

## Handout 4: *Assessment for learning* prompts linked to video

### – Year 5

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 teacher systematically reviews pupils' prior learning</li> <li>• Learning objectives are contextualised within the unit of work</li> </ul>
Using curricular targets	<ul style="list-style-type: none"> <li>• Learning objectives are clearly linked to curricular targets (see Case Study 3)</li> </ul>
Designing opportunities for learning: planning	<ul style="list-style-type: none"> <li>• The teacher clarifies pupils' understanding of key language features</li> <li>• Learning objectives are shared clearly, regularly referred to, revisited in the plenary and used to underpin peer evaluation</li> <li>• The purpose and audience for writing is established and referred to regularly</li> <li>• The teacher clarifies the writing process with reference to previously completed whole-class shared planning and writing</li> <li>• Criteria of success are shared explicitly by the teacher in preparation for guided and independent writing</li> </ul>
Day-to-day assessment strategies	<ul style="list-style-type: none"> <li>• Group evaluation is supported and directed by the teacher's questioning</li> <li>• Pupils are encouraged to justify their opinions and choices and to support them with evidence</li> </ul>

	<ul style="list-style-type: none"><li>• Regular opportunities are created for peer evaluation and the positives and successes are highlighted</li><li>• The teacher reinforces criteria of success and urges pupils to peer evaluate and self-evaluate with reference to these evaluations</li><li>• Individual pupils are encouraged to self-evaluate and suggest improvements to their writing</li><li>• The teacher encourages correct use of meta-language as part of peer evaluation of sentence writing</li><li>• Opportunities are created to use and apply skills across the curriculum</li></ul>
Feedback on learning	<ul style="list-style-type: none"><li>• The teacher gives focused verbal feedback, including next steps for improvement</li><li>• The choice of guided-writing group is selected as a result of ongoing teacher assessment of previously completed writing</li><li>• Opportunities are used to troubleshoot misconceptions through peer or group evaluation</li><li>• Regular consistent focused praise is used to embed learning</li></ul>