**Assessment for Learning**

**German Workshop - 9th February, 2008**

What does the training programme of a distance runner have in common with assessment for learning?

Coaches do not run alongside for 15 hours a week. Will meet once a week to advise. The rest of the time, the runner will be thinking about how to improve for themselves. If you think about a lesson and how much time pupils spend thinking about their own work and how much one-to-one time they have from you. They need to know exactly what is expected of them.

Why use assessment for learning?

Focus on pupils’ awareness of how to improve performance.

10 principles of assessment for learning:

1. Part of effective planning.
2. Focus on students. Ofsted won’t look at you in an inspection, they will be focussing on what students are learning.
3. Central to classroom practice.
4. AfL is a skill that needs to be developed.
5. Should be sensitive and constructive.
6. Takes into account learner motivation.
7. Should promote commitment to learning goals and shared understanding of assessment criteria.
8. Should give learners constructive guidance on how to improve.
9. Develops learners’ capacity for self-assessment so they can become reflective and self-managing.
10. Should recognise full range of achievements of learners. Every Child Matters.

What mark schemes were used in our placement schools?

**Beth:**

++ if good, tick if ok or x if bad. Had to set a target.

**Amy:**

NC levels stuck in back of pupils’ books so they knew what to do to get the level.

Only used with written piece of work.

Homework marked out of 10 and given stamps for effort.

**Cat:**

Targets in day-to-day work with comment (good, etc.).

End of unit tests given NC levels.

Don’t do speaking levels until get to GCSEs.

**Nicola:**

End of unit tests tested all 4 skills. If students got 70% for a task, that was the maximum level.

Chart in back of book in which they could write which level they reached.

Sometimes they could put levels in for class work.

**Jayne:**

End of unit tests tested all 4 skills. If students got 80% for a task, they had reached the maximum level, then down in degrees of 10%. Writing could go beyond the maximum level.

Homework had levels and/or marks out of 10 with comments on how to improve. Supposed to use effort grades but currently under review.

Table in back of book where levels recorded.

**Laura:**

All work was graded:

EX excellent

G good

S satisfactory

W weak

U unacceptable

End of every unit had a leveling test, only time pupils given levels.

Most said personal choice how to mark but had to have a level every term.

**Formative Assessment**

Creates reflective learners who know how to achieve targets.

Should be part of planning and recognised as central to classroom practice.

Should be sensitive and constructive – remember emotional impact.

Must give constructive guidance about how to improve – this must be measurable. Focus on one or two targets.

Should develop capacity for self-assessment to enable improvement.

Avoid summative grades (A, A+ etc.).

Assess work against common criteria and give targets for improvement – either content or skill-based (doesn’t always have to be about the language, could be about working in a team, etc.).

Get students to create a log of targets.

Homework effort grades from 5 – 1 (1=poor must redo). Also give credits for improvement and a target. Use progress table to log targets with date, task, effort, and improvement.

**Peer assessment**

What is it?

* Looking at each others’ work, giving targets.
* When the teacher becomes useless.
* Giving pupils responsibility.
* Increase familiarity with what’s expected to get a certain level.
* Helps pupils support each other.
* Gives pupils opportunity to talk, discuss, explain and challenge. Challenge each other, you, text book.

How do you do it?

* Plan it into lessons.
* Explain intended learning outcomes behind each task and how they relate to learning objectives.
* Provide pupils with clear success criteria.
* Train children over time to assess their own work and the work of others.
* Keep encouraging children’s reflection on their learning and guide them to identify their next steps.

Être verbs – teach four a week and overuse until learned rather than MRS VAN DER TRAMP.

How to use peer assessment?

Could use avatars (Voki) – pupils record their own and the whole class could then anonymously mark the work.

Peer assess behaviour.

Look at whether pupils have met the targets that were set for them last.

Role plays in threes – two people doing role play and observer provides feedback.

Get pupils to say how they worked out what they did.

AfL Old v New – see sheet.