

AFL STRATEGIES IN THE CLASSROOM

PPD Session February 2016

Sharing the Outstanding Practice at
Highcliffe School

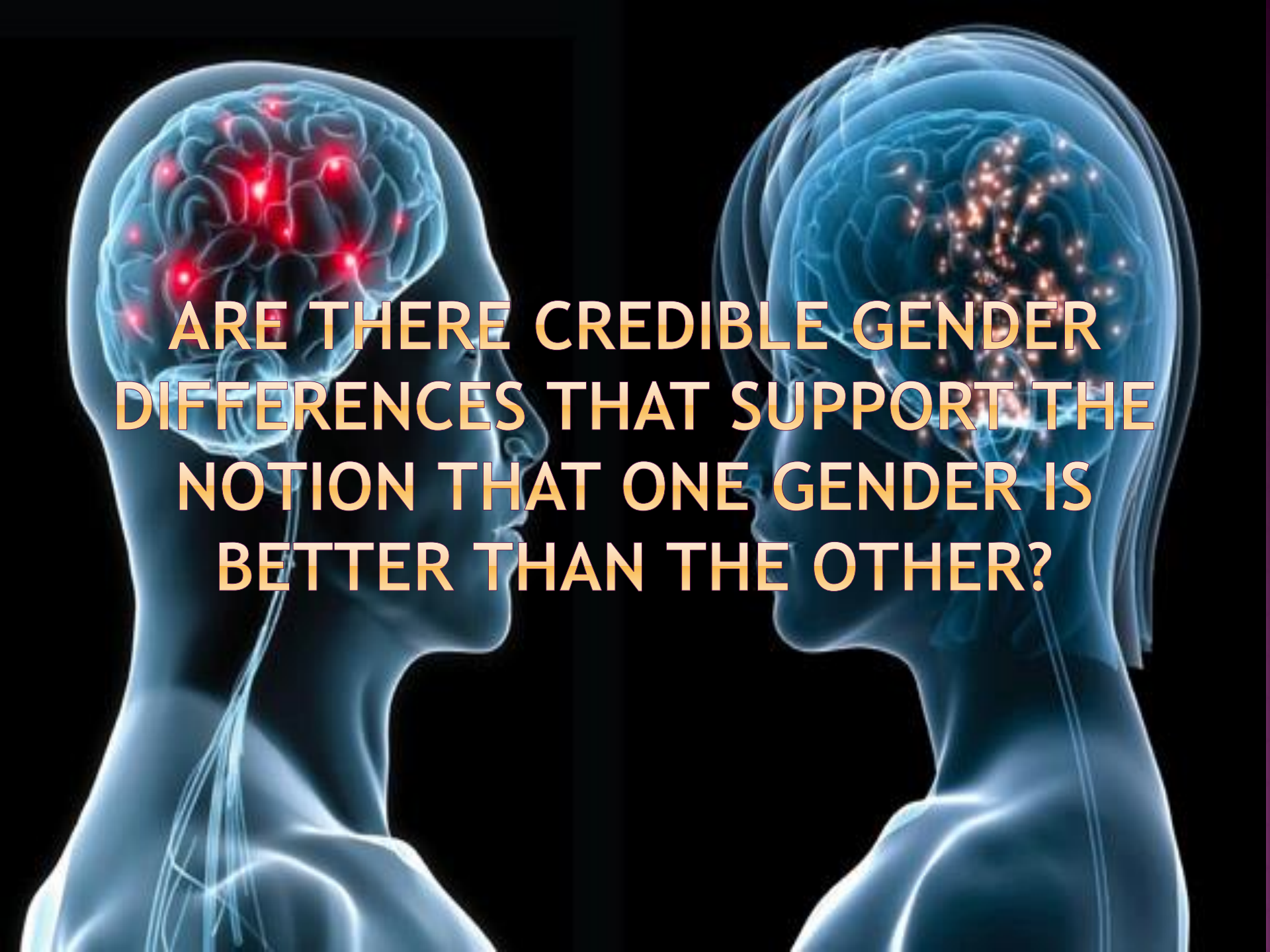
Assessment
for
Learning

LESSON OBSERVATIONS - ASSESSMENT FEEDBACK

Assessment
for
Learning

- ◉ Do the students know how to improve?
- ◉ Did the teacher use praise & encouragement?
- ◉ Were the books marked regularly?
- ◉ Did marking give guidance on how to progress?
- ◉ Did the students know their targets & how to achieve these targets?
- ◉ Was there evidence of AFL?
- ◉ Was there any self or peer assessment?





**ARE THERE CREDIBLE GENDER
DIFFERENCES THAT SUPPORT THE
NOTION THAT ONE GENDER IS
BETTER THAN THE OTHER?**



sky 3D



ABOUT MEN & WOMEN...

POST IT NOTES

POST IT NOTES

WHAT YOU THINK YOU KNOW

WHAT YOU WOULD LIKE TO KNOW

SCENE-SETTING



Set the scene for the lesson by using a big, open question or problem-solving task that requires abstract thinking skills. Anticipate responses and follow-up so as to work these through.

- Could be a picture
- A photo
- A video clip
- An Open Question

E.g. A lesson on the differences between genders

Why don't men cry?

POST IT NOTES

For example –

- About what they would like to know on a new topic
- To ask the teacher or other students in order to assess their learning
- To demonstrate their learning/misconceptions/areas they would like to further explore

The classroom could have a question box where students drop questions at the end of a lesson.

Or, a plenary could involve students writing questions that the class then work on together, or forms the basis of the next lesson.



LEARNING INTENTION & SUCCESS CRITERIA



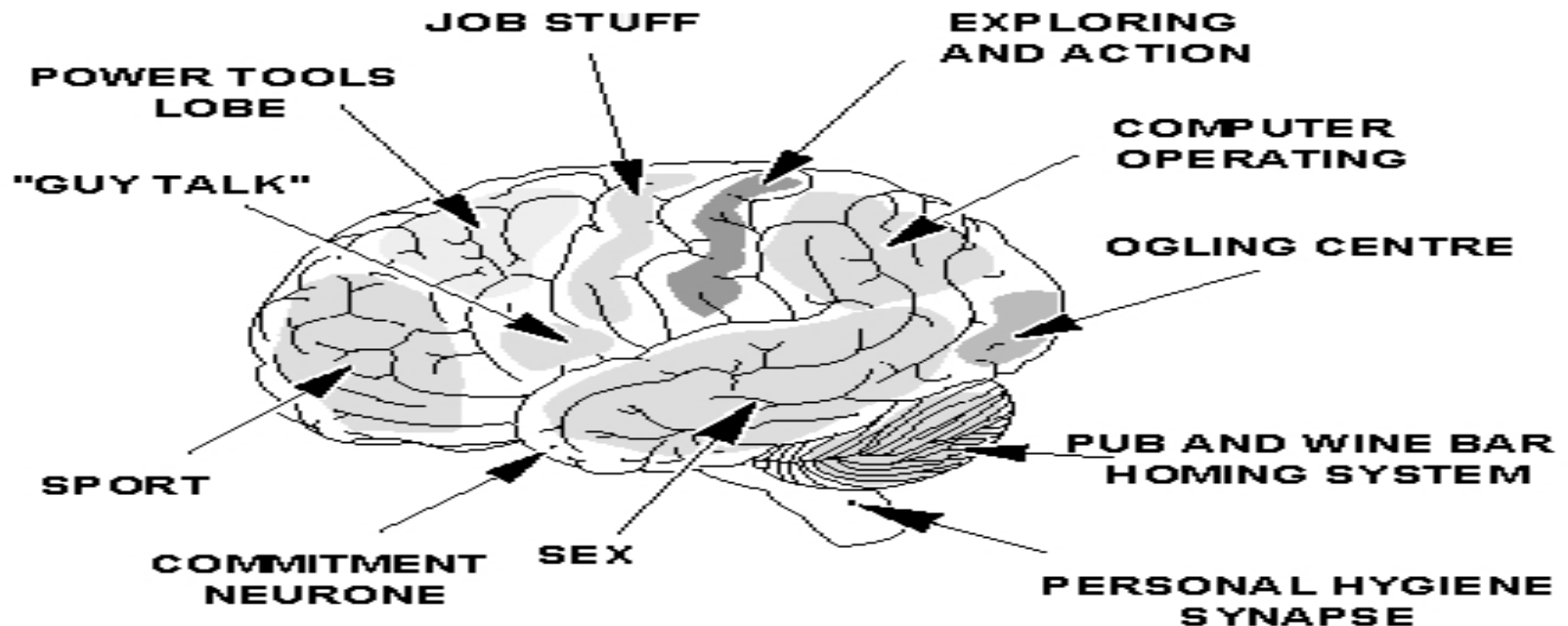
- ◉ To understand how the structure of the brain influences behaviours in both men & women
- ◉ You are able to use key vocabulary when describing parts of the brain
- ◉ You are able to identify differences in male/female brains
- ◉ You can justify gender behaviour due to these differences
- ◉ *Be able to construct an effective argument.*

Resourcefulness

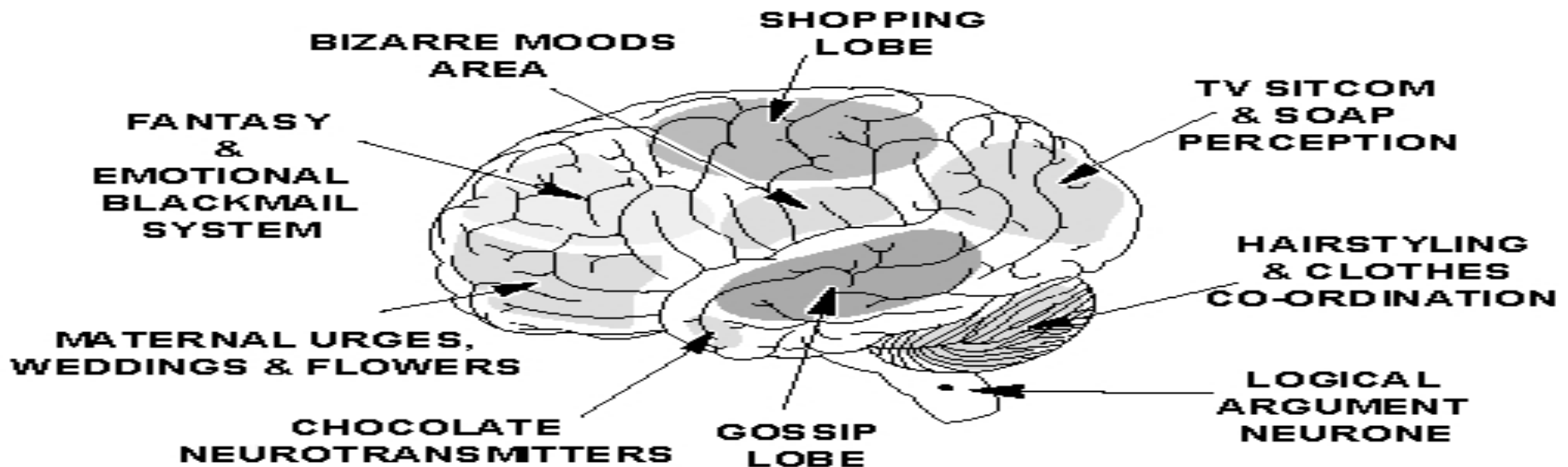
Learning Intention
Success Criteria

Learning Behaviour

THE MALE BRAIN



THE FEMALE BRAIN



FEEDBACK IN THE CLASSROOM

- USE OF WHITEBOARDS
- TALKING PARTNERS
- WAIT TIME
- TRUE/FALSE
- AGREE/DISAGREE CONTINUUM
- QUESTION GENERATOR
- QUESTIONING (Blooms Taxonomy)
- Split Screen



AfL Strategies

Gender Differences

Higher-Order Skills

6. CREATE

5. EVALUATE

4. ANALYZE

3. APPLY

2. UNDERSTAND

1. REMEMBER

Lower-Order Skills

What 'Higher Order Thinking' Task could be used in this exemplar topic?

PEER & SELF ASSESSMENT

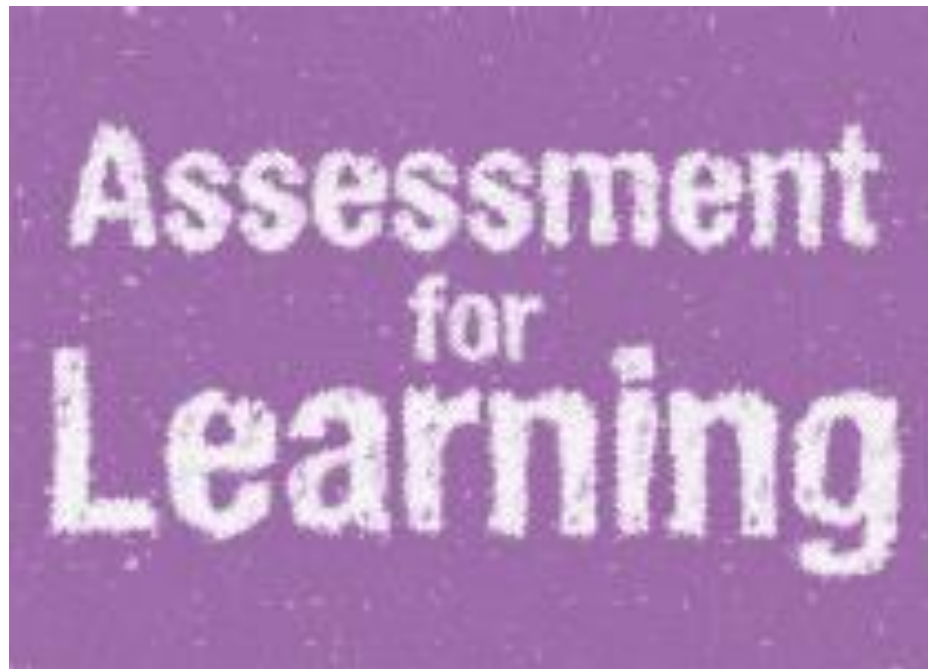
- Go back to learning intentions & success criteria
- Evaluate success according

Learning Intention: To understand how the structure of the brain influences behaviours in both men & women	
Success Criteria	Confidence (1-5)
You are able to use key vocabulary when describing parts of the brain	
You are able to identify differences in male/female brain	
You can justify gender behaviour due to these differences	
Learning Skill - CONSTRUCTING AN EFFECTIVE ARGUMENT	

PERFORMANCE CRITERIA: THE IMPACT OF MARKING AND FEEDBACK ON LEARNING (EXEMPLAR)

- ◉ Exceeding Teacher Standards/Meeting the UPR Standards:
- ◉ *Systematically and effectively check students' understanding throughout the lesson, anticipating where you may need to intervene and doing so with notable impact on the quality of learning* School Inspection Handbook 09/2013
- ◉ *Consistently high quality marking and constructive feedback from teachers ensure that students make rapid gains* School Inspection Handbook 09/2013
- ◉ *Explain clearly to students what they are to learn, by what criteria they will be assessed and how they will know when they have been successful so that they are increasingly involved and responsible for their learning outcomes.* Assessment for Learning: the Impact 2008
- ◉ *Target questions to challenge students' understanding, prompting them to explain and justify their answers individually, in small groups and in whole class dialogue* Assessment for Learning: the Impact 2008
- ◉ Meeting the Teacher Standards:
- ◉ *Listen to, carefully observe and skilfully question students during lessons in order to reshape tasks and explanations to improve learning* School Inspection Handbook 09/2013
- ◉ *Assess students' learning and progress regularly and accurately at all key stages. Ensure that students know how well they have done and what they need to do to improve.* School Inspection Handbook 09/2013

SHARING GOOD PRACTICE



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FEEDBACK - A CONSISTENT APPROACH


DEPARTMENT LEVEL PLANNING

PLAN AHEAD

- (a) Focus of Feedback
- (b) Feedback strategy to be used, response expected and teaching approach.
- (c) Tasks set: Meaningful & hold value to both student and teacher
- (d) Schedule of marking and management of split groups



**PRAISE
PROGRESS
RESPONSE**



How are you
approaching
**PRAISE, PROGRESS &
RESPONSE?**

GREEN PEN STRATEGY - P.5

TEACHER GUIDANCE:

Green Pen Methodology

1. Teacher Marking - Teachers mark work in red using the annotations agreed in the school feedback policy
2. Student Marking - Where appropriate Students will respond, improve or mark their work in green.

SUCCESS CRITERIA - P3 & 4

What we tried - Using Success Criteria

Our first target was to look at and trial ways of personalising targets through the use of success criteria.

Learning Objectives, Success Criteria & Learning Outcomes – In context

- Learning Objectives - sharing what is to be learnt
- Success Criteria – summarise the key points that students need to understand as steps to success in achieving the learning objective
- Learning outcomes - are what we expect students to be able to do after they have learnt it

Some Examples of Success Criteria

Learning objective

- to solve a problem by representing, extracting & interpreting data in line graphs

Success criteria

- draw axes accurately
- use intervals greater than one
- plot points & join them accurately
- extract information from the graph
- interpret the information presented

Learning outcome

- the student is able to represent, extract & interpret data on a line graph

Learning objective

- to measure and compare using standard units to the nearest whole unit or half unit using a ruler

Success criteria

- identify where zero starts on the ruler and the size of intervals
- use intervals on a ruler to line up the object (tail or head of snake)
- read from the scale on the ruler (that is nearest to either head or tail)
- recognise that length does not change however it is measured – the measurement should be the same (from head to tail or tail to head)

Learning outcome

- the student is able to measure accurately to the nearest unit using a ruler
- the student is able to measure accurately to the nearest half unit using a ruler

Activity – Developing the use of success criteria. Getting students more involved in their learning, thereby developing the accuracy of their self assessment & peer assessment skills.

a) Write down 2 objectives from lessons you have taught recently

1.....
 2.....

Example - To develop your ability to explain and perform the technique required when going into a 1 v 1 contact situation

b) For each objective write the success criteria. These will help each student to be successful. They are the 'step by step' or 'ingredients' to their learning, similar to teaching points but they must relate to the learning objective ONLY.

SC	Objective 1	Objective 2	Exemplar (the ingredients)
1			I can aim for the space around a defender
2			I can protect the ball as contact is made
3			I can keep in crouched position ready to drive up, with my chin off my chest and my eyes open
4			I can look for support throughout and offload accurately if appropriate
5			I can turn to place ball effectively

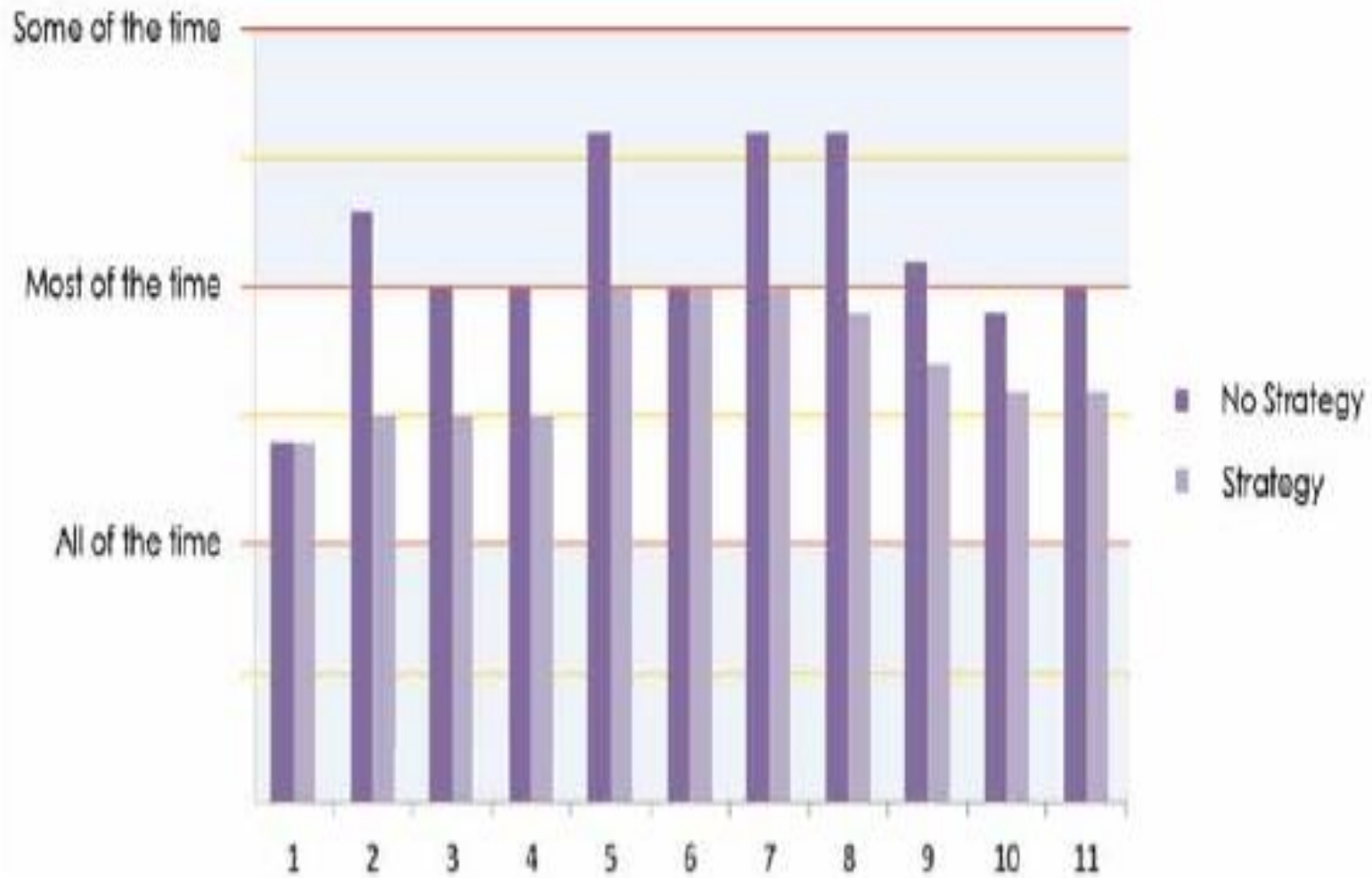
Learning Outcome: To be able to demonstrate the correct technique when taking the ball into a 1 v 1 contact situation.

Ways of Implementing in your Lessons

Success criteria can be most effective if generated by the students themselves, therefore giving them ownership of their learning.

- Ask the students for ideas and words before they start work or as you teach: "What do you need to remember to do?"
- Generate the success criteria from an example. Look at a story opening, identify the features and you have the success criteria the students need to use when they come to write - "What has been included in this story opening?" ... So what do you need to include in your story opening?"
- Generate the criteria after the student's first attempts: "What did you have to do first...Next...?"
- Keep or print off the success criteria for future reference. Stick success criteria onto labels so they are in exercise books. Project on board. Refer back to them in mini plenary or during self/peer assessment tasks.

IMPACT



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