



Part 4 Day-to-day assessment strategies

The AfL school self-evaluation grid is to be found in the accompanying booklet. Schools will find it helpful to use the appropriate section of this grid as an introductory CPD activity for this area of development.

The materials in this section will support teachers in reflecting on the strategies used for day-to-day assessment during lessons or learning activities.

Day-to-day assessment

An assessment activity can help learning if it provides information to be used as feedback by teachers and their pupils in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged. Such assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet learning needs. (Black et al, 2002)

Day-to-day assessment is an essential aspect of effective teaching. It involves the teacher or practitioner focusing on how learning is progressing during the lesson, determining where improvements can be made and identifying the next steps.



During the lesson, we need to be listening to, observing and engaging with the children we are assessing. We can use the strategies of questioning, observing and talking with children. We can develop methods for quickly checking on children's understanding and we can also develop more sustained assessment activities that give us a particular insight into how well the children are applying what they have learned.



To make full and effective use of our assessment strategies, we need to regularly engage children in the process. We need to help them to judge how well they are doing. To carry out this successful **assessment in partnership** requires a shared understanding of what is to be learned – the **learning objectives** – and what we expect the children to be able to do after they have learned it – the **learning outcomes**. To help children, we share the learning objectives with them, usually at the start of the lesson, using language they understand. We discuss with the whole class and with groups of children what they can do as a result of their learning, both during and towards the end of the lesson. We

provide feedback on their responses and work, drawing on our analyses and judgements. This ongoing oral and written feedback refers back to the learning objectives in order to identify for the children where they have been successful and what they need to work on next to progress. During all assessment conversations teachers need to allow for the sometimes unpredictable nature of children's learning and so be flexible in their responses.

During discussion, EAL learners may articulate their learning in their first language. Where appropriate, bilingual adults who share the children's language have a vital role to play in assessing understanding. When this is not possible, discussion between children in their first language will still support learning.





Embedding day-to-day assessment strategies into learning and teaching

The day-to-day assessment strategies of questioning, observing, discussing, checking on children's understanding and analysing their responses are not mutually exclusive; neither is the list necessarily exhaustive. Each strategy meets different purposes; embedding them into our everyday practice requires us to determine their fitness for purpose in the context of the lesson, the learning objectives we have planned to teach, and the lesson's place in the wider context of the unit of work and children's prior learning.

An extensive section on questioning is to be found in the *Conditions for learning* unit. You may find it helpful to read this.

Effective strategies for day-to-day assessment during the lesson

Questioning

- Asking questions to assess children's *starting* points, in order to be able to adapt learning and teaching activities appropriately to meet children's needs.
- Asking a range of questions, from literal to higher-order, to develop understanding:
 - application, for example 'What other examples are there?'
 - analysis, for example 'What is the evidence for parts or features of ...?'
 - synthesis, for example 'How could we add to, improve, design, solve ...?'
 - evaluation, for example 'What do you think about ...?', 'What are your criteria for assessing ...?'
- Using thinking time and talk partners to ensure all children are engaged in answering questions.

Observing

- Watching children and listening to their discussions to assess their learning as it is happening.
- Making planned observations of particular children to support their learning in the lesson.

Discussing

- Holding brief impromptu discussions with children to follow up any surprises at their responses or behaviour during the lesson.
- Holding discussions with children to assess understanding, to diagnose the reasons for any misunderstandings or misconceptions and resolve difficulties within the lesson.
- Holding informed discussions to follow up earlier assessment and diagnosis, and to discuss progress, targets and any peer or self-assessments that have been made to inform next steps in learning.

Analysing

- Marking and assessing written work *with* children to identify any common errors or misconceptions, and to guide children on how they can improve and progress.
- Discussing *with* the children their responses to the tasks to identify and correct any errors and misconceptions, to assess their achievement against the learning objectives, to monitor their progress and to share with them how they can improve and what they need to do next.

Checking children's understanding

- Conducting recall tests with planned or spontaneous questions to assess immediately with the children their knowledge and speed of recall, involving, for example, addition or multiplication facts or spellings.
- Introducing brief review checks that draw upon what has been taught previously for children and teachers to identify what might need revision, and to guide the lesson and future planning.

Engaging children in reviewing progress

- Developing supported self and peer assessment, in which pairs or small groups of children determine what they know and can do, what they still find challenging and the next steps for them.
- Developing independent self and peer assessment, in which the children identify their own achievements and progress and think about what they need to do next to improve.
- Carrying out sustained feedback with individuals or groups of children to identify the progress that has been made and to plan future learning.

Assessment events

Below are some brief assessment events that might occur in a lesson or over a series of lessons. They describe specific 'assessment for learning' opportunities that draw on the range of strategies. The events are embedded within the learning and teaching that is taking place in the classroom or setting; they offer a quick snapshot of the assessment activity the teacher or practitioner and the children are engaged in.

Event 1

Two children in a nursery setting are playing in the outdoor area, building towers. The practitioners have trialled wearing tiaras when assessing children so that the children are aware that an assessment is happening (see video clip 5).

The practitioner observes the children's play and listens to them talking. The towers regularly fall down when they get too high for the base. The practitioner joins in the building and extends the children's vocabulary by commenting on the fact that when the towers get too high they fall over and collapse. She takes a photograph that can be used in later discussions with the children and she asks them what new words they have learned.

Later that week, when the children are once again choosing to build towers, the practitioner explores with them what is happening as they build the towers higher and higher. The practitioner asks them whether they remember the new words they learned the last time they were building towers.



Event 2

The teacher introduces a task on the interactive whiteboard and without comment asks children to work on it in pairs. She observes particular pairs of children who had had difficulty with related work in earlier lessons, which she had identified from her analysis of their responses. During the whole-class discussion on the task, she draws in the children she has observed and encourages them to offer explanations and answers. Later she works with this group of children, referring back to their contributions and what she observed while they worked in pairs.



Event 3

The teacher presents to the whole class samples of children's writing from previous lessons. She has assessed the work, but she has not annotated any of it. She explains that the children are to read the work and discuss what they would say to the writer, identifying the positive features and offering advice on how it might be improved. She has grouped the children whose writing she is presenting and discusses their work with them to help them to recognise its strengths and say where they think it might be improved. She gathers the children's responses and uses them to draw out some common features they can all use to assess their own work.

Event 4

Having undertaken the science task the teacher has set them, the children are asked to work in small groups to list the key points they need to understand for the next lesson and beyond. The teacher collects their lists and pastes them on the front of the children's books. The children are reminded about the objectives for the lesson and these are cross-referenced to the children's lists. From this discussion the teacher is able to draw out what they agree they will remember for the next lesson as part of their homework.

Event 5

The teacher starts the lesson using the interactive whiteboard and the mathematics Interactive Teaching Programme (ITP) and poses a range of questions to check that children can recall quickly key facts they will need later in the lesson. The children respond using whiteboards and quickly those who have trouble understanding are identified. This information helps the teacher to organise the groups and to deploy the teaching assistant, who will work with those children who are secure, while the teacher works with those who need the extra support.



Event 6

The children have been working in pairs. Towards the middle of the lesson the teacher draws the class together and invites each pair to pose questions arising from the work that they want answered to help them progress with the task. The teacher organises the pairs into larger groups so that they can swap their questions. The children answer each other's questions and identify those that they are unable to answer. The teacher collects the questions and plans to share the unanswered questions with the class in the final plenary.



How AfL strategies are woven into the learning and teaching in a lesson

It is important that assessment strategies are not 'bolt-on' but are central to the organisation of the lesson. The following description of a possible lesson shows examples of how AfL strategies are woven into the learning and teaching dynamic. Specific AfL opportunities are shown in italics.

- A five-minute recap of the last related lesson's outcomes or focus. *Questioning with no hands up and talk partners serves to gather the key points and involve all children.*
- Introduction of 'the learning objective'. This is linked to the bigger picture of the unit coverage so that children understand the place of today's learning within the context of the whole unit.
- Children's own ideas about the new focus are explored. *The teacher or practitioner questions and observes in order to assess children's current understanding and to adapt teaching to meet children's needs.*
- The teacher's modelling and teaching follow children's ideas and build on them. *Children's feedback – individually, in pairs or in groups – gives indications of their understanding, which teachers make use of to shape the next steps in learning and teaching.*
- The task is set and the teacher asks the children to summarise the key points to remember (the success criteria). These are written or pasted up. They may have been gathered already during the course of the lesson. They may also be success criteria for aspects of learning such as working with others.
- Children are reminded throughout the lesson to use the success criteria to decide where they are doing well and where they need help – from each other or from an adult.

(Note: This is not a suggested lesson plan format, only an outline description to show how AfL can be built into the fabric of lessons.)



- The teacher's role during the task consists of giving *continual feedback either to individuals or with a focus group, asking open questions and enabling children to reveal and develop their understanding.*
- During the course of the activity children are asked, first, to identify success against the learning objective of their work and, second, to identify a part to be improved or developed. *Self-assessment or peer discussions are used as the vehicle for this assessment, and improvements are made there and then.*
- The teacher asks children to *reflect on their most successful learning and the area most in need of development or improvement, using the success criteria as a guide.*
- The teacher orchestrates a plenary to discuss the learning developed in the lesson. *Children are encouraged to make an overall self-evaluation about success and improvement needs via talk partners.*
- The lesson ends with a recap of the overall learning objective for the current unit of work and *children are helped to see how today's learning can be extended and how what they have learned today connects with what will be learned next.*
- The teacher considers the outcomes and decides on the appropriate form of feedback (see 'Feedback on learning' section).

CPD ACTIVITY

Identifying key points in lessons where day-to-day assessment strategies are used

Aims

- To support teachers and practitioners in developing a greater awareness of the range of day-to-day assessment strategies.
- To support teachers and practitioners in planning for the use of specific day-to-day assessment strategies.

Materials

- Short-term planning for literacy, mathematics or another curriculum area.
- 'Embedding day-to-day assessment strategies into learning and teaching', pages 44–45.
- *Foundation Stage profile handbook* and CD-ROM.
- *Planning, teaching and assessing the curriculum for pupils with learning difficulties*.

Organisation

This activity should be carried out at a staff meeting.

- In pairs, annotate the plan of a recent lesson you have taught, identifying key points in the learning and teaching where you assess children's responses and work in order to help judge whether the children were progressing towards the learning outcomes.
- Use pages 44–45 to discuss in pairs which strategies you use most frequently in lessons.
- Discuss the annotations to planning, highlighting ongoing assessment as a feature of every lesson.
- Then consider the following questions:
 - How did you engage children in the assessment?
 - Which of the assessment strategies you used most effectively supported children in their learning?
 - What would you do differently next time?

CPD ACTIVITY

Focusing on the day-to-day assessment strategy of observation

Aim

- To support teachers and practitioners in developing the use of observation as a day-to-day assessment strategy.

Materials

- AfL video sequence 'Day-to-day assessment strategies', Clip 5 'The use of observation in Foundation Stage'.
- *Foundation Stage profile handbook*.
- *Curriculum guidance for the Foundation Stage*.
- *Planning, teaching and assessing the curriculum for pupils with learning difficulties*.

Organisation

This activity should be carried out at a staff meeting.

- Watch the video sequence from the *Foundation Stage profile*.
- While watching this clip, focus on the day-to-day assessment strategy of observation used in the Foundation Stage across different areas of learning.
- Foundation Stage practitioners discuss how in their own classes or settings they use observation and documentation of children's learning to inform the next steps in learning and teaching. Have available the appropriate sections of the *Foundation Stage profile handbook* (written exemplification) and *Curriculum guidance for the Foundation Stage* ('Examples of what children do', 'What does the practitioner do?').
- Those involved with children working long term at levels significantly below age-related expectations discuss how they use observation in their school context to inform the next steps in learning and development.

Next steps

- Consider how the strategies for focused observations can be applied to all year groups. Plan for follow-up activity of paired observations of Foundation Stage practice in Key Stages 1 and 2 and for mutual visits by Foundation Stage practitioners to teachers in the other key stages.
- Teachers in junior or middle schools could use this as an opportunity to plan visits to infant schools, first/lower schools or other settings, to focus on day-to-day assessment strategies in the Foundation Stage.

CPD ACTIVITY

Focusing on the application of day-to-day assessment strategies

Aims

- To provide an example of how one teacher uses day-to-day assessment strategies.
- To consider how a range of questioning styles can support assessment.

Materials

- AfL video sequence 'Day-to-day assessment strategies', Clip 6 'Day-to-day assessment strategies in a Year 3 mathematics lesson' and Clip 7 'Reflecting on day-to-day assessment strategies'.

Organisation

This activity should be carried out at a staff meeting.

- Before watching the AfL video sequence 'Day-to-day assessment strategies', Clips 6 and 7, think about how you would introduce Year 3 children to remainders and what assessment strategies you might employ to help to assess their understanding and to monitor their progress.
- Consider some of the following questions:
 - What questions would you ask and at what point in the lesson?
 - What kinds of discussion would you want to promote and what would these tell you about the children's understanding?
 - When observing the children as they undertake the tasks you set them, what would you look for and how would the tasks or the organisation of the class help you to observe?
 - In what ways could you engage the children in the assessment process?
 - How will you help them to recognise what they can do and what they need to learn next?
- Use the following prompts while watching the video:
 - Look at how the teacher uses the strategies to assess the children and at how she uses the information she gathers to inform her teaching.
 - When does she prompt the children and why?
 - How does she probe their understanding about division and remainders?
 - What aspects of mathematics does she promote to help her to determine the extent of the children's understanding?
 - How does the teacher draw the children into discussion?
 - What is the teacher looking for when she observes the children?
 - Which children has she focused on and why?

Next steps

- Consider how questioning could be further developed in lessons. The section on questioning in the *Conditions for learning* unit may be helpful here.
- Annotate short-term planning with a range of questions.
- Plan for paired observation of trialling of questioning.



Other possible CPD activities

- Use the section 'How AfL strategies are woven into the learning and teaching in a lesson' (pages 48–49) in paired discussions. Consider which strategies are embedded in your own teaching and identify areas for individual development.
- Use the assessment events on pages 46–47 for year-group discussions. Take each event in turn and consider how you might build similar assessment strategies into your teaching.
- With a partner, agree on a particular day-to-day assessment strategy you want to develop. Review planning together and annotate this to show clearly when and how you will use the agreed strategy. Agree times when you will observe each other teach these lessons and give feedback to one another.



Part 5 Feedback on learning

The AfL school self-evaluation grid is to be found in the accompanying booklet. Schools will find it helpful to use the appropriate section of this grid as an introductory CPD activity for this area of development.

The materials in this section will support schools in developing effective practice in feedback on learning to:

- be aware of what matters about feedback;
- share learning objectives and success criteria effectively with children;
- provide effective oral and written feedback to children on their learning;
- develop peer and self-assessment.





What matters about feedback

Teachers/practitioners should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback that they give. (Assessment Reform Group, 2002a)

Key findings about the use of external rewards indicate that:

- children strive for the reward, not the achievement;
- they encourage competition, rather than cooperation;
- children of average ability get the fewest rewards;
- they have short-term motivational gains.

However, there are circumstances when teachers find the use of external rewards helpful. See the *Conditions for learning* unit for a discussion of this issue.

There are also subtle elements that can give unintentional negative feedback to children, such as:

- body language;
- how difficulty with learning is talked about;
- the words used by teachers and practitioners when interacting with children.

The Assessment Reform Group (2002a) said, as a result of collating the research about feedback:

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate learners. It can also lead to their withdrawing from the learning process in areas where they have been made to feel they are 'no good'. (Assessment Reform Group, 2002a)



Research has shown that:

- Children believe that the purpose of marking is for the teacher to find out what they have got right or wrong, rather than being for their own benefit.
- Children are rarely given time to read marking comments.
- Children often cannot understand or read the teachers' handwriting or comments.
- Children are rarely given time to make any improvement on their work.

Being too general (e.g. 'some good words here') or giving broad targets (e.g. 'remember to use more exciting adjectives') is not helpful to children. Giving specific feedback helps them to understand how they can improve.



Learners need information and guidance in order to plan next steps in their learning. Teachers should: pinpoint the learner's strengths and advise on how to develop them; be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work. (Assessment Reform Group, 2002a)

Sharing learning objectives and success criteria

Sharing learning objectives and success criteria provides the focus for feedback from teachers or practitioners and other children, and for children's self-evaluation. There are two elements of sharing learning objectives:

- sharing all the learning objectives across a unit of work as a way of keeping connections clear as the unit of work progresses;
- sharing learning objectives and success criteria for individual lessons.



Sharing the unit coverage as a means of keeping connections clear

Some teachers and practitioners have successfully used the following strategies:

- Discussing with children at the start of a unit of work what they already know about this topic and what they would like to know and learn about. Concept mapping and Mind-maps® are often used as devices to help children put together their initial thoughts.
- Providing a visual display of the coverage of a unit of work, which is then used at beginnings and ends of lessons to draw together what has been learned and the connections with future learning.
- Presenting the unit coverage as a list of questions to be explored.

Sharing objectives and success criteria for individual lessons

Sharing learning objectives and developing success criteria with children leads to children and teachers and practitioners being more focused on the learning than on the activity and enables the children to become more self-evaluative. Many teachers and practitioners use simple language as a way of sharing learning objectives and success criteria with children, for example:

- 'We are learning to ...' when referring to learning objectives;
- 'Remember to ...' when referring to success criteria.

Examples of ways in which some teachers and practitioners share success criteria

Just before the children start to work, ask 'So what do you need to remember to do or include in order to ... (achieve the learning objective)?' Their responses are written up and used by the children as criteria for their focus, self-evaluation and feedback.

The success criteria are gathered and written up during the teaching part of the lesson.

The success criteria are pre-printed and displayed in the classroom.



Providing effective oral and written feedback to children on their learning

Oral feedback

The language of the classroom, especially the incidental talk that goes on while children are working, gives strong messages to children about their achievement. Some schools and settings have changed the way in which they talk to children about difficulties, focusing on the fact that challenge means that new learning is taking place. Instead of saying, for instance,

'I know you are having difficulty with this. Don't worry – I'm going to help you.'

teachers and practitioners began to use language such as:

'It's making you think because you are learning something you didn't know before and I am here to help.'

'When you find something challenging, it is an opportunity to learn something new.'

'Now you'll learn something that you didn't know before. Then it won't be hard the next time you meet it.'

'This is how we learn. If everything is easy, it means you already knew how to do it, so there's no new learning.'

These teachers and practitioners said that they noticed, as a result of this language, that children were less afraid to make mistakes, that children with special educational needs and those of higher ability had increased their self-esteem and that children were more able now to admit their difficulties.

Assessment for learning involves creating an ethos in a school or setting where speaking freely about learning is encouraged. This makes children more willing not only to articulate their self-evaluation, whether of successes or of improvement needs or help required, but also to give feedback to teachers and practitioners and each other more readily.



Talking about the learning – with individuals

Oral feedback is an extremely powerful form of feedback, but it needs to be planned for. Practitioners in the Foundation Stage are often very skilled at giving effective individual oral feedback to young children. Observations of approaches used in the Foundation Stage can provide a useful focus for discussions with colleagues about developing effective oral feedback.

Success and improvement against the learning objective of the task is one of the most effective focuses for feedback. **This does not mean ignoring mistakes but treating them as opportunities for improvement and a focus for teaching and support.**

Some schools and settings have developed pupil discussion groups as an opportunity to give oral feedback.

Talking about the learning – with the whole class or group

A powerful model for oral feedback is whole-class or group marking of one piece. The teacher or practitioner takes the lead but invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling. Children are more able to take ownership of marking for themselves if they have been involved in shared marking. Many teachers and practitioners plan regular sessions of this kind so that children can benefit from the experience on a regular basis.





Written feedback

Some researchers claim that traditional marking has mainly consisted of a focus on four elements:

- presentation;
- surface features (punctuation, grammar and especially spelling);
- quantity of work;
- effort involved.

While these elements are, of course, important, it is argued that traditional feedback can lead to an unbalanced focus.

Focusing on the learning objective

Children need some situations in which their focus and the teacher's feedback revolve only around the learning objective and related success criteria. When too many criteria are in question, children focus only on those elements that they believe matter most to the teacher or practitioner. Focusing instead on identifying elements of success and on one or two areas to improve is more effective in helping children to develop skills and concepts.

Over-marking pieces of work can look impressive, but research shows that when there is too much written feedback it becomes largely inaccessible to children. It is more effective to have a smaller number of items linked to the success criteria as the focus for marking and feedback.



Children need to be given classroom time to read any feedback and, most importantly, carry out an improvement on the piece of work in question. They are unlikely to be able to embed any suggestions for improvement and apply them to later work unless they are given time to respond to feedback – assessment becomes formative when the evidence is actually used to meet learning needs (Black et al, 2002).

As time management is an issue, teacher modelling and whole-class marking can be used to train children gradually to be able to identify their own successes and improvement needs, individually or in pairs. Constant self-review becomes an expectation of lessons, as well as teacher feedback. This eventually reduces the need to find extra time for children to make improvements after the lesson.

CASE STUDY

Marking against the learning objective

An example of a model of marking focusing on success and improvement adopted by some schools

- 1 Showing success.
- 2 Indicating improvement.
- 3 Giving an improvement suggestion.
- 4 Making the improvement.

Note: This example illustrates one approach. Schools have different ways of implementing the four stages of marking outlined here.

1 Showing success

The teacher finds the three *best* places in the child's work that link with the learning objective and then highlights, circles or underlines these. This avoids having to write things that will be largely inaccessible to the child.

2 Indicating improvement

The teacher uses a symbol, such as an arrow, to indicate precisely where on the work improvement could be made (again avoiding text).

3 Giving an improvement suggestion

The teacher writes down or asks for an improvement suggestion to help the child know how to make the specific improvement. There are three types of improvement prompt, each linked to an area of improvement:

- **reminder** (reminding the child of the learning objective);
- **scaffold** (providing examples of what they need to do);
- **example** (giving exact sentences, words or processes to copy).

With young children, with some children with special educational needs and for practical subjects these prompts are often used orally, there and then.

4 Making the improvement

Classroom time is given for children to read the successes and the improvement suggestion and to make their improvement (typical total maximum time needed: 10 minutes). While most of the class is making the improvement, time is then generated for a teaching assistant or additional adult to read out the improvement suggestions to any children who need support in either reading or understanding the teacher's feedback.



Developing peer and self-assessment

Peer and self-assessment are not replacements for teacher or practitioner marking and feedback. They are important additional forms of assessment which engage children in becoming self-critical and independent.

Peer and self-assessment are ways of engaging children in understanding their progress in learning and identifying next steps in their learning that can be used in addition to oral and written feedback from teachers and practitioners. The aim is to involve children in the analysis and constructive criticism of their own work. Time is built in to the lesson for reflection in structured ways.

'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.'

After whole-class sharing for a minute or two ...

'You have five minutes to find one place where you could improve. Write your improvement at the bottom of your work.'



Involving children in self-evaluation

CASE STUDY

Dunnington CE Primary School

Well, I think Sam could make the relationship between paragraphs closer by using a sentence that makes the reader want to continue. He should ...

This was one child from Dunnington Primary School, York, telling group members about Sam's work. Meanwhile, Sam is using the feedback to set a target for his next piece of writing. It's part of a scheme set up so children understand what they get marks for. Children feel grown up marking work and enjoy 'knowing the secrets'.

The teacher compiles a list of child-friendly objectives that children use to discover what is important in writing. Children set their own targets and see the next step to improvement.

Having read their own writing, or that of a partner, they answer questions about the work,

based on the objectives. To get a particular mark, all criteria within the band must be achieved.

Following this, children produce targets to help get the next mark and try to include this in subsequent work. At all times, children are aware of what they need to improve on, as are their teacher and their peers (who may help with a friendly 'Have you remembered to use adverbial phrases?'). Children are aware of current progress when setting targets. They make the targets small, manageable and appropriate. Children make regular improvement and everyone is involved in identifying next steps.

This process helps to raise children's self-esteem and enthusiasm for writing. The comments the teacher makes when marking are easier to understand because children are always aware of exactly what the comments mean.





Marking partnerships: examples from schools 1

Created by Year 6 children at St Elizabeth CE School, Tower Hamlets

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.*

Marking partnerships: examples from schools 2

Created by teachers

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.*

CPD ACTIVITY

Reviewing strategies for feedback and self-evaluation

Aim

- To consider a range of approaches to feedback, including whole-class feedback, talk partners, peer assessment.

Materials

- AfL video sequence 'Feedback on learning', Clip 8 'Oakwood Avenue School: Year 6 literacy lesson'.

Organisation

This activity should be carried out at a staff meeting.

- Watch the AfL video sequence 'Feedback on learning', Clip 8. The sequence focuses on:
 - strategies for improving writing;
 - opportunities for a range of feedback;
 - reviewing success and improvement against the learning objective.
- Focus on the following aspects that are covered in the sequence:
 - **Whole-class feedback** on specific pieces of writing engaging children in discussing how the writing could be improved against the learning objective.
 - Whiteboard use, **talk partners** and **peer assessment**.
 - Teacher discussing progress against targets for writing and reviewing series of examples of writing.
 - **Self-assessment** against the learning objective using the traffic light approach.
 - **Discussions** with parents about progress against targets.
- After watching the video sequence, discuss it using the following prompts:
 - How can teachers and practitioners plan for these types of activities?
 - What preparation will children need to develop the self- and peer assessment strategies?
 - What are the implications of this approach for other areas of the curriculum?

Next steps

- Plan to trial one of the specific feedback approaches.
- In pairs plan a programme of support for children to develop self- and peer assessment.
- Plan for paired observations of whole-class feedback sessions.

CPD ACTIVITY

Focusing on marking

Aim

- To consider the impact of marking and to plan for further opportunities for oral feedback.

Organisation

This activity should be carried out at a staff meeting.

- Bring samples of marking from one core and one foundation subject or area of learning to discuss against the research findings listed on pages 55–56.
- Run through the research findings and then discuss the following key questions:
 - Do you know how children feel about the current approach to marking?
 - How could you find out more about their responses to marking?
 - What opportunities could there be for more regular oral feedback?
 - What opportunities do children have to act on the feedback given?

Next steps

- Agree next steps for:
 - finding out about children's responses to marking;
 - planning for time for oral feedback;
 - allowing time for children to act on feedback given.

Other possible CPD activities

- Paired observations focusing on oral feedback.
 - Plan to observe Foundation Stage practitioners with a focus on oral feedback.
 - Identify teachers from other year groups who are confident at providing effective oral feedback and who can be observed.
 - What are the principles that can be applied to all year groups?
 - Pairs summarise these principles to feed back to a staff meeting.
- Use the golden rules created by teachers (page 65) as a stimulus for teachers or practitioners and children to develop their own golden rules poster.
- Review the strategies listed for sharing success criteria and plan to trial ways of involving children in developing the success criteria. Trial these in a range of curriculum subjects or areas of learning.
- Do paired observations with teachers or practitioners and teaching assistants, focusing on the more subtle forms of feedback, such as:
 - body language;
 - how difficulty with learning is talked about;
 - the words used by teachers and practitioners when interacting with children.





Part 6 Involving parents and carers in AfL

Parents or carers are their children's first and enduring educators and know and understand their children better than anyone else. They have a wealth of knowledge about their early development, their interests and their behaviour. It is important that schools and settings see parents as co-educators and that there is a two-way flow of information between home and school in which parents' and carers' contributions are valued. If parents and carers are to be effective as partners in their children's education, the school should provide regular updates about the curriculum, about the ways children learn and about how progress is assessed and reported. The leaflet *The impact of parental involvement on children's education* (DfES, 2003) sums up research on the importance of parental involvement. Schools will find this leaflet useful background reading. Details are given in the resources section.

The 'Establishing' and 'Enhancing' columns of the school self-evaluation grid for AfL detail a number of descriptors for a school in which involving parents and carers in AfL is effective and established.

The AfL school self-evaluation grid is to be found in the accompanying booklet. Schools will find it helpful to use the appropriate section of this grid as an introductory CPD activity for this area of development.



Assessment for learning, when considered in the context of parents' or carers' interests, should be viewed in its broadest terms. It involves parents and carers sharing information with teachers and practitioners about children's development, interests, strengths and needs. This will help the adults involved to plan learning opportunities for children that will capture their interests and extend their experiences. Equally, this sharing of information will provide support to parents and carers, helping them to build on this learning at home. Assessment should be seen as an ongoing process.



The following aspects of communicating with parents and carers should be considered:

- providing information to parents and carers;
- parent and carer meetings and workshops;
- interviews between teacher or practitioner and parent or carer;
- parents and carers as educators at home;
- teachers and practitioners modelling for parents and carers in the classroom.

Sharing information with parents and carers

Many schools and settings provide information about curriculum areas or areas of learning to be covered, usually on a termly or half-termly basis. By providing information about what is to be taught and how, parents and carers can become more involved in their children's learning.

Information about the range of assessments should form part of the school prospectus. Parents and carers need clear information about assessment, when it takes place and by whom, and how the information will be shared with them, both formally and informally. It is important to share with parents and carers how work is assessed and how it is linked to further learning. The importance of self-assessment, peer assessment, teacher assessment and statutory assessment should be outlined in the policy. All involved – parents and carers, teachers and practitioners, and other staff – should have a shared understanding of the language of school assessment.





Parent and carer meetings and workshops

All schools and settings offer parents and carers the opportunity to discuss their child's progress and to hear about what they will be learning over the course of a term or a year. In addition, many schools and settings run workshops to discuss specific AfL issues, such as discussing the rationale and the benefits to the learner of:

- changing marking policies to comment only;
- examining the rewards system;
- using talk partners and not hands up;
- encouraging parents and carers to change the types of question they use when talking to their child about things they do and see outside school.

It is important to build in discussion about assessment at every opportunity, to emphasise the links between learning and teaching and assessment.

I've been getting him to read his work through to check it makes sense and I can see it's made a real difference.

It is important to be sensitive to the group of parents and carers, recognising their differing needs. The availability of bilingual support would be essential in some schools.



Interviews between teacher or practitioner and parent or carer

The interview between parent or carer and teacher or practitioner clearly has a place within the partnership agenda. When the child is also actively engaged in the meeting, there are far more opportunities for discussion of the child's progress, with the evidence available to refer to. Again, this provides an ideal opportunity for the teacher or practitioner to model good practice in giving appropriate feedback.

There will be times when parents and carers will want to speak to teachers and practitioners in private, without their children being present, especially when they have specific concerns or are experiencing difficulties with their children. Only by providing time and sharing information about the child can there be real progress in dealing with such issues. Increasingly, schools and settings have access to family and learning mentors who can provide additional support.



Parents and carers as educators at home

All parents and carers want the best for their children and want their children to do well at school. However, they are often not sure how they can help. Research tells us that if parents and carers take an interest in their children's education, their chances of success are greatly enhanced. Guidance to parents and carers on ways of supporting their children, both with homework and in identifying incidental opportunities to learn together at home and in the wider environment, will help. Best practice considers homework as an opportunity for parents or carers and teachers or practitioners to work as partners in the education of children. Provision of appropriate homework allows parents and carers access to the lives of their children at school.

I've learned a lot about how they teach these days. I was never very good at maths but Mark's shown me how they do it in class. I think explaining it to me has really helped him and it's certainly helped me!



Teachers and practitioners modelling for parents and carers in the classroom

Inviting parents and carers to spend time in the classroom is a very powerful way of involving them, demonstrating that their involvement is highly valued. Having them watch a lesson, in the company of two or three other parents and carers, can provide the opportunity to demonstrate to them aspects of learning and teaching. Where the focus is on AfL, parents and carers could be directed to look for the following features:

- use of learning objectives, targets and success criteria;
- assessment techniques (questioning, observing, discussing, self- and peer assessment, feedback strategies);
- the plenary session, where progress towards the objectives is discussed and further learning signposted.

Such involvement needs to be well planned, with parents and carers knowing what they should be observing, and should include a follow-up session with the teacher or practitioner, where possible. The parents and carers would then have the opportunity to talk about what they have seen, with the teacher or practitioner available to explain, to clarify issues and to engage in the discussion about learning.

This approach gives parents and carers the opportunity to observe the teaching strategies and the role of other adults in the classroom, particularly in the area of AfL. For many parents and carers, this might be the first time they have seen a teacher teach since their own time at school. Many barriers could be broken down. Schools will need to use their energies and resources to encourage 'hard-to-reach' parents and carers to take part in this type of activity.

There needs to be an acceptance and a real understanding that parents and carers have not only the skills, but also the right to participate in the assessment process. When the partnership between home and school or setting is effective, children will benefit from joint assessment between parents or carers and teachers or practitioners. Parents' and carers' confidence as co-educators will grow, and there will be greater awareness of the value of learning and of the learning process, and greater understanding of strategies to support the child's development.



CPD ACTIVITY

Review of case studies of successful approaches to involving parents in AfL

Aim

- To provide a range of possible approaches to involving parents and carers in AfL.

Materials

- AfL video sequence 'Involving parents and carers', Clip 9 'Penn Green Centre for Under Fives and their Families', Clip 10 'English Martyrs Primary School', Clip 11 'Oakwood Avenue Primary School'.
- *Foundation Stage profile handbook* and CD-ROM.

Organisation

This activity should be carried out at a staff meeting.

- Watch the AfL video sequence 'Involving parents and carers', Clips 9–11.

Clip 9 'Penn Green Centre for Under Fives and their Families' (Foundation Stage focus)

- Focus on:
 - how the parents' and carers' involvement with their children's learning group enables ongoing dialogue about children's learning between parents or carers and practitioners;
 - how parents and carers are involved in discussing similar learning that is happening at home;
 - how the practitioner assesses children's progress;
 - how feedback is given to children and to parents and carers;
- After watching the clip, consider how these approaches could be developed appropriately for other contexts, both in the Foundation Stage and beyond.

Clip 10 'English Martyrs Primary School' (Year 4 focus)

- Focus on:
 - the headteacher outlining the importance of involving parents and carers in children's learning;
 - the maths workshop session for parents and carers using the whiteboard, followed by the workshop of children and parents or carers working together.
- After watching the clip, consider how:
 - the school is supporting parents and carers to help their children's learning;
 - children are involved in sharing their learning and progress with their parents and carers.
- Then consider how the techniques used for involving parents and carers could be adapted for your school or setting.

Clip 11 'Oakwood Avenue Primary School' (Year 6 focus)

- Focus on the informal interview about progress towards curricular targets involving the parent or carer, child and teacher together.
- After watching the video, consider how you could develop informal interviews involving teachers or practitioners, parents and carers, and children together discussing progress towards targets.

CPD ACTIVITY

Materials to support schools and settings in parent and carer workshop sessions

Aim

- To plan for use of the AfL video, which illustrates key features of AfL, as a basis for a parent and carer workshop session.

Materials

- AfL video sequence 'Feedback on learning', Clip 8 'Oakwood Avenue School: Year 6 literacy lesson'.

Organisation

This activity should be carried out at a staff meeting.

- Watch the AfL video sequence 'Feedback on learning', Clip 8, as the focus for a possible parent and carer workshop to demonstrate the following features of AfL:
 - the use of learning objectives, targets and success criteria;
 - assessment techniques (questioning, observing, discussing, self- and peer assessment, feedback strategies);
 - the plenary session, where progress towards the objectives is discussed and further learning signposted.

Other possible CPD activities

- Plan for a staff meeting that will prepare for parents and carers spending time in the classroom watching a lesson, in the company of two or three other parents or carers. Involve teachers and practitioners in drafting prompts for parents and carers prior to the lesson to introduce aspects of AfL and in planning for a follow-up discussion session.
- Plan a workshop session to review the marking policy. The working group should include teachers and practitioners, parents and carers, and parent governors.
- Plan for paired work, with teachers and practitioners devising a booklet to inform parents and carers about AfL approaches that the school is trying to develop.
- Plan a joint professional development day on AfL for parents, carers and governors.



Part 7 Formative use of summative assessment

Primary schools have a long tradition of gathering summative assessment information. Standardised tests to derive reading ages, tests to check children's application of particular mathematical procedures and weekly spelling tests all produce snapshots of a particular aspect of children's learning on a specific occasion. This kind of assessment *of* learning has traditionally been distinguished from the more interactive, formative, continuous interchange between teacher or practitioner and learner that characterises assessment *for* learning (AfL). Typically, the information generated by such assessment has not been used to shape and refine what happens in the classroom nor has it often been discussed with children and parents or carers.

However, there are ways of using summative assessment information that can inform and contribute to some of the approaches to AfL described in earlier parts of this unit. As Professor Paul Black pointed out to a recent conference of assessment advisers:





An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their students, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged.

He identifies some formative uses of summative tests including:

- helping children to structure their own revision through self and peer assessment;
- encouraging children to set questions for one another;
- enabling children to develop their own mark schemes to help their understanding of what counts as a high-quality outcome.

It is the use of assessment information, however it is derived, which determines how much it can positively affect learning and teaching in the classroom.

The AfL school self-evaluation grid is to be found in the accompanying booklet. Schools will find it helpful to use the appropriate section of this grid as an introductory CPD activity for this area of development.

School-level data

Over the last decade, the amount and nature of summative assessment information available to us have changed very significantly. National Curriculum statutory assessment, both teacher assessment and testing, means that we have ways of looking at a comprehensive and consistent set of outcomes based on agreed national criteria at certain points in children's educational journeys. In terms of local and national accountability, these data are used to help assess national attainment against defined standards, to target resources and support to areas and to schools where children's progress needs to be improved, to identify overall strengths and weaknesses in educational provision and to discern changes and improvements over time.

In terms of school self-evaluation, intelligent use of summative assessment information can generate relevant and challenging questions about such things as:

- whether children in the school or setting are doing better in some subjects or aspects than others compared with national patterns (If so, why and what are the implications for teacher professional development and curriculum priorities?);



- the difference between boys' and girls' performance (Does this reflect national patterns or is it different? Are new classroom approaches required?);
- the attainment of children of different ethnic origin (Are some groups making better progress than others?).

The small cohort size of many primary schools means that care must always be exercised when dealing in percentages. There are many schools where the year group consists of 15 children or fewer and where, therefore, each child represents at least 6 percentage points. However, this does not mean that it is not worth looking at comparisons, and the size of a cohort is less significant when we move to pupil-level assessment data.

Pupil-level data

Advances in technology can also help us look in greater detail at the outcomes and attainment of individual children so that we can shift our attention from broad levels at the end of a key stage (e.g. the percentage of children at level 4 or above in reading) to the progress made by individuals over the course of a key stage, whatever their starting point (e.g. What happened at Year 6 to those children who were assessed as level 1 as seven-year-olds?). Many LEAs have been making use of a range of software programs that track children's progress. The Pupil Achievement Tracker (PAT), which was supplied to all schools in the autumn of 2003, can be used alongside these existing systems for tracking progress and can be populated with a core set of data relating to children currently in the school (LEAs can help schools to gain direct access to this set of data and to download it quickly). Once there, the school can add specific information, which can lead to much more detailed and intelligent analysis, and which can begin to make a real contribution to and complement more formative approaches. (Full information about PAT and all updates can be found at www.standards.dfes.gov.uk/performance/pat.)

Children can be identified according to how long they have been in the school, which 'set' they have been part of (where applicable), their stage of English if they are learning English as an additional language, and whether they have participated in any particular intervention by the school or received targeted support. Analysis can then be applied to ask more searching questions about progress between, say, the end



of Key Stage 1 and Year 4 or the end of Key Stage 2. What can we say about the following, for example?

- The progress made by children who have been in the school from the start of Key Stage 1 or 2 compared with those who have arrived during the key stage. (Is there any pattern?)
- Evidence of the impact of specific school interventions and approaches, such as Springboard 5, Early Literacy Support, or setting. (Has extra support or different provision made a difference in comparison with the attainment of children with a similar or slightly higher starting point?)
- The relative progress made by more able and less able children. (Is the school doing better with one group than the other? If so, what are the implications?)

The answers to these kinds of question take us directly into the classroom because they help evaluate the impact of specific approaches and materials on individual children in the school.

Question-level analysis

Although not specifically designed as diagnostic tests, the end of key stage or QCA optional tests for Years 3, 4 and 5 can be used to identify strengths and weaknesses in children's responses. Many schools have





carefully analysed children's answer booklets in order to identify both common patterns across the school, set or class and issues relating to specific children. Traditionally this has been easier to do in mathematics and science (where questions mainly relate to particular aspects of the subject, such as 'shape and space' or 'life processes') than in English, but the assessment focuses introduced into the new reading and writing tests in 2003 are useful in categorising different elements of children's performance in these areas.

This individual analysis is also more effective when you can compare your children's responses with those of children elsewhere. You can see, in this way, whether a question that your children generally answered well was responded to equally successfully by most children. A further feature of PAT is that it incorporates a facility to input question-level data and to analyse your children's responses in comparison with those of a representative national sample. PAT will also be continuously updated with all relevant benchmark and comparative data. This more detailed analysis has many advantages because it:

- provides the basis for explicit discussion with and feedback for children and their parents or carers about where they have performed well and where they may need to focus to improve further;
- informs the process of setting curriculum targets for groups of children and, in some cases, for individuals;
- allows children to see that the 'success criteria' that they have been encouraged to think about in their own learning as part of AfL are also part of test arrangements – the mark schemes are effectively a detailed set of success criteria;
- helps to generate diagnostic information for future learning and teaching – use of an optional Year 4 test should allow you not only to look back at progress from Year 2 and Year 3 but also to look forward to targets and priorities for Year 5.

CPD ACTIVITY

Using question-level analysis

Aims

- To involve all staff in seeing how careful scrutiny of children's test responses can:
 - help generate information to share with children and parents and carers;
 - inform target setting;
 - provide crucial insights to inform future learning and teaching.

Pre-reading activity

- Using one test which has recently been undertaken in school (e.g. Year 2 mathematics, Year 4 optional English, Year 6 science), read a copy of the test and mark scheme.

Materials

- Copies of the test paper, mark scheme and children's scripts from the selected test.

Organisation

This activity should be carried out at a staff meeting.

- Look through the answer booklets of two or three children individually.
- In pairs, compare what you have found and then join with another pair to see what patterns are emerging.
- Focus the discussion on:
 - What are the majority of children able to do well?
 - What are the key misconceptions, confusions or weaknesses that are revealed?
 - Are there questions or tasks that most children found hard or didn't answer?
 - What are the implications for children's targets and for planning and teaching priorities both for the year group tested (i.e. Year 2, Year 4 or Year 6) and for current teachers of the actual children involved?

Next steps

- Discuss how you have used this approach already and how you have fed back insights to children.
- How could information derived from tests be usefully offered to parents and carers in parents' meetings or end-of-year reports?
- Colleagues who haven't done so select a few children in their class (particularly those whose progress and attainment they are less confident about), look at their responses to any recent tests they have taken and discuss what they find with the children.

CPD ACTIVITY

Tracking progress

Aim

- To identify patterns of progress of different children as they pass through the school.

Pre-reading activity

- Read the relevant tutorial (teacher, teacher assistant, senior manager, etc.) of the Pupil Achievement Tracker (PAT).

Materials

- Set of slides showing value-added graphs for the most recent group of children to leave the school (Year 6 for primary schools). Separate infant schools will need to look at outcomes in Year 2 and compare these with other information about prior attainment (Baseline, Year 1 intervention, etc.).

Organisation

This activity should be carried out at a staff meeting.

- Watch slides and highlight different groups of children (e.g. boys and girls; EAL and non-EAL; free school meals (FSM) and non-FSM).
- Focus the discussion on:
 - variations in progress made by different groups;
 - variations in progress made by children with similar prior attainment;
 - effectiveness of school interventions and targeted support.

Next steps

- Select a group that appears to be making less progress than others and consider what support is currently in place for this group across the school. What measures can the school take, in and out of the classroom, to ensure improved progress for these children?



Part 8 How ICT can be used to support AfL

ICT can be used to support the following aspects of assessment for learning:

- feedback on learning;
- peer and self-assessment;
- learners and teachers or practitioners reviewing and reflecting on assessment data.

Feedback on learning using ICT

ICT provides a means by which teachers and practitioners can give children feedback that is direct to the individual. It capitalises on the interactivity offered by the computer: the teacher or practitioner and children communicate using ICT as the medium, in a way that supports learning that can be personalised and direct.

Teachers and practitioners are able to use ICT to annotate work and to highlight successes and areas for improvement. They are making good use of options within word processing software such as Word to give feedback to children by:

- using the highlighter tool;
- using tracked changes;
- using recorded voice feedback within tracked changes.

The different colours of the highlighter pen can signal to the child the successes and areas for improvement against the learning objective. This feedback helps children to recognise what they need to work on, but they no longer have to start the work again because the annotations made by the teacher or practitioner can easily be removed. Once amendments such as these have been incorporated or rejected, the end product is free of highlighted feedback and the process may be repeated as children continue to improve their work.

Teaching often involves modelling, for example providing children with a pictorial representation to support their thinking or to generate ideas, or to show them how to present work or how, for example, to



deconstruct text. Including children's own work in this process provides a ready and meaningful context from which to progress and extend their learning. It allows children to learn how they can evaluate what is successful and how to improve by amending and adapting their work. With ICT, children's work can be scanned in and displayed and annotated as part of the modelling process. If an interactive whiteboard is used, this work can then be viewed by the whole class and children can contribute to the improvements in a whole-class setting.

Peer and self-assessment using ICT

Teachers and practitioners are experimenting with a variety of ways that children can use ICT to support peer and self-assessment:

- Children can share work on screen and be given a clear focus for both peer and self-assessment of this work. Using a split screen option allows children to be provided with a checklist on screen which they can use when assessing both their own work and the work of others.
- Young children can record their opinions of others' work on tape.
- Some groups of small schools have developed evaluation partners who operate via email. Children have email partners in other schools who work together to evaluate one another's work. In the context of a small school where there may be only a few children in each year group, technology allows children to have ongoing discussions about their work with children of the same age.

Reviewing and reflecting on assessment data using ICT



A key feature of ICT is the way that assessment evidence can be collected during the learning process and stored for analysis and how it can demonstrate progress over time. For example, using a digital camera, children in a PE lesson took pictures of each other performing a balancing routine. In the plenary, the teacher asked the children to show their pictures to the class and evaluate their performance during the lesson. Using the pictures, they compared the quality of their balancing positions at different points in time. This enabled the teacher to draw out the features of good balancing positions, which the



children were able to use in later lessons to assess and improve their performance.

The immediacy of ICT also motivates children to decide for themselves when to record work that they feel represents a significant achievement. For example, in a special school, children had been working in a mathematics lesson at representing data as a pictogram using toys. They were so pleased with what they had achieved that they asked the teaching assistant to record their work so they could share their successes with their parents.

CPD ACTIVITY

How ICT can be used to support AfL

Aim

- To consider how ICT can be used to support AfL.

Organisation

- At a staff meeting look at how ICT can be used to support AfL in each of the following ways:
 - to provide feedback on learning;
 - to enhance peer and self-assessment;
 - to support learners, teachers and practitioners in recording, reviewing and reflecting on assessment data.
- In small groups discuss the following questions:
 - To what extent are these practices already in place in the school or setting?
 - How might ICT resources be best employed to support and enhance AfL in the school or setting?
 - What would be the next steps to take to develop the use of ICT in this way?
- Feed back by referring to the three practices listed above. Use the responses to identify where there is good practice in place and how this might be shared. From the discussion, draw up a next steps plan for the use of ICT to support AfL.
- Look at how different ICT resources might be deployed, for example a single laptop, a computer suite, an interactive whiteboard, a video camera, a digital camera. Agree a timetable for distributing these resources and making them accessible, and agree a list of expected outcomes that can be used to evaluate the use of each ICT resource in supporting AfL.

Next steps

- Agree a time to share observations on the impact of using ICT in this way. Be prepared to provide examples of planning and practices and the responses of children.

Resources

Additional CD-ROM

To complement these materials, a double CD-ROM will be available in the autumn term.

CD 1 *Excellence and Enjoyment: learning and teaching in the primary years*

This contains all the units from this set of materials plus additional materials such as background research papers, further case studies and advice on running CPD sessions. It will be fully searchable through a key word search.

CD 2 *Excellence and Enjoyment: making the curriculum your own*

This CD-ROM has been designed as a companion to the *Excellence and Enjoyment: learning and teaching in the primary years* materials. It is intended to help support schools and settings in making the curriculum their own – in designing their curriculum in order to develop key aspects of learning through curriculum subjects, and to promote enjoyment and creativity as important routes to excellence.

This CD-ROM contains an extensive bank of resources and examples (including video material from schools and settings sharing their own ideas and experiences), which are arranged both by curriculum subject and according to the 'key aspects of learning' that are highlighted in the *Excellence and Enjoyment: learning and teaching in the primary years* materials. The aim is to provide resources that can help schools and settings focus on and develop particular areas of their curriculum, and to give ideas about creative teaching approaches as part of a planned process of whole-school curriculum design.

References and suggested readings

DfES, QCA and PNS publications

Materials on assessment can be found in the following existing NLS/NNS and Foundation Stage and QCA publications:

- *Curriculum guidance for the Foundation Stage* (QCA/00/587)
- *Early literacy support programme session materials for teaching assistants* (DfES 0651-2001)
- *Early literacy support teaching materials to support teachers working in partnership with teaching assistants* (DfES 0650-2001)
- *Foundation Stage profile handbook* (QCA/03/1006)
- *ICT in the literacy hour: independent work* (DfES 0015-2003)
- *Including all children in the literacy hour and daily mathematics lesson: management guide* (DfES 0465-2002 G)



- *Intensifying support programme* (DfES 0041-2004)
- *A language in common: assessing English as an additional language* (National Curriculum 2000)
- *Learning and teaching for children with special educational needs in the primary years* (DfES 0321-2004 G)
- *Learning and teaching using ICT: leadership team toolkit* (DfES 0369-2004)
- *Models and images: using models and images to support mathematics teaching and learning in Years 1 to 3* (DfES 0508-2003 GCDI)
- *National Numeracy Strategy Framework for teaching mathematics, 'key objectives'* (DfES 1999)
- NLS Illustrative target statements for reading and writing – to download from the NLS website
- *Planning, teaching and assessing the curriculum for pupils with learning difficulties* (QCA/01/759)
- *Planning for learning in the Foundation Stage* (QCA/01/799)
- *Supporting pupils learning English as an additional language* (revised 2002) (DfES 0239-2002)
- *Teaching assistants in primary schools: an evaluation of the quality and impact of their work* (Ofsted, 2002)
- *Towards the National Curriculum for English: examples of what pupils with special educational needs should be able to do at each P level* (DfES 0517-2002)
- *Towards the National Curriculum for mathematics: examples of what pupils with special educational needs should be able to do at each P level* (DfES 0637-2001 G)
- *Using assess and review lessons* (DfES 0632-2002)
- *Working with teaching assistants: a good practice guide* (DfEE 0148/2000)

Useful websites

- Primary National Strategy
www.standards.dfes.gov.uk/primary/
- Qualifications and Curriculum Authority
www.qca.org.uk/ages3-14/66.html



- Association for Achievement and Improvement in Assessment
www.aaia.org.uk
- Assessment Reform Group
<http://arg.educ.cam.ac.uk>
- King's College London Assessment for Learning Group
www.kcl.ac.uk/depsta/education/research/kal.html
- Parental involvement
www.standards.dfes.gov.uk/parentalinvolvement
- Pupil Achievement Tracker
www.standards.dfes.gov.uk/performance/pat

Further reading

- Assessment Reform Group (1999) *Assessment for learning: beyond the black box*. University of Cambridge School of Education. Also available from www.assessment-reform-group.org.uk
- Assessment Reform Group (2002a) *Assessment for learning: ten principles*. University of Cambridge Faculty of Education. Also available from www.assessment-reform-group.org.uk
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- Black, P., Harrison, C., Lee, C., Marshall, B. and William, D. (2003) *Assessment for learning: putting it into practice*. Open University Press
- Clarke, S. (1998) *Targeting assessment in the primary school: strategies for planning, assessment, pupil feedback and target setting*. Hodder and Stoughton
- Clarke, S. (2001) *Unlocking formative assessment: practical strategies for enhancing pupils' learning in the primary classroom*. Hodder and Stoughton



- Clarke, S. (2003) *Enriching feedback: oral and written feedback from teachers and children*. Hodder and Stoughton
- DfES (2003) *The impact of parental involvement on children's education* (LEA/03339/2003). Available from Prolog 0845 6022260
- Ofsted (2003) *The national literacy and numeracy strategies and the primary curriculum*. HMI

A background reading giving the research evidence for assessment for learning is available on the *Learning and teaching in the primary years* CD-ROM (CD1) – see page 85

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