

Effective Planning of Teaching and Learning



Assessment for learning should be part of effective planning of teaching and learning

A teacher's planning should provide opportunities for both learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners will receive feedback, how they will take part in assessing their learning and how they will be helped to make further progress should also be planned.

This section contains general guidance, in the form of a check list, to support teachers and schools implementing assessment for learning.

Assessment for learning is effective when pupils:

- Show changes in their attitudes for learning and in their motivation, self- esteem, independence, initiative and confidence.
- Show changes in their responses to questions, in contributions to plenary sessions, and in explanations and descriptions.
- Improve their attainment
- Ask relevant questions
- Are actively involved in formative assessment processes, e.g. setting targets, peer or self- assessment, recognising progress in their written work, skills, knowledge and understanding.

To effectively use assessment for learning teachers need to:

- Know their pupils well, know why pupils make mistakes, and be able to make judgments about next steps or interventions.
- Share learning intentions with pupils and use them to mark work or give feedback or rewards.
- Build in review time for themselves and their pupils.
- Encourage pupils to take responsibility for their learning intentions or targets, the strategies they use and the judgments they make in relation to their progress.
- Give pupils examples of a variety of skills, attitudes standards and qualities to aim for.
- Analyse pupils performance in test and use the information for future learning plans.
- Feel confident and secure in classroom practice.

In addition, teachers need to produce plans with:

- Emphasis on learning intentions and on sharing them with pupils and other adults in the classroom.
- Assessment criteria for feedback and marking, peer and self assessment.
- Differentiated classroom groups.
- Built in review time flexibility.
- Notes of pupil needs, additional or consolidation work.
- Time for guided group sessions for explicit formative assessment opportunities.
- Adjustments highlighted or crossed out: what did or did not work and why.

Pupils in your class should know:

- **Their target grades (what they are aiming for)**
- **The level they are working at and what that means (where they are now)**
- **How they can improve (what the next steps are)**

Key characteristics of Assessment for learning	Teaching strategies
Sharing learning Objectives with pupils	<ul style="list-style-type: none"> • Share learning objectives at the beginning of the lesson and, where appropriate, during the lesson in language that pupils can understand. • Use these objectives as the basis for questioning and feedback during plenaries. • Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages of planning.
Helping pupils to know and recognize the standards they are aiming for	<ul style="list-style-type: none"> • Show pupils work that has met criteria, with explanations of why. • Give pupils clear success criteria then relate them to the learning objectives. • Model what it should look like. For example, exemplify good writing on the board. • Ensure that they are clear, shared expectations about the presentation of work. • Provide displays of pupil's work, which shows work in progress as well as finished product.
Involving pupils in peer and self assessment	<ul style="list-style-type: none"> • Give pupils opportunities to talk about what they have learned and what they have found difficult, using the learning objectives as a focus. • Encourage pupils to work/ discuss together, focusing upon how to improve. • Ask pupils to explain the steps in their thinking: 'how did you get that answer?' • Give time for pupils to reflect upon their learning. • Identify with pupils the next step in learning.
Providing feedback which leads to pupils recognising their next step and how to take them	<ul style="list-style-type: none"> • Values oral as well as written feedback. • Ensure feedback is constructive as well as positive, identifying what the pupil has done well, what needs to be done to improve, and how to do it. • Identify the next steps for individual and groups as appropriate.
Promoting confidence that every pupil can improve	<ul style="list-style-type: none"> • Identify small steps to enable pupils to see their progress, thus building confidence and self- esteem. • Encourage pupils to explain their thinking and reasoning within classroom ethos.
Involving both teacher and pupil in reviewing and reflecting on assessment information	<ul style="list-style-type: none"> • Reflect with pupils on their work – for example, through a storyboard of steps taken during an investigation. • Choose appropriate tasks to provide quality assessment information (emphasis on process, not just the correct answer). • Provide time for pupils to reflect upon what they have learned and understood and to identify where they still have difficulties. • Adjust planning, evaluate effectiveness of task, resources, etc. as a result of assessment.

Please reflect on these areas of Assessment for Learning when planning in the short, medium or long term. They are intended to help when looking at the appropriate Afl space in your planner. The key questions to ask are: 'do my pupils know how to improve?' 'How do I know?' 'Is the feedback I am giving helping them to do this?' 'are my learning objectives clear?' 'do they have the big picture?' 'do they know what good looks like?'