<table>
<thead>
<tr>
<th>Key Characteristics of assessment for learning</th>
<th>Teaching Strategies</th>
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| Sharing learning objectives with pupils       | ➢ 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 | ➢ Show pupils work that has met criteria with explanations of why  
➢ Give pupils clear success criteria and 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 show work in progress as well as finished product |  |
| Involving pupils in peer and self-assessment  | ➢ 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 on how to improve  
➢ Ask pupils to explain 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 that leads pupils to recognising their next steps and how to take them | ➢ 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 groups and individuals as appropriate |  |
| Promoting confidence that every pupil can improve | ➢ 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 | ➢ Reflect with pupils on their work, for example through a storyboard of steps taken during an investigation  
➢ Choose appropriate tasks to provide quality information (with emphasis on process, not just the correct answer)  
➢ Provide time for pupils to reflect on 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 |  |