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Ankara

Assessment for Learning

Information Workshop for Parents 10th
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Assessment for Learning

AfL: a definition

The process of seeking and interpreting evidence for use by children and their teachers, to decide where the children are in their learning, where they need to go and how best to get there.

‘A learning journey ...’



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Assess comes from the Latin verb ‘assidere’ meaning ‘to sit with’. In assessment one is supposed to sit with the learner. This implies it is something we do *with* and *for* students and not *to* students (Green, 1998)

Garden Analogy



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The vast majority of genuine formative assessment is informal, with interactive and timely feedback and response.

It is widely and empirically argued that formative assessment has the *greatest impact* on learning and achievement.



Summative Assessment is the process of simply measuring the plants.



Formative assessment is the garden equivalent of feeding and watering the plants directly affecting their growth.

How assessment for learning is part of everyday teaching and learning



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Children can explain what they are trying to learn and why.

Teachers plan for children to take responsibility for the learning.



Children assess their own progress and reflect on what they need to do to improve.

They know when they are being successful and they help each other make progress.



Teachers regularly assess children's progress and give feedback to help them improve.



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Children work hard and there is a learning buzz in the air. The enthusiasm comes from enjoying success.



Children are actively engaged in the learning. They discuss their work with each other and with the teacher.

How teachers help children reflect on their learning



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When teachers plan lessons they think first about what the children need to learn... these are often called the ***learning intentions***.

In literacy

Plan, draft and improve a piece of writing with readers and purpose in mind

In PE

Develop the skill of dribbling a football



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Teachers then decide what the children need to do and how the children will know when they are successful... these are often called the ***learning outcomes***.

In English

Has written an accurate article which is relevant and makes good sense

In PE

Can run with the ball keeping it under control

This way of teaching helps children understand:

- what they can do well;
- what needs to be improved;
- what has yet to be learned.

This helps them to identify the next steps in their learning.

You can help at home

Helping your child at the end of the school day



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Sometimes talking things through and learning together can make a difference. You are not expected to be an expert but someone to share ideas with or help think something out.

Here are some questions to get you started:

- What sort of day have you had? What did you **learn** in literacy?

Start with a subject your child likes or is doing well

Let's have a look at what the teacher has written.

- What does this comment mean?
- Is that what you expected?
- What are you going to do next to improve this?

You were a bit worried about your homework in science – what did you do well and what do you need to do to improve?

Move on to Things your child finds more difficult or dislikes

You can help at home

Helping your child to become an independent learner



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There are different things that can help your child become an independent learner. Two things teachers do are listed below.

1. They help children develop different skills for learning. As children become more independent they should be able to decide for themselves which skills to use in different subjects at different times.

For example:

- using a highlighter pen to pick out the important bits in a text;
- searching for information on the Internet.

2. They ensure that children work together so they can help each other to make better progress

You worked really hard on that homework – what did your teacher say about it?

Tell me what this is all about.
When's it due in?
Can I do anything to help?

Try thinking that out loud – it sometimes helps you get your head round things

You could call Kylie to talk that through if you're really stuck.

Let's work through this together.



Students Write Questions



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For example –

About what they would like to know on a new topic

To ask the teacher or other students in order to assess their learning

To demonstrate their learning/misconceptions/areas they would like to further explore

The classroom could have a question box where students drop questions at the end of a lesson.

Or, a plenary could involve students writing questions that the class then work on together, or forms the basis of the next lesson.



Students ask Questions



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Opportunities are created for students to ask questions. This could be of their peers, of the teacher or as a means to develop discussion.

A 'question box' for written questions offers a different means of communication for students

Students are allowed to ask questions about pieces of work. This helps open up assessment and eliminate ambiguity



Comment-only marking



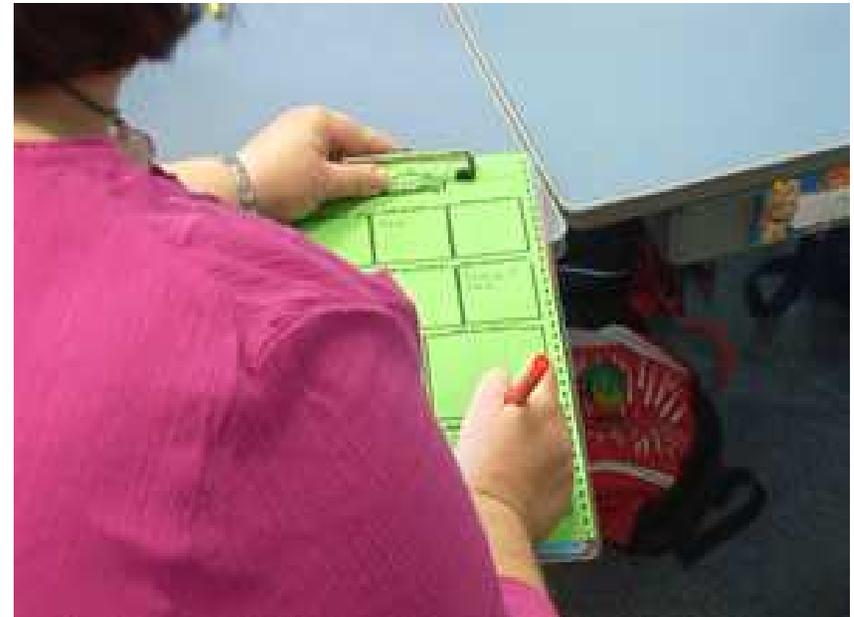
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Comment-only marking provides students with a focus for progression instead of a reward or punishment for their ego (as a grade does).

Comments could be made in books, in a table at the front of books, in a learning diary or journal. The latter are helpful for teacher and student to track the progression of comments and see improvement.

Comments should make it clear how the student can improve.

Plan activities and work with feedback in mind – let the design assist the process



2 stars and a wish



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For peer assessment, students are asked to give two stars and a wish.

Two stars = 2 things that are good about the piece of work

A wish = something they can improve to make it even better



Wait-time



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Wait time allows students time to think and therefore to produce answers. Also, not everyone in the class thinks at the same speed or in the same way –
waiting

allows students to build their thoughts and explore what has been asked.

2 types of wait time –

- i) Teacher speaks and then waits before taking student responses.
- ii) Student response ends and then teacher waits before responding. This gives the student space to elaborate or continue – or for another student to respond.



Making aims clear



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-Put **lesson objectives** on the board at the beginning of the lesson.

-Talk to students about why they are studying what they are studying.

-Contextualise short-term aims in long-term aims (e.g. analysing Shakespeare will contribute to a wider knowledge of the cultural canon and stronger analytical skills among other long term aims)

Success Criteria.

-Check with students that they are clear about the aims of the lesson/unit/subject

-Produce aims/success criteria in conjunction with students



Our Mission



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“We encourage everyone to become responsible, happy, confident, life long-learners in a secure, welcoming environment and unique environment; where cultures meet and diversity is celebrated.”