

Assessment for learning

Effective strategies for day-to-day assessment

The table below was first produced by the Association for Achievement and Improvement through Assessment (AAIA) and usefully links the key characteristics of assessment for learning with appropriate teaching strategies. This version has been updated.

Key characteristics of assessment for learning with appropriate teaching strategies

Key characteristics of assessment for learning	Teaching strategies
Sharing learning objectives with children	Share learning objectives at the beginning of a teaching sequence and, where appropriate, during the teaching sequence in language or method that all children (including those with special educational needs) can understand. Use these objectives as the basis for questioning and feedback during the teaching sequence and to help children define what success might look like. Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages of planning.
Helping children to know and recognise the standards they are aiming for	Share children's work that has met the success criteria, with explanations of why. Model what it should look like. Exemplify 'what a good one looks like' through demonstration, joint work or sharing other children's work. Provide displays and models of children's work that shows work in progress as well as a finished product and that reflects a range of abilities.
Involving children in peer assessment and self-assessment	Give children clear opportunities to talk about what they have learned and what they have found difficult, using the learning objectives and success criteria as a focus. Encourage children to work and discuss together, focusing on how to improve. Ask children to explain the steps in their thinking: 'How did you get that answer?' Identify with children the next steps in learning. Give time for children to reflect on their learning.
Providing feedback that leads to children recognising their next steps and how to take them	Value oral as well as written feedback. Ensure that feedback is specific and positive, identifying what the child has done well, what needs to be done to improve, and how to do it. Identify the next steps for individuals and groups.
Promoting confidence that every child can improve	Identify small steps to enable children to see their progress, thus building confidence and self-esteem. Encourage children to explain their thinking and reasoning.
Involving both teacher and child in reviewing and reflecting on assessment information	Reflect with children on their work, for example through a storyboard of steps taken during an investigation. Choose appropriate tasks to provide quality assessment information (with an emphasis on process, not just the correct answer). Provide time for children to reflect on what they have learned and understood, and to identify where they still have difficulties.