



Assessment for Learning

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Assessment for Learning

*“If children don’t learn the way we teach,
perhaps we should teach the way they learn.”*



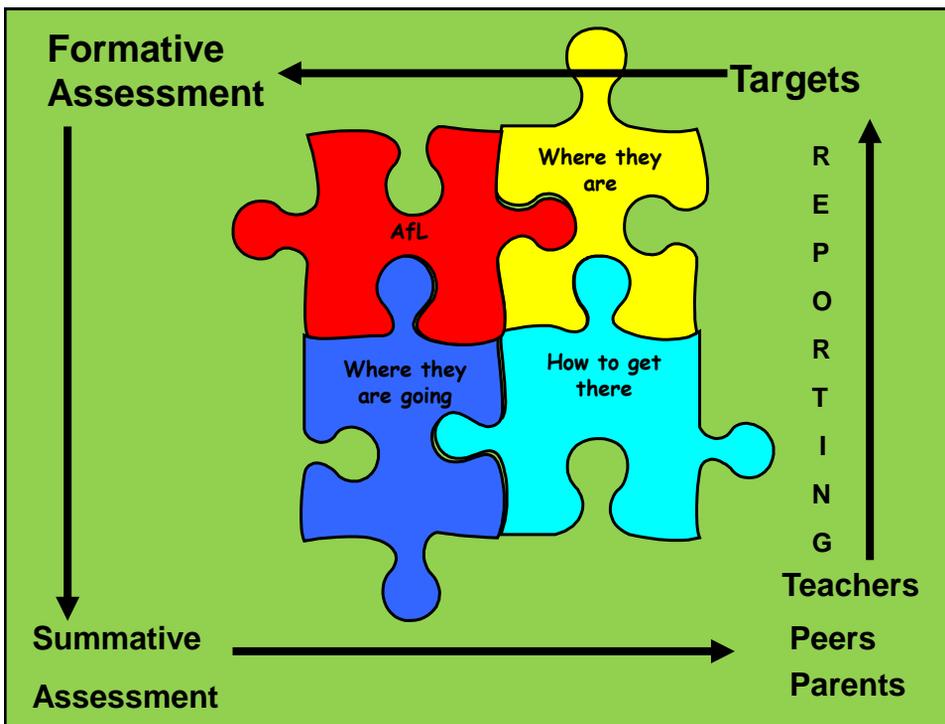
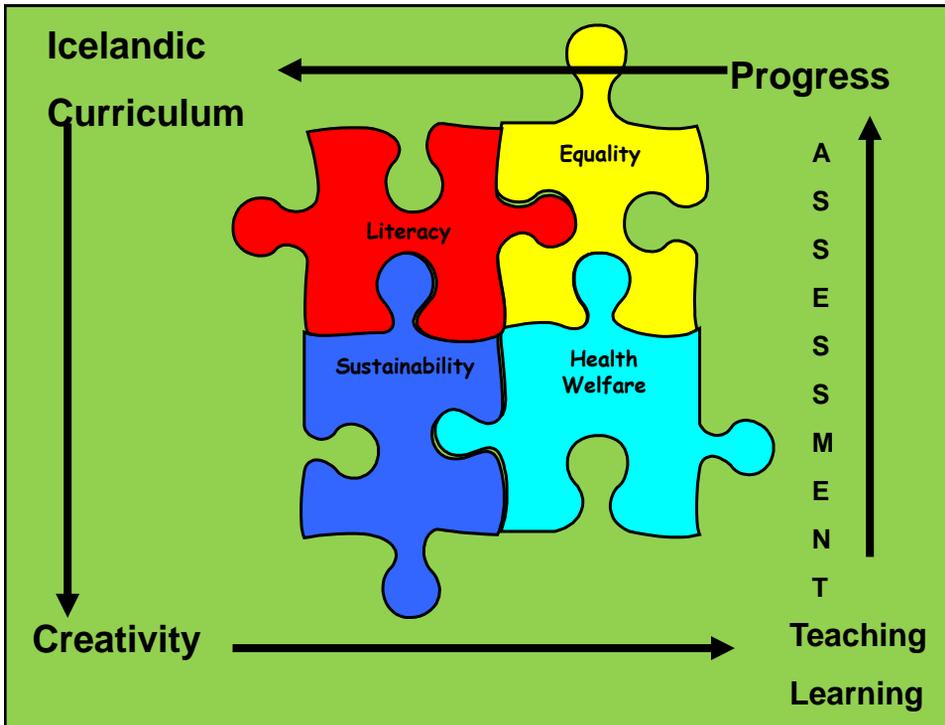
Teaching for Learning

Assessment Task...

Draw a house

What is Assessment ?

Formative	Summative
<p data-bbox="382 1242 554 1271">Improvement</p> <p data-bbox="322 1286 665 1344">Forward Looking and part of the learning process</p> <p data-bbox="322 1379 636 1437">Assessment designed to give feedback on how to improve</p> <p data-bbox="322 1483 665 1541">On going and used to aid future progress</p>	<p data-bbox="811 1242 996 1271">Accountability</p> <p data-bbox="751 1286 1122 1344">Backward looking at the end of the learning process</p> <p data-bbox="751 1379 1008 1437">Assessment designed to measure and compare</p> <p data-bbox="765 1491 1122 1549">Usually at the end of the learning process to judge achievement</p>
<p data-bbox="382 1646 665 1675">Assessment for Learning</p>	<p data-bbox="833 1646 1105 1675">Assessment of Learning</p>



Formative v Summative Assessment

Formative Assessment is an integral part of teaching and learning and its aim is to promote learning and motivate learners.

Summative Assessment is the summing up or checking of learning at particular stages of education.

Why Formative Assessment?

Formative Assessment has a positive impact on teaching and Learning and uses evidence to adapt teaching to meet the needs of a pupil.

Formative assessment:

1. Increases teacher's understanding of pupils
2. Provides feedback to improve learning
3. Builds on prior learning
4. Develops capacity for self and peer assessment
5. Fosters motivation and raises self esteem

Assessment for Learning

Assessment for Learning is any assessment for which the priority in its design and practice is to serve the purpose of promoting pupils' learning. Such assessment becomes formative when the evidence is actually used to adapt teaching to meet the learning needs.

Black

Five Key Strategies

Clarifying, understanding and sharing Learning Objectives and Success Criteria

Engineering effective classroom discussions, tasks and activities.

Providing feedback that moves learning forward.

Activating students as learning resources for each other.

Activating students as owners of their own learning.

The Learning Journey

Do we have the necessary equipment	Planning
Is the car roadworthy	Evaluation
Map?	Planning
Have people have taken the journey before?	Prior Knowledge
Enjoy (Endure!) the journey	Participation
Arrival	Evaluation

The Learning Journey

Teaching for Learning



Challenge

PACE

LEARNING

What's your vision for Learning?

A Vision for Ardleigh Green

Working Together, Learning Together and Growing Together

Imagine an Adventure Park for the mind that keeps on growing and improving. The park belongs to a community of people who are responsible, caring, considerate and committed to learning. Notice how adults and children respect and value each other and how well they work together as a team. Notice how they relate positively with one another through their work, the problems they solve together and the hopes and dreams they have for the future. Marvel at the music, drama and artwork on display and be amazed at the talents of adults and children as they are encouraged to develop their abilities and achieve their personal best.

Feel the calm, purposeful atmosphere of the park and smile as you hear the children, happy and confident as they play, learn and achieve together. Notice the high expectations, the fun, laughter, the high standards of work and behaviour. Notice the awards received the special events and celebrations of achievement and the appreciation of visitors and the general public. Notice too the infectious enthusiasm, dedication and commitment of adults and children who are proud to be associated with the Adventure Park.

This is Ardleigh Green Junior School! An Adventure Park for the mind, with staff, children, parents and governors, Working Together, Learning Together and Growing Together as lifelong learners.

Admission is free, opening hours are 8.00am to 6.00 pm Mondays to Fridays, with special evening and weekend events throughout the year. Activities take place throughout term time but the lessons learnt, the friends made, and the memories created last a lifetime.

OFSTED found this vision to be a reality we hope you do too.

“Ardleigh Green Junior School is an outstanding school. Very effective teaching and an excellent curriculum ensure that pupils of all abilities and needs are well motivated to learn and make very good progress.

Pupils' achievement is outstanding and builds on their above average attainment on entry to reach standards by Year 6 which are exceptionally high.”

OFSTED 2008

The 5 R's of Learning at Ardleigh Green

Readiness	Being prepared to learn, ask questions and adapt to new learning situations
Resilience	Sticking at tasks even when they become difficult and using a range of strategies to overcome a problem.
Resourcefulness	Being ready, willing and able to learn in different ways. Being prepared to take risks even if there is a possibility of failure
Reflectiveness	Being able to think and talk about what has been learnt and how it has been learnt
Resourcefulness	Being prepared to work individually and within a group. Understanding personal targets and how to achieve them.

1 The Learning Outcome, Intention or Objective **WALT**



What pupils can expect or are expected to learn by the end of the lesson or series of lessons

This can be thought of as the 'goal' or the 'end' – the **reason** why they are doing a specific task or undertaking a particular piece of work

What are we intending to learn
from doing this task?

2 The Success Criteria or evidence of success **WILF**



This is the **evidence** both pupils and teachers will need to know whether or to what extent they have been successful.

They describe 'what both the teacher and the pupil are looking for in the **product** the pupil produces or the **performance** the pupil gives.'

How will we know we have
succeeded in learning?

Back to your houses...

I asked you to draw a house and you are now going to self assess your work.

Give your self:

- 1 mark if it had a roof
- Another mark if it had a front door
- Another mark if it had 4 windows
- Another mark if it had a chimney



Back to your houses...

I asked you to draw a house, which you all did. You completed the task but did you know the success criteria?

If we had told you to draw a house with a roof, 4 windows, a front door and a chimney then you all could have got full marks.



Feedback

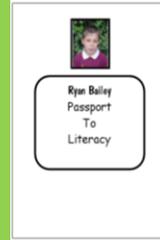
Verbal

Written

Peer

Summative

Formative

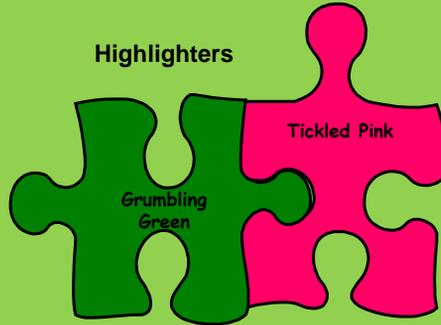


Three Stars and a Wish

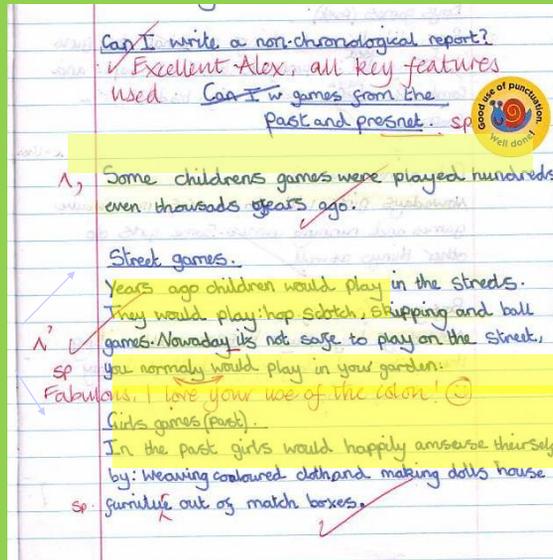
Targets



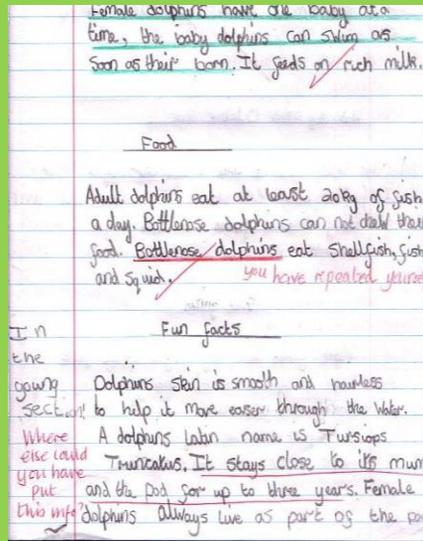
Highlighters



Teacher marking



Peer marking



Self marking

Writing Instructions

- Have I told the reader what the instructions will help them to do or make?
- Have I made a list of materials?
- Does the **layout** make the instructions easy to follow? Is there a title, headings and sub-headings, clearly separated instructions?
- Have I thought about presentation – **boxes, spaces, bold print**?
- Have I sequenced the steps one by one and in the right order?
- Are my diagrams simple, clear and labelled?
- Have I numbered or bulleted each step, and used sequencing words like *first, next, during*?
- Have I used **imperative** verbs?
- Do I need an adverb? *Carefully stir the soup.*
- Have I used the present tense?

Year 4

Story Planning using a skeleton

Putting the 'meat' on the bones!

Alex chose to use a skeleton to plan his story before he started

It's a Mystery

A mystery story starts with these words:

Ali stood silently, looking at the door. With a slow creaking sound, it opened. Taking a deep breath, Ali walked inside ...



Your task is to continue the beginning of the mystery story by describing what it was like through the door.

PLANNING

Think about

- describing what it was like through the door (appearance, smell, sound, atmosphere)

Sight	round	smells	touch	texture
skeleton appearance	creaking	musty	rough	rough
weapons	floor boards	old	rough to	brick wall
weapons	weapons			

- how to create a feeling of mystery.

and then ...

The finished product
Can you spot
the features
mentioned?

Remember, you are writing the **beginning** of the story only, and the beginning describes what it was like through the door.

Ali stood silently, looking at the door. With a slow creaking sound, it opened. Taking a deep breath, Ali walked inside ...

Taking a deep breath, Ali walked inside... it was pitch black so he felt his way around the room the walls were rough and some parts were crumbly. When Ali turned the lights on he saw a scary skeleton with a rope around his neck hanging from the wall. As he moved closer to this skeleton there was a huge 'creek' made by the floorboards. It looked like a torture chamber.

When Ali looked above him there were hundreds of bats. The atmosphere was tense he didn't know what he would see next. All of a sudden the huge oak door was shut and the lights were all flickering. There was a series of groans and creaks then finally a tall, dark, broad figure appeared in front of him and grabbed him by the throat...

Help! Then there was silence.

Organising Discussions

Introduction

I am going to be discussing whether fireworks should be banned in the UK

Points for

Points against



Many injuries are caused each year

It's only those who misuse fireworks who get injured

Many pets and animals are terrified of fireworks

Pets could always be kept in doors

There are many others ways to celebrate

Fireworks are a traditional form of celebration and do no harm

Conclusion

I have discussed the point for and against the use of fireworks in the UK and now leave you, the public to decide – should they be banned?

Strategies for Teaching and Learning

1. Learning Objectives and Success Criteria
2. Feedback/Targets/3 Stars and a Wish
3. Peer Assessment
4. Thinking Time
5. No hands up rule
6. Lollipop Sticks!
7. Individual White Boards
8. Talk Partners
9. Highlighters
10. Secret Learner



Friday, 01 February 2013 01/02/2013

Objective: To write persuasively

Shape up to writing persuasively

		
<ul style="list-style-type: none"> • Brief introduction (tells the reader what you are writing about) and conclusion (appeal to the reader) • Simple sentences used • Support your reasons with evidence • Try to get the reader on your side • Full stops, capital letters, some use of commas • Usually in the present tense 	<ul style="list-style-type: none"> • Brief introduction (tells the reader what you are writing about) and conclusion (appeal to the reader) • Simple and complex sentences used • Support your reasons with evidence, use statistics or quotes • Try to get the reader on your side • Full stops, capital letters, commas and apostrophes • Usually in the present tense • Use of sub-headings and paragraphs to organise writing (one point and supporting evidence in each) • Use of logical connectives (therefore, however, nevertheless, consequently) • Use connective phrases to link paragraphs (Firstly, secondly, in addition, furthermore, finally) • Use of emotive language • Use of technical vocabulary 	<ul style="list-style-type: none"> • Brief introduction (tells the reader what you are writing about) and conclusion (appeal to the reader) • Simple and complex sentences used • Support your reasons with evidence, use statistics or quotes • Try to get the reader on your side • Full stops, capital letters, commas, apostrophes and semi-colons • Usually in the present tense • Use of sub-headings and paragraphs to organise writing (one point and supporting evidence in each) • Use of logical connectives (therefore, however, nevertheless, consequently) • Use connective phrases to link paragraphs (Firstly, secondly, in addition, furthermore, finally) • Use of emotive language • Use of technical vocabulary • A varied range of vocabulary to engage the reader • Use strong, positive language • Use of a more formal tone

Talk Partners & Peer Assessment

Newspaper Checklist

For _____

- Have they included a **headline**?
- Have they included any **sub-headings**?
- **Who** is the report about?
- **What** is the event they are reporting?
- **Why** did this event happen?
- **Where** does the event take place?
- **When** did this event take place?
- Have they included a **picture & caption** in their report?

Peer Assessment by Response Partner:.....

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	

= Write two things you really liked = Write one way forward

Assessment for Learning

Research Findings

- Students are **clearer** about how to go about the task
- Students are more **focused** on task
- Students will **persevere** for longer
- The **quality** of students' work improve
- The **dialogue** between students while they are working is more likely to focus on the learning intention rather than their own interests
- Students become automatically **self evaluative**
- Marking is **easier**

Assessment for Learning

Pupils' Views

- I know what to do before I start
- I know how to make my work better
- The highlighter lets me know what is good
- My talk partner gives me help when I need it
- Two brains are better than one
- My talk partner gives me ideas to help me with my work
- Talking about my work gives me more ideas and makes the writing easier
- I like marking my friends work