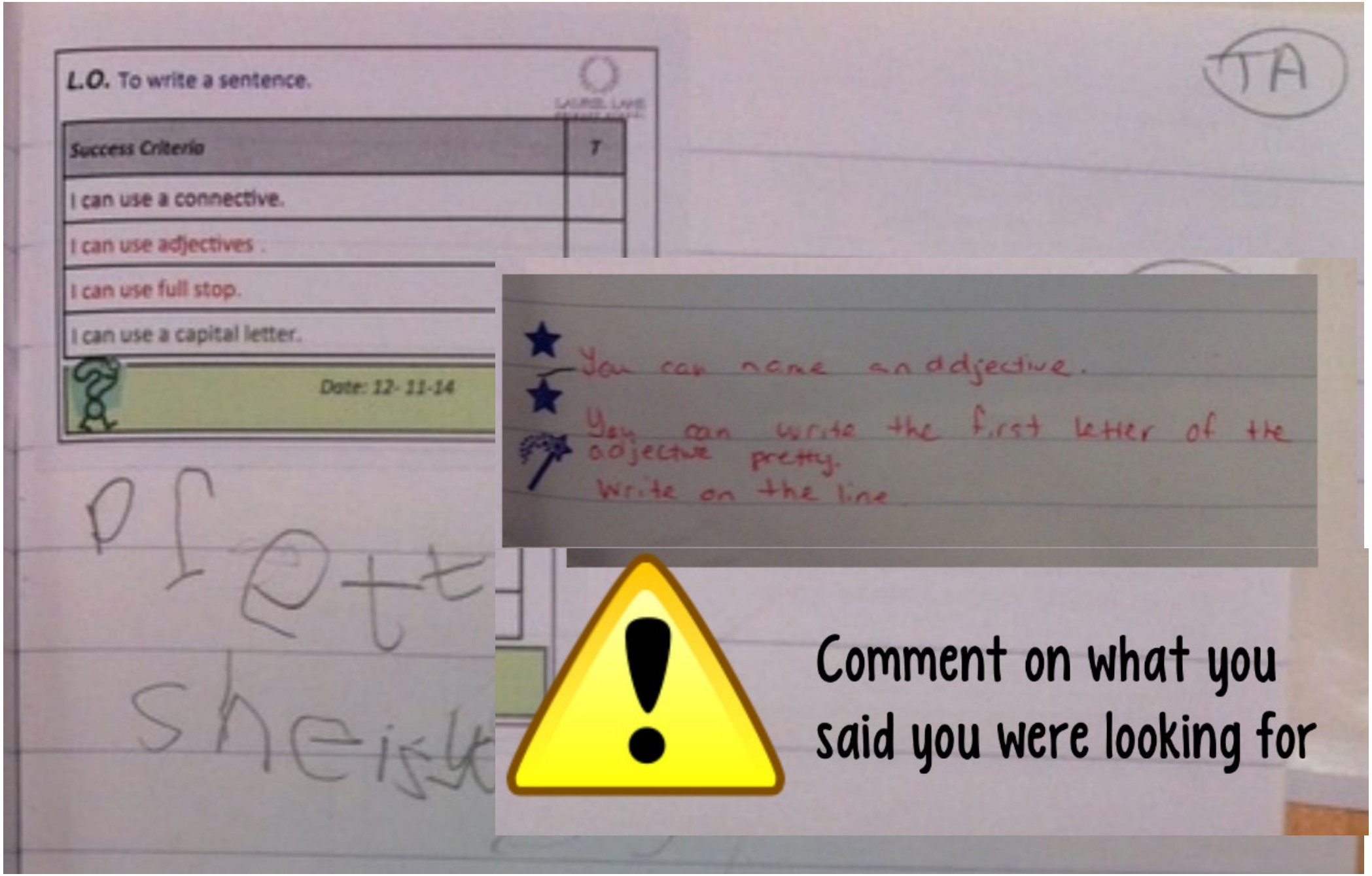
For peer assessment, ask students to give two stars and a wish.

Two stars = 2 things that are good about the piece of work

A wish = something they can improve to make it even better






L.O. To write a sentence.
Success Criteria
T
I can use a connective.
I can use adjectives .
I can use full stop.
I can use a capital letter.
Date: 12-11-14
TA
You can name an adjective.
You can write the first letter of the adjective pretty.
Write on the line.
Comment on what you said you were looking for

Student Marking

Which

Self o

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.

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

This could be done in pairs or individually .



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.

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What do you really agree with?

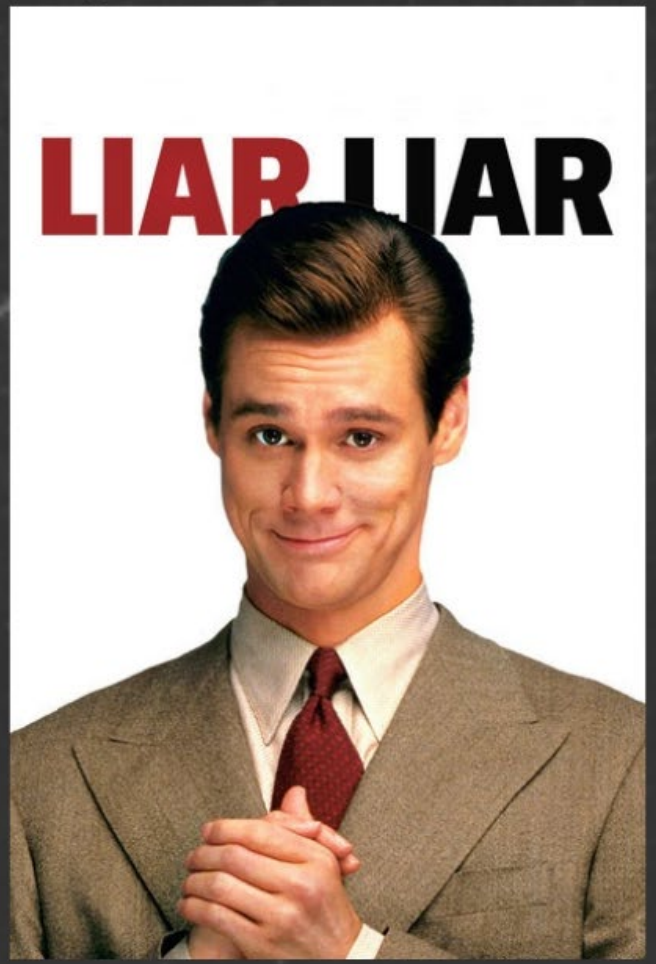
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- *It could be useful to do this two-thirds of the way through a lesson, so that children can make the improvement and continue working with a better understanding of quality.*

What do you really agree with?


Learners with
roles

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'.)

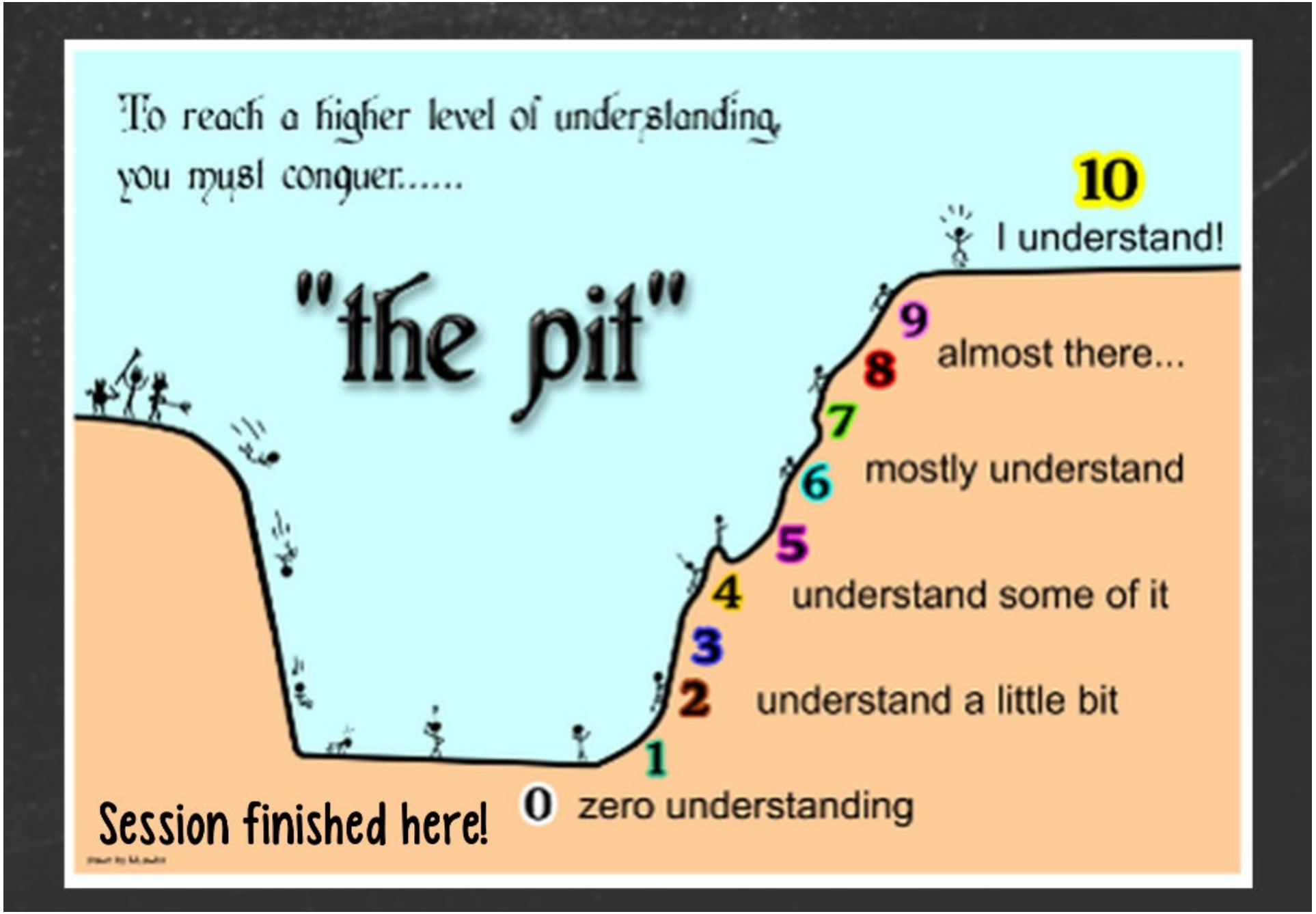
When setting students a piece of work, show them examples that make it clear what it is they are being asked to do – and what they need to do in order to meet the assessment criteria.



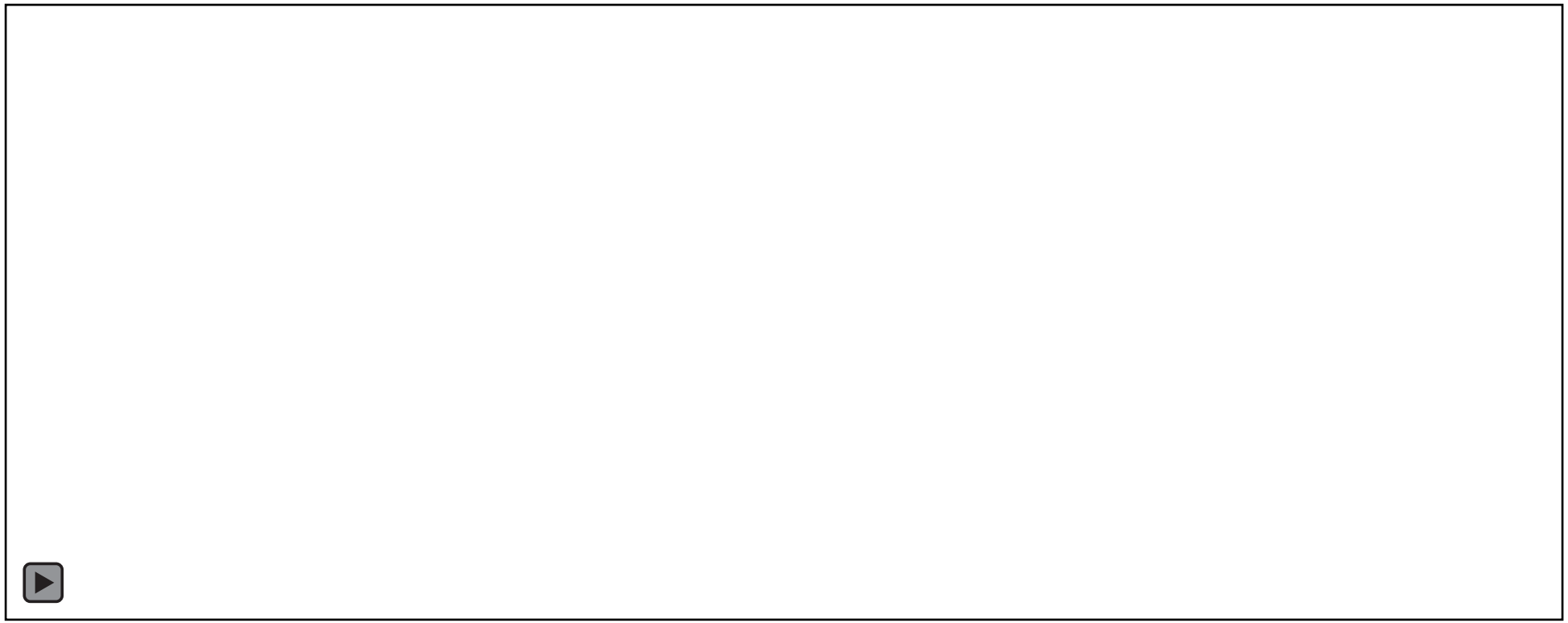
Students could mark exemplar work using the assessment criteria. This will help model what is being asked for and how it relates to the process of assessment.

Get children to mark a leaflet!

Could there be limitations?


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!

Consensus – is this good AfL?



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



Any limitations?

Are learning objectives always necessary at the start of a lesson?

Estyn say

'There isn't an 'Estyn approved' lesson structure or pattern. For example, teachers don't need to set out the learning objective formally at the beginning of a lesson and finish with a plenary for inspectors to judge the lesson as good. The key focus is on the effectiveness of the lesson in terms of standards and learning, not the method or format.'

Inspection Clarified (Estyn, 2015, Q5)

Student Review

Students review their own learning either in groups or individually. This could be done as a plenary, a mini-plenary or as an activity to help planning for future revision or the remainder of the unit.



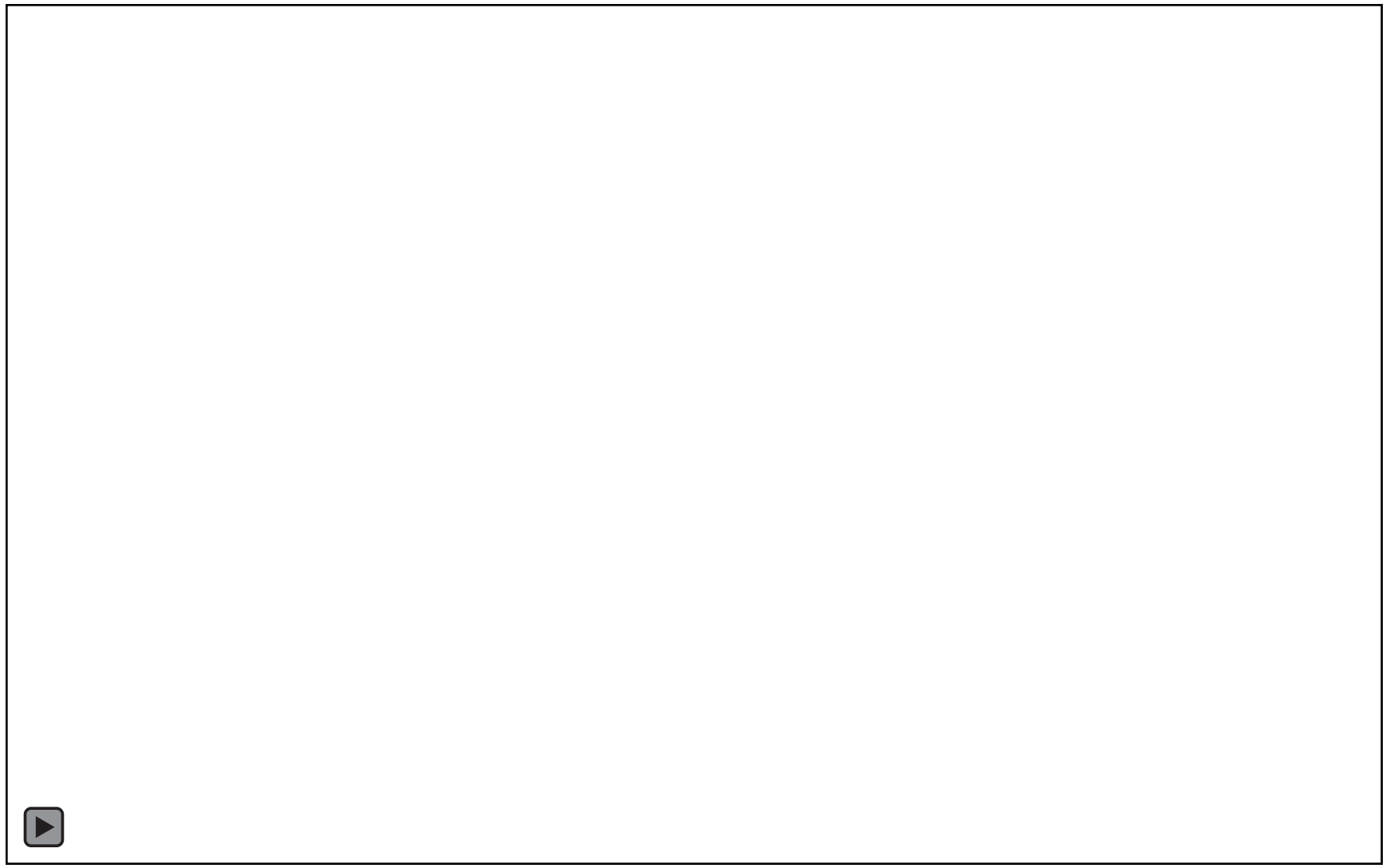
How?

could be done



mini-plenary

planning for f



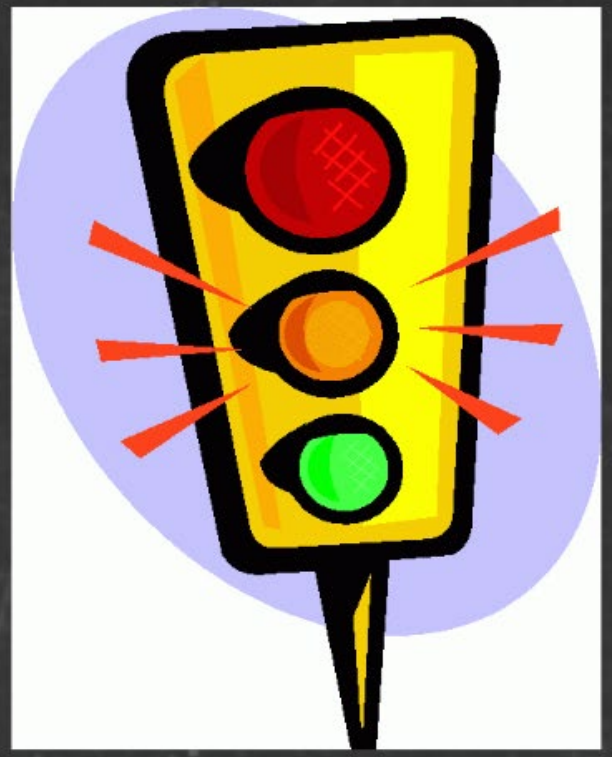
Traffic Lights

Use traffic lights as a visual means of showing understanding.

e.g.
Students have red, amber and green cards which they show on their desks or in the air. (red = don't understand, green = totally get it etc.)

Students self-assess using traffic lights. The teacher could then record these visually in their mark book.

Peer assess presentations etc. with traffic lights





What does this technique rely on to be successful?

Self-assessment Targets

Students give themselves targets based on their self-assessment.

These learning goals could be recorded somewhere and revisited (i.e. inside cover of workbook)

They could be compared to teacher targets and the two brought to consensus if different.

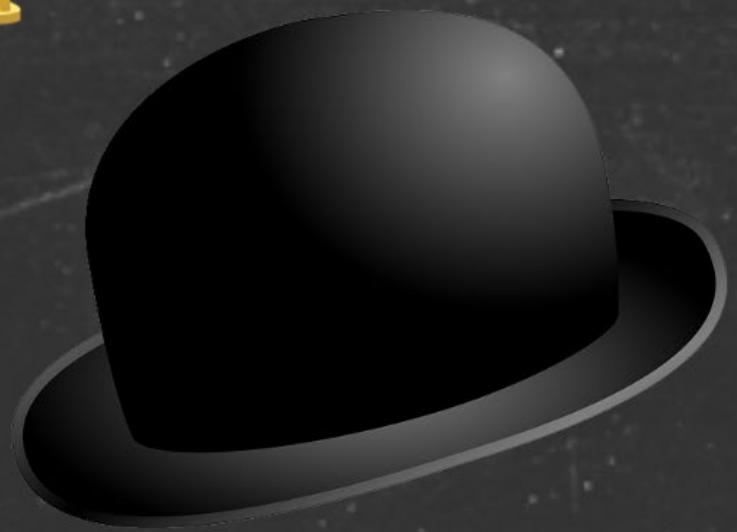


Lollypop sticks

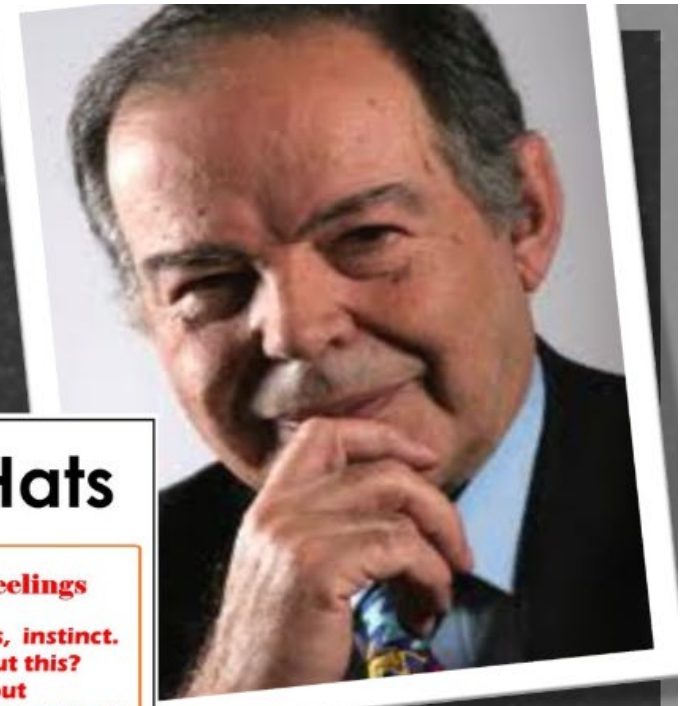








Thinking Hats



Edward de Bono's 6 Thinking Hats



BLUE HAT-Process

The Big Picture/Thinking about Thinking
What thinking is needed?
Where are we now?
What do we need to do next?



RED HAT- Feelings

Intuition, hunches, instinct.
How do I feel about this?
What do I like about these feelings? (do not like?)



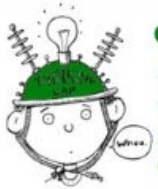
YELLOW HAT-Benefits

The Positives
Why is this a good idea?
What are the advantages and benefits?



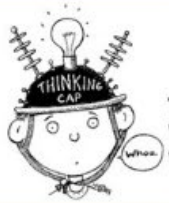
WHITE HAT- Facts

What do I know?
What do I need to find out?
How will I get the information I need?



GREEN HAT- Creativity

What new ideas are possible?
What is my suggestion?
How can this be changed or improved?



BLACK HAT- Caution

The Negatives
What problems could arise?
What are the disadvantages?

www.smarttinker.com

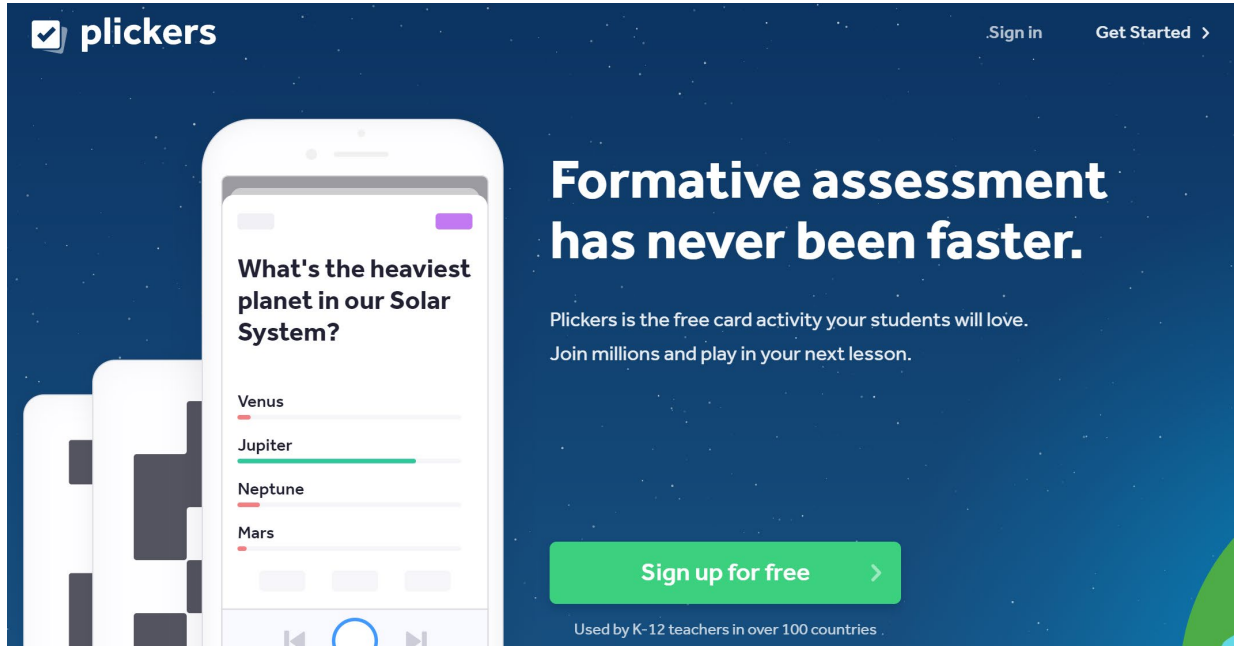


Kahoot!

Make learning awesome!

Kahoot! makes it easy to create, share and play fun learning games or trivia quizzes in minutes.

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Hwb

Thumbs

Check class understanding of what you are teaching by asking them to show their thumbs.

Thumbs up = I get it

Thumbs half way = sort of

Thumbs down = I don't get it



Adaptations?

Incorrect Discussion

Use incorrect answers as a discussion point.

Rather then dismissing something because it is wrong, or saying ‘that’s interesting’ etc. Use the misconception in reasoning to draw the process out into the open.

This leads to improving on misconceived reasoning and an atmosphere in which it is OK to be Wrong.



Learning Journal

Create a learning journal in which students can reflect on and review their learning. It could include plenary activities, a target setting chart, aims and goals etc.

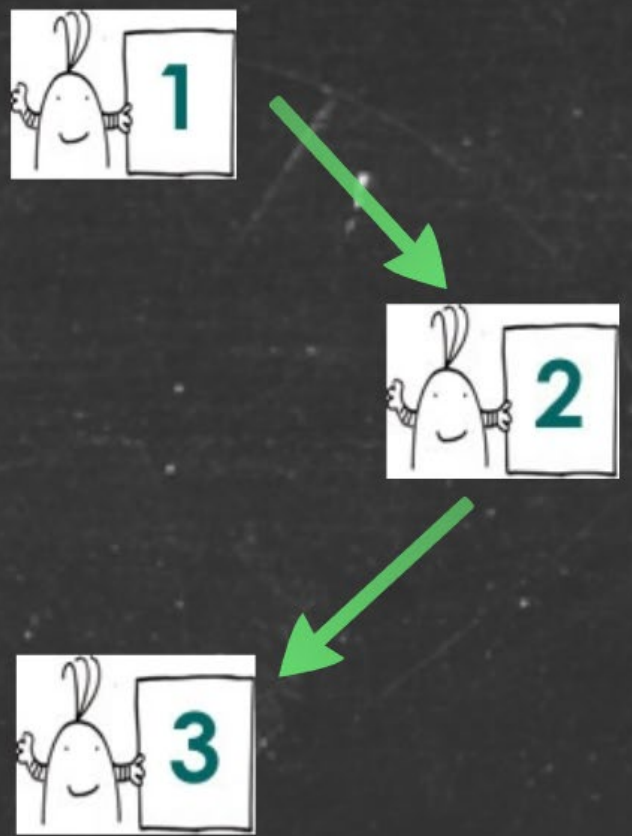


Redrafting

Use lesson time to redraft work.

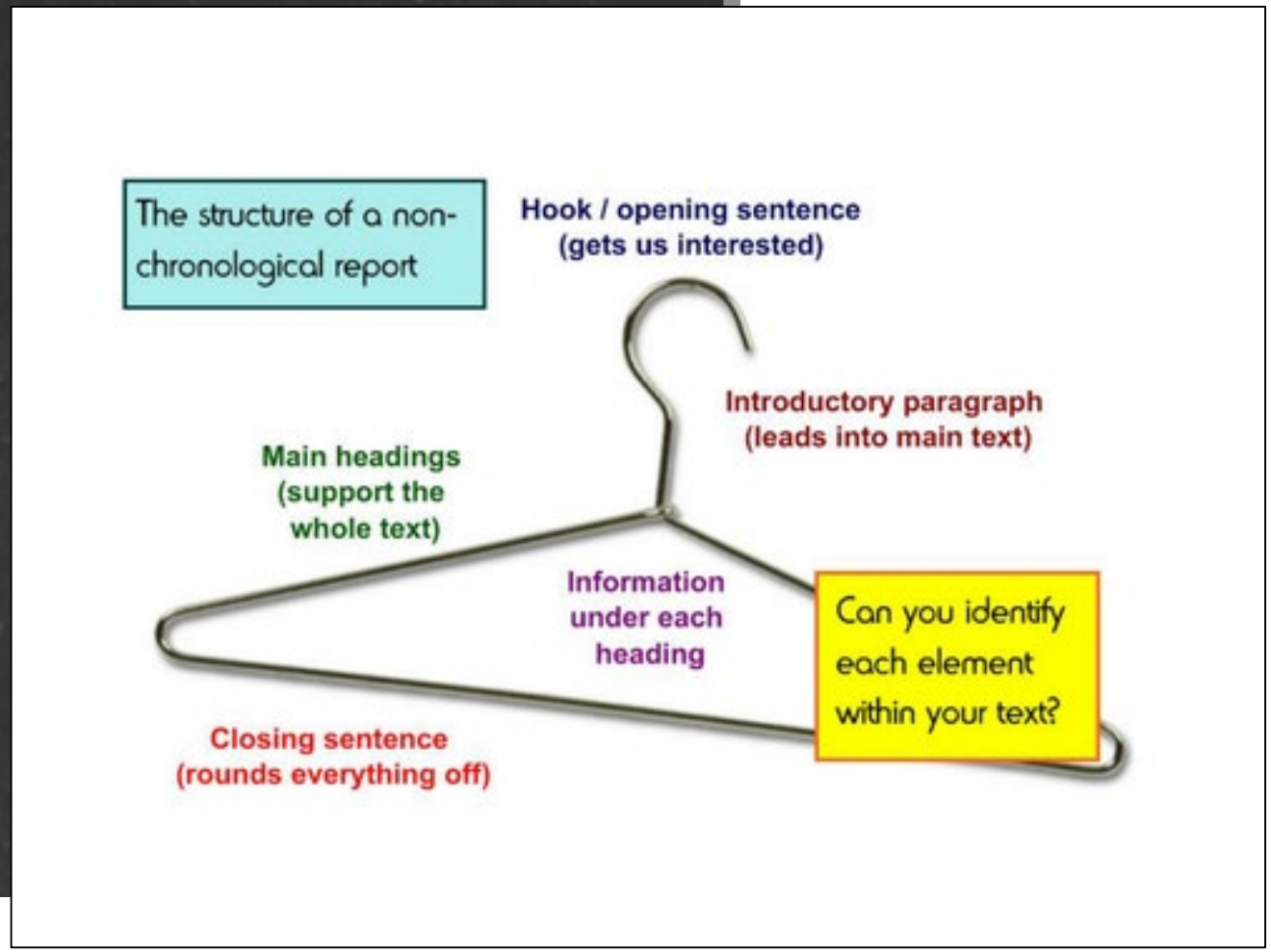
This allows students time to focus on the feedback for improvement they have been given.

It also reinforces the value of the feedback and allows them to work at it in a supportive environment.



Key features

When designing written tasks to go alongside oral work, intend for them to develop and show understanding of the key features of what students have learned.



Improvement Guidance

When making comments on pupils' work, treat them like guidance showing how the pupil can improve.

Develop this by asking students to write in the same way when peer assessing work.

Discuss the notion of guidance and how it differs from other types of behaviour (i.e. prescription, admonishment etc.)



Group feedback

Group feedback to a teacher concerning peer-assessment of work can help make the teacher aware of learning needs in a manageable way.

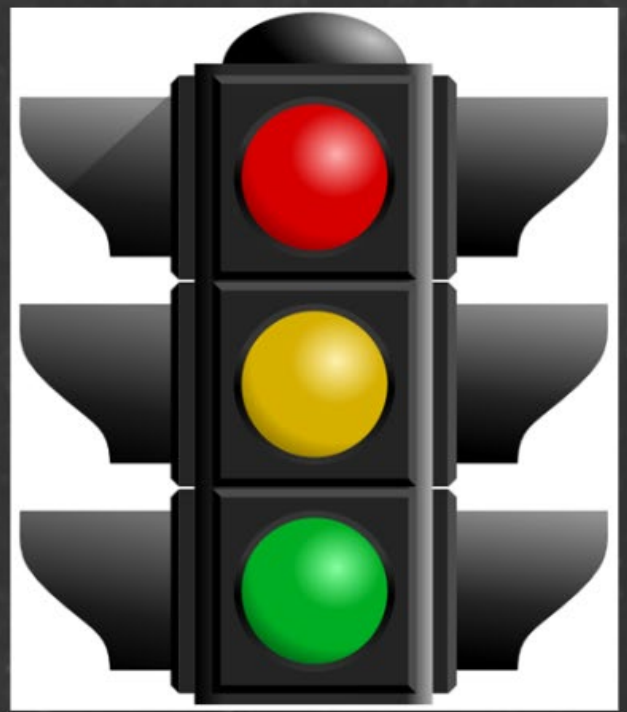
If a group feeds back then it draws more attention and presents information that has already been ordered and sorted (meaning less repetition for the teacher).



Traffic-Light Revision

When revising a topic or subject, work through the different areas with students and ask them to traffic light according to their grasp of each.

Subsequently, students should be able to target their revision more carefully and engage in it actively, rather than simply reviewing everything they have done or reading passively over their entire notes.



Ask at the right time!

'Find one word you are really proud of and underline it. Tell the person next to you.'

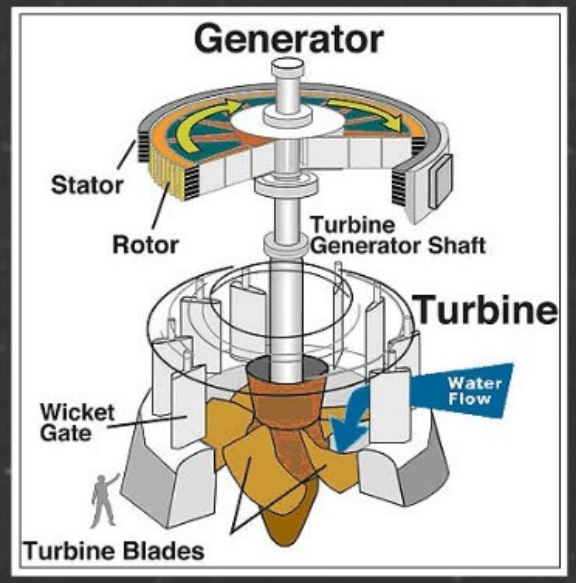
'You have three minutes to identify two places where you think you have done this well and read them to your partner.'

'Decide with your talk partner which of the success criteria you have been most successful with and which one needs help or could be taken even further.'

Generate and Answer

When preparing for exams, students generate their own questions and then practice answering them.

This makes learners think explicitly about the underlying structures of assessment, as well as the material which they are being asked to manipulate. Form as well as function!



Feedback Sandwich

Feedback can be delivered in different ways, two feedback 'sandwiches' are –

Positive comment
Constructive criticism with explanation of how to improve
Positive comment

Contextual statement – I liked....because....
Now/Next time...
Interactive statement e.g. a question based on the work



What is good?

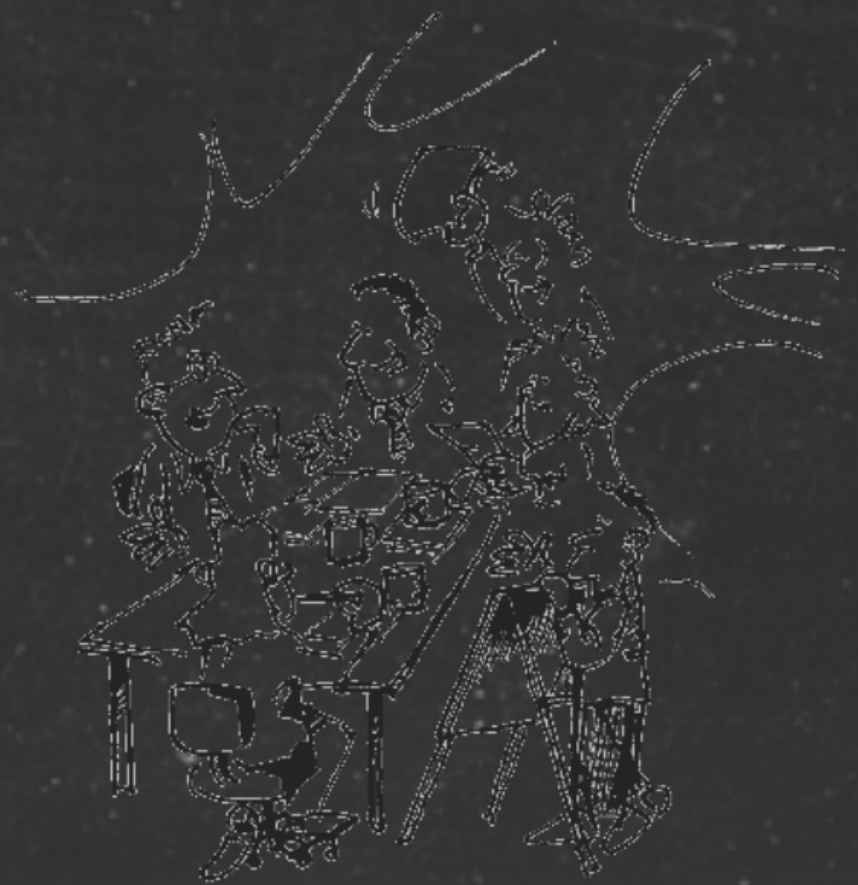
Spend time ensuring that there is consensus between yourself and the pupils over what makes a piece of work 'good', and how they are expected to achieve it. Use questions such as –

'Can you tell me what makes a piece of work good?'

'How do you feel about comments?'

'Do you always know what you need to do next/think about?'

'Do you know when you have done a 'good' piece of work?'



The multiplier effect in lessons (Michael Ross 2011)

What AFL strategies would you use when a child says this?

I know the teacher wont ask me to answer a question, so I don't think up my own answer.

I don't listen to what other pupils say, as there's no point.

I never have to explain my answers to anyone else.

I've no idea what will make my work good.

How a teacher judges my work is a complete mystery to me.

I have no idea what I have to do to improve

I never get any advice about how to improve my work - I'm always told "well done" or "good work" MAT

I get advice from the teacher after I've finished about what to do next time, but I often forget by the next lesson.

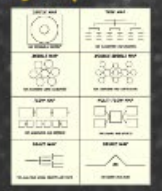
The teacher doesn't like me so there is no point trying!

Possible Thinking Skills strategies to trial?

Thinking Hats



Thinking Maps





Tasc Wheel



P4C (Philosophy for Children)



Multiple Intelligences



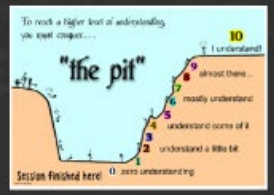
Thinkers keys



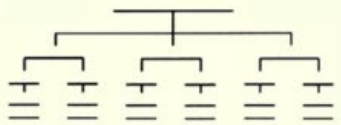
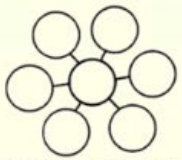
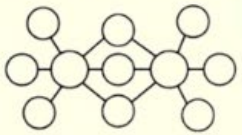
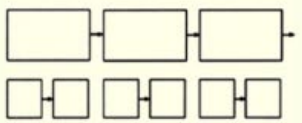
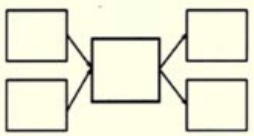
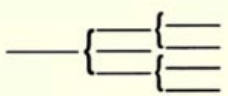
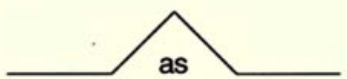
Habits of Mind



STOP HERE!



Thinking Maps

CIRCLE MAP  FOR DEFINING IN CONTEXT	**TREE MAP**  FOR CLASSIFYING AND GROUPING
BUBBLE MAP  FOR DESCRIBING USING ADJECTIVES	**DOUBLE BUBBLE MAP**  FOR COMPARING AND CONTRASTING
FLOW MAP  FOR SEQUENCING AND ORDERING	**MULTI-FLOW MAP**  FOR CAUSES AND EFFECTS
BRACE MAP  FOR ANALYZING WHOLE OBJECTS AND PARTS	**BRIDGE MAP**  FOR SEEING ANALOGIES


THINKING DICE
Where else would you see...?
Analysing
Why would someone else think that...?
WEDNESDAY



Tasc Wheel

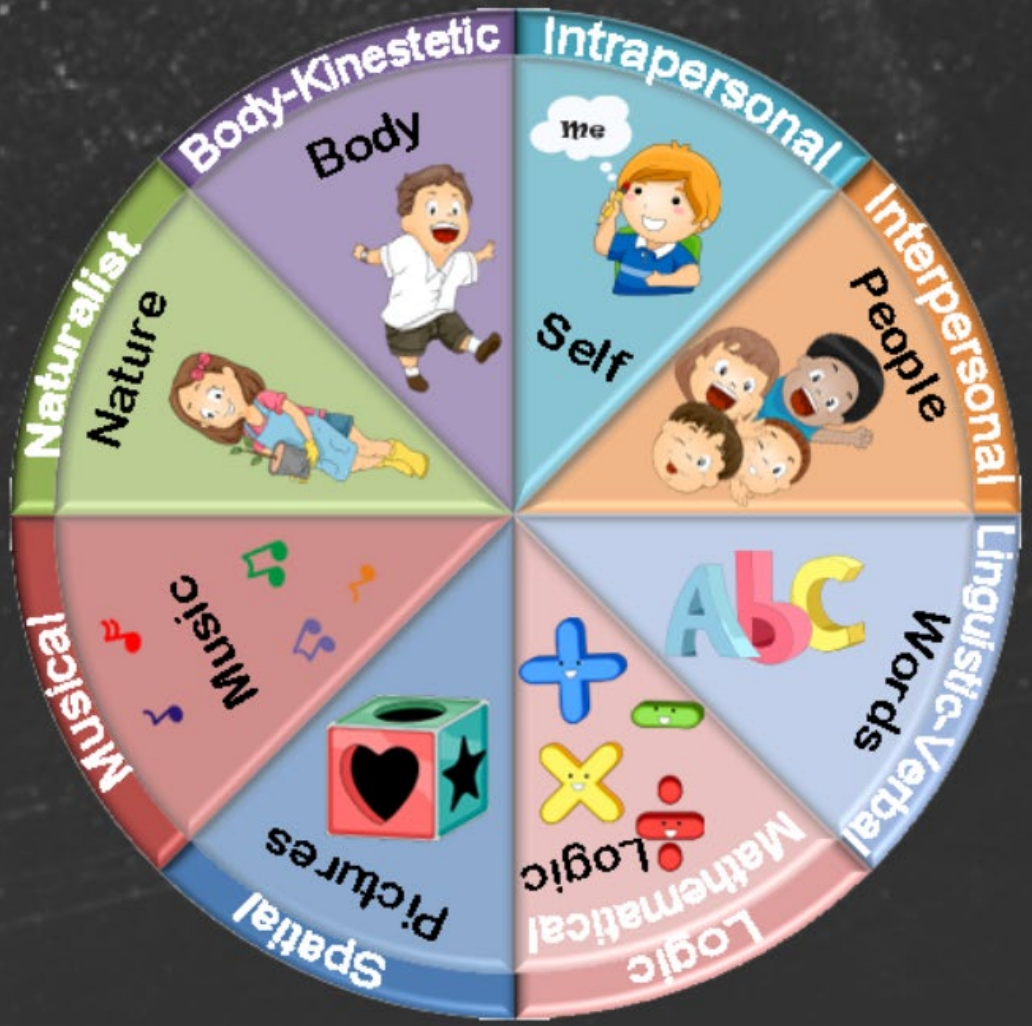


Belle Wallace

P4C (Philosophy for Children)



Multiple Intelligences



Thinkers keys



USH Habits of Mind

Habits of Mind are a set of dispositions towards behaving intelligently, when faced with problems, the answers to which are not immediately known.



Persisting 1



Thinking about your Thinking: Metacognition 2



Thinking and Communicating with Clarity and Precision 3



Taking Responsible Risks 4



Managing Impulsivity 5



Striving for Accuracy 6



Gathering Data Through New Senses 7



Finding Humour 8



Listening with Understanding and Empathy 9



Questioning and Posing Problems 10



Creating, Imagining and Innovating 11



Thinking Interdependently 12



Thinking Flexibly 13



Applying Past Knowledge to New Situations 14



Responding with Wonderment and Awe 15



Remaining Open to Continuous Learning 16



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)





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!)

