

Unit 1

Assessment for learning in everyday lessons

Objectives

- To identify the key features of assessment for learning (AfL) in good teaching and learning
- To identify strategies for improving AfL

Resources

Slides 1.1–1.5

Handouts 1.1–1.5

Appendix 1.1, AfL – definitions and research findings (photocopied and distributed to all participants before the course begins)

Video sequence for this unit

Flipchart and pens

Session outline

1.1	Introduction	5 minutes
1.2	AfL – definition and key characteristics	5 minutes
1.3	Identifying effective teaching strategies for AfL	10 minutes
1.4	Lesson video	20 minutes
1.5	Discussion of video	10 minutes
1.6	School implementation	25 minutes
1.7	Reflection	5 minutes
1.8	Ready for more?	5 minutes
	Total	85 minutes

Pre-course task

Presenters should be familiar with the 'Organising and delivering whole-school training' section of this training folder's 'Guidance for senior leaders'.

Participants should prepare for this unit by reading **appendix 1.1, AfL – definitions and research findings**. This clarifies the relationship between assessment **for** learning and assessment **of** learning. The notes draw extensively from *Inside the black box*, *Assessment for learning: beyond the black box* and *Working inside the black box*.

These publications summarise the findings of extensive research into AfL and are frequently referred to by researchers and other educationalists who have an interest in assessment.

1.1 Introduction

5 minutes

Show **slide 1.1** to clarify the objectives of the session.

Slide 1.1



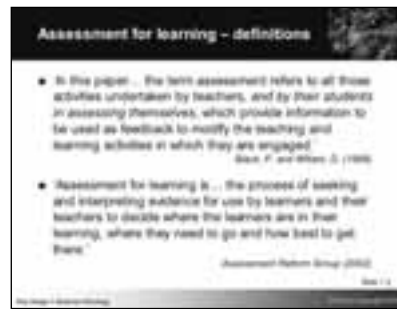
Say that the session should help everyone to:

- understand what AfL means in the context of everyday teaching;
- appreciate the importance of making sure that in every lesson pupils understand what they are trying to learn and why and how they can recognise achievement;
- focus on the application of AfL strategies;
- extend the range of practical strategies they use to develop AfL.

1.2 AfL – definition and key characteristics **5 minutes**

Remind participants of their pre-course reading (appendix 1.1, AfL – definitions and research findings) and show **slide 1.2** to secure a shared understanding of what is meant by AfL.

Slide 1.2

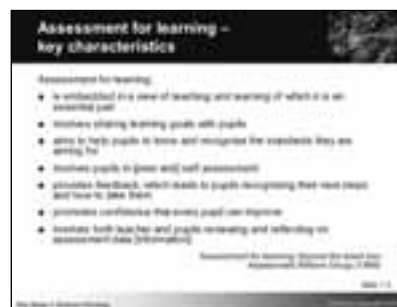


Make these points.

- The definitions of AfL stress the importance of **using** the information gained to improve learning.
- *Inside the black box* (1998) is a summary of the main findings arising from 250 assessment articles (covering nine years of international research) studied by Paul Black and Dylan Wiliam. Its findings still provide a touchstone for other researchers, advisers and teachers.
- To understand these definitions fully it is necessary to reflect upon the findings and key messages of the research that led up to them. (These are addressed in appendix 1.1.)

Show **slide 1.3**.

Slide 1.3



Make these points.

- AfL is different from other ongoing assessment. It involves more than marking and feeding back grades to pupils. It involves identifying the next steps for learning as well as having a clear understanding of the errors pupils make and the difficulties they experience.
- It requires finding effective ways of showing evidence of progress in learning and obstacles to learning.
- Two additions have been made to the original text.
 - 'Peer assessment' has been added to the fourth bullet point, as the King's Medway Oxfordshire Formative Assessment Project (KMOFAP) research has identified peer assessment as a developmental step towards self assessment.
 - The term 'information' has been added to the last bullet point as the term 'data' is meant to be interpreted broadly. Therefore, the term 'information' has been substituted for 'data' in the rest of the unit.

1.3 Identifying effective teaching strategies for AfL

10 minutes

Give out **handout 1.1**. (You are advised not to give out handout 1.2 yet.)

Handout 1.1

Handout 1.1			
Assessment for learning – key characteristics			
Key characteristics of assessment for learning	Teaching strategies	Examples of practice observed	Impact on learning
Sharing learning objectives with pupils	<ul style="list-style-type: none"> • Ensure objectives are expressed in a language that pupils can understand. 		
Helping pupils to know and recognise the standards they are aiming for	<ul style="list-style-type: none"> • Give pupils clear success criteria that appear in the learning objectives. 		
Providing pupils with feedback	<ul style="list-style-type: none"> • Give pupils clear and specific feedback about what they have done well on, and what they need to improve on. 		

Handout 1.1 cont.			
Assessment for learning – key characteristics			
Key characteristics of assessment for learning	Teaching strategies	Examples of practice observed	Impact on learning
Providing feedback and encouraging pupils to take from it	<ul style="list-style-type: none"> • Provide it as well as other feedback whenever possible. 		
Providing confidence that every pupil can improve	<ul style="list-style-type: none"> • Encourage pupils to explain their thinking and reasoning when answering questions. 		
Providing both teacher and pupil feedback on learning and understanding	<ul style="list-style-type: none"> • Provide time for pupils to reflect on what they have learned and to identify what they still need to learn. 		

Ask participants to work in pairs and list, in the ‘Teaching strategies’ column, some of the strategies that are routine practice in their department. One example is provided in each case to focus the discussion. This has been found to be a challenging activity.

- Allow up to 5 minutes for pairs to work on the lists.
- Emphasise that you are asking for strategies used in the context of a ‘normal’ lesson.
- Ask participants for some examples of effective teaching strategies, note them on a flipchart, then ask participants to explain how their strategies contribute to pupils’ learning. Try to draw out some of the examples of strategies that are included on **handout 1.2** which will be distributed later in the session.

1.4 Lesson video

20 minutes

Explain to participants that they are going to watch an extract from a lesson in which AfL teaching strategies are used. The sequence is not meant to demonstrate every aspect of good AfL. It shows good teaching and learning and participants will be able to identify a number of key characteristics of AfL. It also shows how they contribute to the progress the pupils are making.

The way a video sequence is presented to participants makes a significant difference to how well they are able to identify the AfL strategies shown and their impact on learning.

The presenter should be very familiar with the contents of the chosen video and help ensure participants focus on the AfL aspects of the lesson.

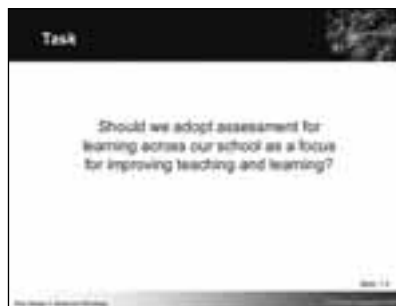
- Explain to participants that they should note examples of the strategies being used in the video and their impact on learning on **handout 1.1**.
- Point out that the excerpts from the lesson will only show some of the assessment for learning strategies employed. More would be evident if the whole lesson was observed. The proportion of teacher input versus pupil input is inevitably distorted.

1.6 School implementation 25 minutes

In this section participants have the opportunity to use Edward de Bono's 'six hats' (*Six thinking hats*¹, E. de Bono, 1985) as a framework for thinking about AfL. Explain to participants that they are going to consider the question:

Should we adopt AfL across our school as a focus for improving teaching and learning? (slide 1.4)

Slide 1.4



Give out **handout 1.3** and explain to participants that the six thinking hats each describe a different thinking characteristic which can be applied to the question posed.

Handout 1.3

Handout 1.3	
Edward de Bono's six thinking hats	
The six hats represent six modes of thinking and are signs in which to think rather than labels for thinking. Each person should contribute to the discussion according to their hat thinking characteristic rather than their own personal response.	
The key theoretical reasons to use the six thinking hats are to:	
<ul style="list-style-type: none"> • encourage parallel thinking • encourage A-F spectrum thinking • separate ego from performance. 	
Red hat	This covers emotions, feelings and attitudes and requires justification. The feeling may be genuine and the logic, sound but it gives the thinker permission to act on emotions or on the feelings on the subject at the moment. "How do I feel about this right now?"
Yellow hat	This is the logical and positive hat. It can be used in looking for what is true about an issue, professional action or trying something if it has not been already happened. Why will this work and how will it affect the results?"
Black hat	Black hat thinking is logical, the hat of judgement and caution. Why does the suggestion of the facts, available experience, the current course of feasibility that is being followed?"
Green hat	This is the hat of creativity, alternatives, proposals, different and new ideas, possibilities and solutions. The hat of thinking. "How can this idea be modified to improve it? What different ways can we achieve the same objective?"
White hat	Concerns facts, figures, information needs and gaps: "What information do we have, what do we need and of where can we get it? Let's stop the arguments and proposals and look at the data!"
Blue hat	This is the chairman or process controller. It looks out at the subject being discussed and the thinking about the question (metacognition). "What have we been thinking of so far and what types of thinking should we do next?"

Divide participants into six groups of roughly equal size and explain that they are going to participate in a jigsaw activity.

Allocate each group a different coloured thinking hat which must inform their thinking.

- Groups should spend 5 minutes debating the question:
Should we adopt AfL across our school as a focus for improving teaching and learning?

Their discussions should be influenced by their metaphorical hat.

¹The Six Hats method was designed by Edward de Bono and is reproduced here with permission. For any reproduction of this material permission must be obtained from the author. Notwithstanding the above, this material may be photocopied strictly for use within a local area
Website: www.edwdebono.com

- Explain to participants that it may be harder than they think to keep within their allocated perspective.
- Give out **handout 1.4** for participants to record their responses. Opinions should be backed by evidence.

Handout 1.4

Edward de Bono's six hats		
<p>The question: Should we adopt assessment for learning across our school as a focus for improving teaching and learning?</p>		
Red	To ponder	Self's response
	<p>What are the feelings about this issue? What do I feel at the moment? What are my questions, queries, intuitions about this issue?</p>	
Yellow	<p>What are the benefits, values and advantages in this issue? What are the good points about it? What are the good things about the suggestion?</p>	
Black	<p>What are the dangers or obstacles? What are the discolour points? What are the possible problems? What can go wrong? What are the risks, negative points? What are the difficulties surrounding it?</p>	
Green	<p>How can this idea be modified or improved? How can we overcome some of the problems that this idea has set itself out? What are the alternative ways of achieving the same objective? What can other ideas do well that in this one?</p>	
White	<p>What facts and figures are available for this issue? What information do I need? What information do we have?</p>	
Blue	<p>How have we been thinking about our thinking? Where are we going? What are we going to do next?</p>	

- Every participant should complete their group's responses on **handout 1.4** to use in the next stage of the jigsaw.

After 10 minutes' 'jigsaw' the groups so that there is one person representing each of the six thinking hats in each group.

- Participants should spend 10 minutes debating the question in the mixed hat group, each presenting their own hat's argument.
- During discussion, move between the groups and help participants avoid getting into unproductive 'yes but' conversations, i.e. as a group they need to come to some agreement.
- At the end of the discussion, groups should try to sum up their views in order to reach an informed decision.

Take summary feedback of the outcomes of discussion from each group.

1.7 Reflection

5 minutes

Summarise the unit by making these points.

- The focus was placed on strategies such as the sharing of learning objectives with pupils, pupils' peer and self assessment and feedback to pupils to inform next steps in learning. This is because these are central to AfL in everyday lessons.
- Good planning and teaching skills are crucial for making AfL a familiar part of lessons.
- AfL can sharpen the focus of teaching and better direct it to meet the learning needs of pupils.
- Good AfL practice needs to be routine and familiar to pupils.
- AfL will help pupils gain the skills they need to be active learners and take increasing responsibility for their progress.

1.8 Ready for more?

5 minutes

Distribute **handout 1.5** and explain that it is taken from the Association for Achievement and Improvement through Assessment (AAIA) *Secondary assessment coordinators' guidelines*.

Handout 1.5

Assessment for learning – key characteristics	
Key characteristics of assessment for learning Give the learners ownership with pupils	Teaching strategies <ul style="list-style-type: none"> • Give learning objectives at the beginning of the lesson with clear expectations, using the lesson objectives that pupils can understand. • Ask these objectives as a focus for questioning and feedback during the lesson. • Evaluate the feedback in relation to achievement of the learning objectives in the next stage of learning.
Helping pupils to know and recognise the standards they are aiming for	<ul style="list-style-type: none"> • Show pupils work that has met criteria, with explanations of what it is good about. • Give pupils clear success criteria that relate them to the learning objectives. • Give pupils a model to use. For example, identify good writing of the lesson. • Show that there are clear shared expectations about the standard of work. • Provide examples of pupils' work, which shows work in progress as well as achievement.
Helping pupils to peer and self-assess	<ul style="list-style-type: none"> • Give pupils clear opportunities to talk about what they have done well on and what they have found difficult, using the learning objectives as a focus. • Encourage pupils to work together, focusing on how they can improve. • Ask pupils to explain the steps in their thinking: "How did you get that answer?" • Give time for pupils to reflect upon their learning. • Identify what pupils have learnt about learning.
Providing feedback which helps to plan responses to next steps and how to learn them	<ul style="list-style-type: none"> • Use oral as well as written feedback. • Provide feedback in confidence or with a partner, identifying what the pupils have done well, what needs to be done to improve, and how to do it. • Identify what next steps are available and agree on an appropriate response.
Providing confidence that every pupil can improve	<ul style="list-style-type: none"> • Identify small realistic steps pupils can take to improve, thus building confidence and self-esteem. • Encourage pupils to explain their thinking and reasoning with a partner or in a group.
Helping both teacher and pupils to review and reflect on assessment information	<ul style="list-style-type: none"> • Reflect with pupils on their work – for example, through a checklist of steps taken during an investigation. • Check responses back to provide quality improvement. • Give time for pupils to reflect upon what they have learned and what they need to do to improve their learning. • Ask pupils to reflect on the effectiveness of their resources, etc. as a result of assessment.

Relate the 'Teaching strategies' column to the participants' feedback on the video and the prior discussions.

Ask participants to use this list to:

- select one or two of the 'Key characteristics' in the list on which they could most usefully focus to enhance teaching and learning in their department;
- identify strategies related to these characteristics to trial in their lessons.

Show **slide 1.5** and explain that it presents suggestions for further work.

Slide 1.5

Ready for more?

Next half-term 'have a go'...

- Step 1**
 Focus on one or two 'key characteristics' on handout 1.5 and identify some strategies to trial in a series of lessons.
- Step 2**
 After the first few lessons, discuss with a colleague what went well and what did not. Persist for a minimum of 20 hours of trialling.
- Step 3**
 Consider what further support or training might help you trial these strategies.

AfL – definitions and research findings

Terminology

Assessment **of** learning is also known as **summative** assessment.

Assessment **for** learning is also known as **formative** assessment.

The change in language is helpful in clearing up the confusion about the nature and purpose of each type of assessment.

Assessment of learning

Assessment **of** learning tends to be summative and is carried out periodically, e.g. at the end of a unit or year or key stage. The teacher undertakes this kind of assessment to judge how well a pupil is performing. Conclusions will typically be reported in terms of grades, marks or levels. These may be set alongside national standards, so that a pupil, school or teacher can evaluate their own performance against that of others. This also allows schools to track progress over time.

Because the results of assessment of learning are shared with other people, issues of validity and reliability are paramount. There is also an important balance between making assessments that are rigorous and yet manageable.

It has become more and more important for school managers to explore and understand relevant assessment data. Subject leaders in secondary schools, for example, need to interpret the performance of the pupils they receive and how they progress. This can help them to identify trends, set realistic targets and identify the needs of pupils.

Assessment of learning is well established and there is now a broad consensus regarding its nature, summative purposes and importance. It is not always recognised, however, that by sharing expectations and targets with pupils, assessment **of** learning can contribute to assessment **for** learning. For example, pupils can be given the opportunity to:

- mark, moderate and review test papers;
- review their performance against the test criteria and set personal targets;
- devise future test questions.

Assessment for learning

Assessment **for** learning is formative in nature and takes place all the time in the classroom. Here are three useful definitions.

'In assessment for learning, the learner's task is to close the gap between the present state of understanding and the learning goal. Self-assessment is essential if the learner is to do this. The teacher's role is to communicate appropriate goals and promote self-assessment as pupils work towards the goals. Feedback in the classroom should operate from teacher to pupils and from pupils to teacher.'
Sadler, R. (1989)

'In this paper ... assessment refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.'

Black, P. and Wiliam, D. (1998)

'Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.'

Assessment Reform Group (2002)

The key message is that assessment for learning is about **using** the information gained to improve learning.

The following provides the highlights of research findings and references for further reading.

Inside the black box

The publication *Inside the black box* (1998) is an influential pamphlet that summarises the main findings arising from 250 assessment articles (covering nine years of international research) studied by Paul Black and Dylan Wiliam. The document is well known and widely used, and acts as a touchstone for many professionals in the field of assessment.

Inside the black box identifies five key factors that improve learning through assessment:

- providing effective feedback to pupils;
- actively involving pupils in their own learning;
- adjusting teaching to take account of the results of assessment;
- recognising the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial to learning;
- considering the need for pupils to be able to assess themselves and to understand how to improve.

The research also identifies a number of risks with regard to assessment:

- valuing quantity and presentation rather than the quality of learning;
- lowering the self-esteem of pupils by over-concentrating on judgements rather than advice for improvement;
- demoralising pupils by comparing them negatively and repeatedly with more successful learners;
- giving feedback that serves social and managerial purposes rather than helping pupils to learn more effectively;
- working with an incomplete picture of pupils' learning needs.

Assessment for learning: beyond the black box

This publication of the Assessment Reform Group (1999) follows up the work of Black and Wiliam. It emphasises that good assessment for learning:

- is embedded in a view of teaching and learning of which it is an essential part;
- involves sharing learning goals with pupils;
- aims to help pupils to know and to recognise the standards they are aiming for;
- involves pupils in self assessment;

- provides feedback, which leads to pupils recognising their next steps and how to take them;
- promotes confidence that every pupil can improve;
- involves both teacher and pupils reviewing, and reflecting on, assessment information.

Working inside the black box

Working inside the black box (2002) picks up where *Inside the black box* left off. It sets out its main findings under four headings.

Questioning

- More effort has to be spent in framing questions that are worth asking.
- Wait time has to be increased to several seconds to give pupils time to think and everyone should be expected to contribute to the discussion.
- Follow-up activities have to provide opportunities to ensure that meaningful interventions that extend pupils' understanding take place.

The only point of asking questions is to raise issues about which the teacher needs information or about which the pupils need to think.

Feedback through marking

- Written tasks, alongside oral questioning, should encourage pupils to develop and show understanding of the key features of what they have learned.
- Comments should identify what has been done well and what still needs improvement, and give guidance on how to make that improvement.
- Opportunities for pupils to follow up comments should be planned as part of the overall learning process.

To be effective, feedback should cause thinking to take place.

Peer and self assessment

- The criteria for evaluating any learning achievements must be transparent to pupils to enable them to have a clear overview both of the aims of their work and what it means to complete it successfully.
- Pupils should be taught the habits and skills of collaboration in peer assessment.
- Pupils should be encouraged to keep in mind the aims of their work and to assess their own progress to meet these aims as they proceed.

Peer and self assessment make unique contributions to the development of pupils' learning – they secure aims that cannot be achieved in any other way.

The formative use of summative tests

- Pupils should be engaged in a reflective review of the work they have done to enable them to plan their revision effectively.
- Pupils should be encouraged to set questions and mark answers to help them, both to understand the assessment process and to focus further efforts for improvement.
- Pupils should be encouraged through peer and self assessment to apply criteria to help them understand how their work might be improved.

Summative tests should be, and should be seen to be, a positive part of the learning process.

The **underlying issues** identified are:

- **learning theory** – teachers need to know in advance what sort of feedback will be useful, i.e. they need to understand how their pupils learn;
- **subject differences** – teachers need to have an understanding of the fundamental principles of the subject, an understanding of the kinds of difficulties that pupils might have, and the creativity to think up questions which can stimulate productive thinking; such pedagogical content knowledge is essential in interpreting response;
- **motivation and self-esteem** – learning is not just a cognitive exercise, it involves the whole person; learning for learning's sake rather than for rewards or grades;
- **a learning environment:** principles and plans – teachers need to have forethought of how to teach in a way which establishes a supportive climate;
- **a learning environment:** roles and responsibilities – teachers need to help pupils become active learners who can take increasing responsibility for their progress.

Further reading

Sadler, R. (1989) Formative assessment and the design of instructional systems. *Instructional Science* 18, 119–144

Black, P. and William, D. (1998) *Inside the black box: raising standards through classroom assessment*. King's College, London. To order, telephone 0207 836 5454 ext 3189.

Assessment Reform Group (1999) *Assessment for learning: beyond the black box*. University of Cambridge, Faculty of Education. To order, telephone 01223 369631.

Black, P., Harrison, C., Lee, C., Marshall, B., William, D. (2002) *Working inside the black box: assessment for learning in the classroom*. King's College, London. To order, telephone 0207 836 5454 ext 3189.

Websites

www.qca.org.uk

www.aaia.org.uk

Unit 1 – Assessment for learning in everyday lessons

Objectives

- To identify the key features of assessment for learning in good teaching and learning
- To identify strategies for improving assessment for learning

Slide 1.1

Assessment for learning – definitions

- In this paper... the term assessment refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.
Black P. and William D. (1998)
- 'Assessment for learning is... the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.'
Assessment Reform Group (2002)

Slide 1.2

Assessment for learning – key characteristics

Assessment for learning:

- is embedded in a view of teaching and learning of which it is an essential part
- involves sharing learning goals with pupils
- aims to help pupils to know and recognise the standards they are aiming for
- involves pupils in (peer and) self assessment
- provides feedback, which leads to pupils recognising their next steps and how to take them
- promotes confidence that every pupil can improve
- involves both teacher and pupils reviewing and reflecting on assessment data (information)

*Assessment for learning: beyond the black box
Assessment Reform Group (1999)*

Slide 1.3

Task

Should we adopt assessment for learning across our school as a focus for improving teaching and learning?

Slide 1.4

Ready for more?

Next half-term 'have a go'.

- **Step 1**
Focus on one or two 'key characteristics' on handout 1.5 and identify some strategies to trial in a series of lessons
- **Step 2**
After the first few lessons, discuss with a colleague what went well and what did not. Persist for a minimum of 20 hours of trialing
- **Step 3**
Consider what further support or training might help you trial these strategies

Slide 1.5

Objectives

- To identify the key features of assessment for learning in good teaching and learning
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Assessment for learning – definitions

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Assessment for learning – key characteristics

Assessment for learning:

- is embedded in a view of teaching and learning of which it is an essential part
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- provides feedback, which leads to pupils recognising their next steps and how to take them
- promotes confidence that every pupil can improve
- involves both teacher and pupils reviewing and reflecting on assessment data [information]

Assessment for learning: beyond the black box
Assessment Reform Group (1999)

Should we adopt assessment
for learning across our school as
a focus for improving teaching
and learning?

Ready for more?

Next half-term 'have a go'

Step 1

Focus on one or two 'Key characteristics' on handout 1.5 and identify some strategies to trial in a series of lessons

Step 2

After the first few lessons, discuss with a colleague what went well and what did not. Persist for a minimum of 20 hours of trialling

Step 3

Consider what further support or training might help you trial these strategies

Assessment for learning – key characteristics

Key characteristics of assessment for learning	Teaching strategies	Examples in lessons observed	Impact on learning
Sharing learning objectives with pupils	<ul style="list-style-type: none"> • Ensure objectives are expressed in a language that pupils can understand. 		
Helping pupils to know and recognise the standards they are aiming for	<ul style="list-style-type: none"> • Give pupils clear success criteria that relate to the learning objectives. 		
Involving pupils in peer and self assessment	<ul style="list-style-type: none"> • Give pupils opportunities to talk about what they have found difficult, using the learning objectives as a focus. 		

Assessment for learning – key characteristics

Key characteristics of assessment for learning	Teaching strategies	Examples in lessons observed	Impact on learning
Providing feedback which leads to pupils recognising their next steps and how to take them	<ul style="list-style-type: none"> • Provide oral as well as written feedback whenever possible. 		
Promoting confidence that every pupil can improve	<ul style="list-style-type: none"> • Encourage pupils to explain their thinking and reasoning within a secure classroom ethos. 		
Involving both teacher and pupil in reviewing and reflecting on assessment information	<ul style="list-style-type: none"> • Provide time for pupils to reflect upon what they have learned and understood and to identify where they still have difficulties. 		

Assessment for learning – key characteristics

Key characteristics of assessment for learning	Examples of teaching strategies in lesson	Impact on learning
Sharing learning objectives with pupils	Teacher: <ul style="list-style-type: none"> • explains objectives; • provides sheet with learning objectives for pupils to refer to; • questions pupils to check understanding; • ensures teaching assistant is clear about objectives. 	Pupils: <ul style="list-style-type: none"> • gain clear understanding of what they are to learn.
Helping pupils to know and recognise the standards they are aiming for	Teacher: <ul style="list-style-type: none"> • explains success criteria; • models success by providing examples of previous work; • ensures teaching assistant is clear about standards being aimed for; • teases out, through whole-class discussion, what is good about work presented. 	Pupils: <ul style="list-style-type: none"> • gain clear understanding of the standards they are aiming for; • recognise features of good work.
Involving pupils in peer and self assessment	Teacher: <ul style="list-style-type: none"> • provides sheet with success criteria for pupils to refer to; • ensures teaching assistant is clear about success criteria; • helps pupils interpret learning outcomes in the context of their own piece of music; • provides opportunities for discussion so that pupils can comment on and improve their work; • provides time for pupils to reflect on what they've learned. 	Pupils: <ul style="list-style-type: none"> • assess progress they have made; • identify how they can improve their work; • act as critical friends.

Assessment for learning – key characteristics

Key characteristics of assessment for learning	Examples of teaching strategies in lesson	Impact on learning
<p>Providing feedback which leads to pupils recognising their next steps and how to take them</p>	<p>Teacher:</p> <ul style="list-style-type: none"> • questions pupils in groups about their work; • provides oral feedback; • builds on responses to help them take the next steps in learning; • works in partnership with teaching assistant; • in whole-class discussion uses examples of work to highlight how different aspects of composition can be improved. 	<p>Pupils:</p> <ul style="list-style-type: none"> • see more clearly what they need to do next; • are able to discuss next steps with each other; • in whole-class discussion learn from each other how to improve.
<p>Promoting confidence that every pupil can improve</p>	<p>Teacher:</p> <ul style="list-style-type: none"> • provides positive and constructive feedback; • matches learning objectives to needs by pitching them at a level which challenges individuals; • celebrates success and sets appropriate targets; • works in partnership with teaching assistant. 	<p>Pupils:</p> <ul style="list-style-type: none"> • remain engaged and on task; • gain satisfaction regarding their own progress; • have a sense that they can continue to improve.
<p>Involving both teacher and pupil in reviewing and reflecting on assessment information</p>	<p>Teacher:</p> <ul style="list-style-type: none"> • maintains continuous dialogue about progress being made; • frequently reminds pupils of learning objectives and success criteria; • works in partnership with teaching assistant; • balances teacher assessment with peer and self assessment; • makes effective use of plenary reflection – for example, ‘no hands up’ questioning and paired discussion. 	<p>Pupils:</p> <ul style="list-style-type: none"> • reflect on learning; • focus on learning objectives and success criteria; • measure own progress and that of their peers; • take responsibility for their learning; • perform to a high standard and make good progress.

Edward de Bono's six thinking hats

The six hats* represent six modes of thinking and are ways in which to think rather than labels for thinking.

Each person should contribute to the discussion according to their hat's thinking characteristics rather than their own personal viewpoint.

The key theoretical reasons to use the six thinking hats are to:

- encourage parallel thinking;
- encourage full-spectrum thinking;
- separate ego from performance.

Red hat	This covers intuition, feelings and emotions and requires no justification. The feeling may be genuine and the logic spurious! It gives the thinker permission to put forward his or her feelings on the subject at the moment. <i>'How do I feel about this right now?'</i>
Yellow hat	This is the logical and positive hat. It can be used in looking forward to the result of some proposed action or finding something of value in what has already happened. <i>'Why will this work and how will it offer benefits?'</i>
Black hat	Black hat thinking is logical; the hat of judgement and caution. <i>Why does the suggestion not fit the facts, available experience, the system in use or the policy that is being followed?</i>
Green hat	This is the hat of creativity, alternatives, proposals, different and new ideas, provocation and 'outside the box' thinking. <i>'How can this idea be modified to improve it? What different ways can achieve the same objective?'</i>
White hat	Covers facts, figures, information needs and gaps. <i>'What information do we have, what do we need and where can we get it?'</i> <i>'Let's drop the arguments and proposals and look at the database!'</i>
Blue hat	This is the overview or process control hat. It looks not at the subject itself but at the thinking about the question (metacognition). <i>'How have we been thinking so far and what types of thinking should we do more of?'</i>

*Six thinking hats, E. de Bono (1985)

Edward de Bono's six hats

The question

Should we adopt assessment for learning across our school as a focus for improving teaching and learning?

Hat	To ponder	Hat's response
Red	What are the feelings about this idea? What do I feel at this moment? What are my emotions, hunches, intuitions about this idea?	
Yellow	What are the benefits, values and advantages in this idea? What are the logical, positive points? What are the good things about the suggestions?	
Black	What are the points of caution? What are the disadvantages? What are the potential problems? What can go wrong? What are the logical, negative points? What are the difficulties surrounding the question?	
Green	How can the idea be modified to improve it and to remove obvious faults? How can we overcome some of the difficulties that the black hat will point out? Are there alternative ways of achieving the same objective? What creative ideas do we have in this area?	
White	What facts and figures are useful for this idea? What information do I need? What information do we have?	
Blue	How have we been thinking about our thinking? Where are we now? Where are we going next? What kind of thinking should we do next?	

Assessment for learning – key characteristics

Key characteristics of assessment for learning	Teaching strategies
Sharing learning objectives with pupils	<ul style="list-style-type: none"> • Share learning objectives at the beginning of the lesson and, where appropriate, during the lesson in language that pupils can understand. • Use these objectives as the basis for questioning and feedback during plenaries. • Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages of planning.
Helping pupils to know and recognise the standards they are aiming for	<ul style="list-style-type: none"> • Show pupils' work that has met criteria, with explanations of why. • Give pupils clear success criteria then relate them to the learning objectives. • Model what it should look like. For example, exemplify good writing on the board. • Ensure that there are clear, shared expectations about the presentation of work. • Provide displays of pupils' work, which shows work in progress as well as finished product.
Involving pupils in peer and self assessment	<ul style="list-style-type: none"> • Give pupils clear opportunities to talk about what they have learned and what they have found difficult, using the learning objectives as a focus. • Encourage pupils to work/discuss together, focusing upon how to improve. • Ask pupils to explain the steps in their thinking: 'How did you get that answer?' • Give time for pupils to reflect upon their learning. • Identify with pupils the next steps in learning.
Providing feedback which leads to pupils recognising their next steps and how to take them	<ul style="list-style-type: none"> • Value oral as well as written feedback. • Ensure feedback is constructive as well as positive, identifying what the pupil has done well, what needs to be done to improve, and how to do it. • Identify the next steps for individuals and groups as appropriate.
Promoting confidence that every pupil can improve	<ul style="list-style-type: none"> • Identify small steps to enable pupils to see their progress, thus building confidence and self-esteem. • Encourage pupils to explain their thinking and reasoning within a secure classroom ethos.
Involving both teacher and pupil in reviewing and reflecting on assessment information	<ul style="list-style-type: none"> • Reflect with pupils on their work – for example, through a storyboard of steps taken during an investigation. • Choose appropriate tasks to provide quality assessment information (emphasis on process, not just the correct answer). • Provide time for pupils to reflect upon what they have learned and understood and to identify where they still have difficulties. • Adjust planning, evaluate effectiveness of task, resources, etc. as a result of assessment.

Source: Association for Achievement and Improvement through Assessment