

Handout 3: *Assessment for learning* prompts linked to video

– Year 3

Key characteristics of <i>Assessment for learning</i> (AFL)	Effective practice in guided writing
Creating the conditions for learning that will support <i>AfL</i>	<ul style="list-style-type: none"> • The learning is contextualised within the unit of literacy work • Guidance to support pupils' independent writing is displayed on the literacy wall • The teacher clarifies understanding of the immediate learning in supporting future writing success
Using curricular targets	<ul style="list-style-type: none"> • The teacher makes clear and regular references to curricular targets
Designing opportunities for learning: planning	<ul style="list-style-type: none"> • Learning objectives are shared, clarified and displayed with a clear link made between the text and sentence objectives • The purpose and audience for writing is clarified and referred to regularly • Definitions/terms and their functions – for example, adverbial phrases – are reviewed • Success criteria is clarified before guided and independent writing begins
Day-to-day assessment strategies	<ul style="list-style-type: none"> • Varied questioning is used to clarify understanding, embed learning and challenge pupils to justify opinions and choices • Focused paired talk is regularly used to support improvement and evaluation of writing

	<ul style="list-style-type: none">• The teacher consistently refers to the learning objectives throughout the session• Pupils are encouraged to share strategies for success• Support materials displayed on the literacy wall are referred to by pupils and the teacher• Use of individual whiteboards for sentence writing provides immediate opportunities for peer evaluation, self-evaluation and improvement
Feedback on learning	<ul style="list-style-type: none">• Group evaluation of pupils' writing highlights success and achievement of learning objectives• The teacher challenges pupils to justify their evaluations and choices – for example, which sentence is better and why?• Pupils are encouraged and given time to act on the improvement prompts contained in written feedback of their work• The teacher works with individual pupils and gives focused praise and supporting self-evaluation• Pupils are given regular opportunities to self-evaluate their work and discuss next steps for improvement