

## ***Assessment for Learning – Assessment Reform Group (1999)***

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<http://nationalstrategies.standards.dcsf.gov.uk/primary/assessment/assessmentforlearningafl>

Assessment for Learning is a natural, integral and essential part of effective learning and teaching and is a key element of personalised learning. Teachers and children continually reflect on how learning is progressing, see where improvements can be made and identify the next steps to take.

### **The interrelated strategies that should be part of everyday learning and teaching are:**

- sharing and talking about learning objectives, learning outcomes and success criteria with children; clarifying progression
- recognising that learning is often demonstrated through oral and written language, and the academic language required to show understanding has to be explicit and part of the sharing of learning objectives and success criteria
- observing and listening to gather intelligence
- questioning and whole-class dialogue to check, probe and develop understanding
- explaining and modelling to clarify progression in key concepts and skills, demonstrate thinking processes and exemplify quality
- giving oral and written feedback to support the evaluation of progress, clarify standards and help identify next steps in learning
- planning for group talk, peer assessment and self-assessment to help children develop as independent learners
- planning specific activities that give teachers an insight into the progress children are making, the standard they have achieved and the obstacles to their progress.

“Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.”

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### **Ten key principles of Assessment for Learning**

- AfL should be part of effective planning of teaching and learning.
- AfL should focus on how students learn.
- AfL should be recognised as central to classroom practice.
- AfL should be regarded as a key professional skill for teachers.
- AfL should be sensitive and constructive because any assessment has an emotional impact.
- AfL should take account of the importance of learner motivation.
- AfL should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.
- Learners should receive constructive guidance about how to improve.
- AfL develops learners' capacity for self-assessment so that they can become reflective and self-managing.
- AfL should recognise the full range of achievements of all learners.

## **Seven key characteristics of Assessment for Learning**

- AfL is embedded in a view of teaching and learning of which it is an essential part.
- AfL involves sharing learning goals with learners.
- AfL aims to help pupils to know and to recognise the standards for which they are aiming.
- AfL involves pupils in self-assessment (and peer assessment).
- AfL provides feedback that leads to pupils recognising their next steps and how to take them.
- AfL is underpinned by the confidence that every student can improve.
- AfL involves both teacher and pupils reviewing and reflecting on assessment data.