

## Handout 4: *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"> <li>• The learning is contextualised within the unit of literacy work</li> <li>• Guidance to support pupils' independent writing is displayed on the literacy wall</li> <li>• The teacher clarifies understanding of the immediate learning in supporting future writing success</li> </ul>
Using curricular targets	<ul style="list-style-type: none"> <li>• The teacher makes clear and regular references to curricular targets</li> </ul>
Designing opportunities for learning: planning	<ul style="list-style-type: none"> <li>• Learning objectives are shared, clarified and displayed with a clear link made between the text and sentence objectives</li> <li>• The purpose and audience for writing is clarified and referred to regularly</li> <li>• Definitions/terms and their functions – for example, adverbial phrases – are reviewed</li> <li>• Success criteria is clarified before guided and independent writing begins</li> </ul>
Day-to-day assessment strategies	<ul style="list-style-type: none"> <li>• Varied questioning is used to clarify understanding, embed learning and challenge pupils to justify opinions and choices</li> <li>• Focused paired talk is regularly used to support improvement and evaluation of writing</li> </ul>

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