## Assessment for Learning

#### Parent's Evening

**Owermoigne First School** 

## AfL Overview

- Gulf between excellent teaching and excellent learning
- Focuses on learning
- Raises self-esteem
- Improves behaviour in the classroom
- Fosters motivation and independence
- Shifts responsibility of learning from the teacher to the child

#### Elements of AfL

- Separating the Learning Intention from the Context
- Talking Partners
- Success Criteria
- Effective Questioning
- Self and Peer Assessment
- Marking

Separating the Learning Intention from the Context

## <u>Separating the Learning Intention</u> from the Context

- What is separating the learning intention from the context?
- Why do we do this?
- How are the children involved?
- When do we use the learning intention?

<u>Previous Learning Intention:</u> Today we are learning to write instructions for a jam sandwich.

New Learning Intention:

Today we are learning to write instructions

<u>Previous Learning Intention:</u> Today we are learning why Florence Nightingale went to Scutari

New Learning Intention:

Today we are learning why people did things in the past and what happened as a result <u>Previous Learning Intention:</u> Today we are learning to partition numbers up to 20.

New Learning Intention:

Today we are learning to partition numbers

# Talking Partners

## **Talking Partners**

- What are talking partners?
- Why do we use them?
- When do we use them?
- Golden Rules for talking partners

# Success Criteria

### Success Criteria

- What are Success Criteria?
- Who decides the Success Criteria?
- How do we decide the Success Criteria?
- When do the children use the Success Criteria?

Today we are learning to: Write instructions

Success Criteria (Remember to:)

- 1. Number your instructions
- 2. Use language of time
- 3. Make instructions clear

4. Start a new instruction on a new line5. Use clfs

### Today we are learning to: Talk to a partner

Success Criteria (Remember to:)

- Look at the person who is talking
- Take it in turns to talk

Effective Questioning

### **Effective Questioning**

- What is effective questioning?
- Why do we use effective questioning?
- When do we use effective questioning?
- Rules for effective questioning

### Range of Answers

• air, water, light, lemonade, milk, heat, sand, soil.

What does a plant need to grow?

• 3,7,10,25,125 Which of these is the answer to 5<sup>2</sup>?

## **Challenging Questions**

- All forms of exercise improve the efficiency of the heart.
   Do you agree, disagree? Give reasons.
- All poems rhyme. Do you agree, disagree? Give reasons.

## **Opposites**

- Why is this plant healthy and this plant not healthy?
- Which of these two examples is a better story opening? Why?
- Show two examples of a book review.
  Which one is the better book review and why?
- Which model is the better model. Why?

# Self and Peer Assessment

#### Self and Peer Assessment

- What is self and peer assessment?
- Why do we use self and peer assessment?
- What should you expect?
- When do we use it?
- What do self and peer assessment look like?

#### Making improvements (1)

Check this story ending against the success criteria. If there is anything missing, make the improvement with a 'blue for better' pencil.

- 1. Underline the language of time with a red pencil.
- 2. Underline other words for said with a brown pencil.
- 3. Underline your favourite description with an orange pencil.
- 4. Underline your favourite speech with a yellow coloured pencil.
- 5. Underline the ending to the story with a green coloured pencil.

Robert put all the toys away and the house was clean.

"Let's go and have a breakfast." said Mum.

-----

Robert began to smile. I can't, he said There's a cat sitting on my lap!

They both looked down and laughed because their spiky ginger cat, Tums,

was sitting purring on his lap! Mum picked up the cat and they all went A tombling

Stripz

downstairs.

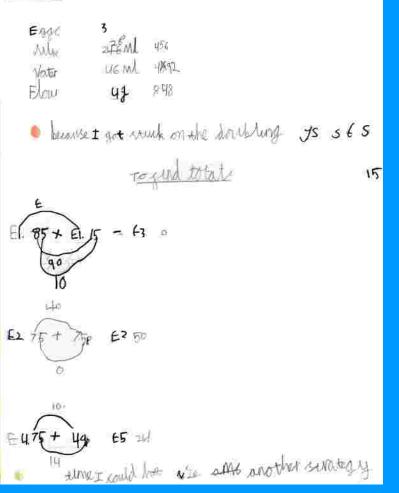
#### Making improvements (2)

18.10.05 To write discriptions of Know place Hoge nalked throw the gloomy dark woods and glasted at a branch that looked like a hund sizing the goos out a know. Then he saw a paner stash - that was went as a stor, he would see gree wett grass on the hall. he could hear elebrary sparing in the pawer soution. well done for making due setting better by adding in ditains ibut the sounds To write a description in 18:10:05 It styre of a gamilar story The gender was long as the gootball pitches. dosels huge tree's huge as cloads with a huge path long as concord. In the gardens there where hundreds of burds tweeting. The hugs bell range as land as concords goning by

#### Self Assessment – traffic lights

· botto know about holding is the some numberse of down ling

#### Partitud.



## What do the children think?