

Handout 5: *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"> • The teacher systematically reviews pupils' prior learning • Learning objectives are contextualised within the unit of work
Using curricular targets	<ul style="list-style-type: none"> • Learning objectives are clearly linked to curricular targets (see Case Study 3)
Designing opportunities for learning: planning	<ul style="list-style-type: none"> • The teacher clarifies pupils' understanding of key language features • Learning objectives are shared clearly, regularly referred to, revisited in the plenary and used to underpin peer evaluation • The purpose and audience for writing is established and referred to regularly • The teacher clarifies the writing process with reference to previously completed whole-class shared planning and writing • Criteria of success are shared explicitly by the teacher in preparation for guided and independent writing
Day-to-day assessment strategies	<ul style="list-style-type: none"> • Group evaluation is supported and directed by the teacher's questioning • Pupils are encouraged to justify their opinions and choices and to support them with evidence

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