

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