

# St Ives School

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## A Technology College



*Your primary resource.....*



# Assessment for learning

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- ❑ is part of your effective planning;
  - ❑ focuses on how your pupils learn;
  - ❑ is central to your classroom practice;
  - ❑ is one of your key professional skills;
  - ❑ is sensitive and constructive;
  - ❑ fosters motivation in your pupils;
  - ❑ promotes understanding of goals and criteria;
  - ❑ helps your learners know how to improve;
  - ❑ develops the capacity for self [and peer] assessment;
  - ❑ recognises all educational achievement.
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# For staff

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Be a vehicle for improved classroom practice.

Allow the effective use of attainment data.

Engender a sense of excitement and competence.

Reinvigorate professionalism.

**So.....**

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# Encourage the conversation.

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- Website shared area for ideas.
  - Regular agenda item.
  - Buddy system or triplets.
  - Mentor departments.
  - Bulletin.
  - Chill and chat.
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# ICT can help in;

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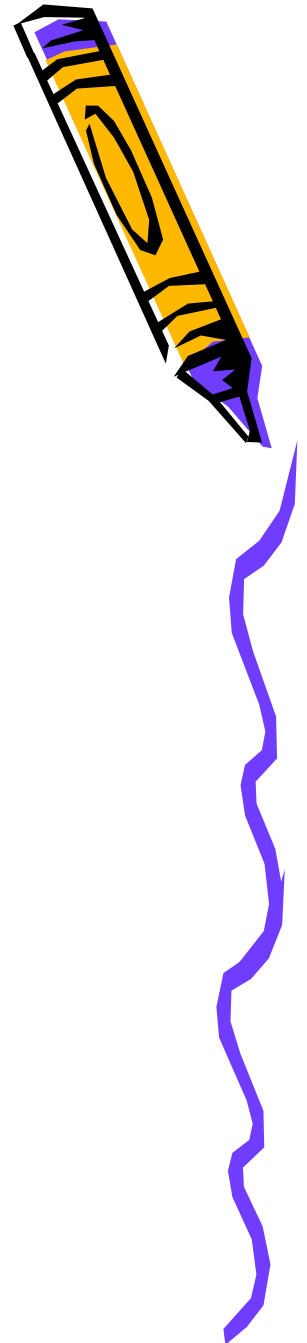
- Setting lesson objectives.
  - Setting learning outcomes.
  - Peer assessment.
  - Traffic lighting.
  - Using level descriptors.
  - Pupil modelling.
  - Performance review.
  - Target setting.
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# Assessment ladder.

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- Using an example, work with pupils to tease out what is important in the work.
  - Decide with them what must, should and could be in the work.
  - Use the results to work on peer or self assessment. (*Two stars and a wish.*)
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- **Level 6** (*Level 5 PLUS*)
- Use a wider range of sources including the form and function of existing products.
- Discuss your ideas with the users of your design.
- Include alternatives in your work plans.
- Plan modifications to your design when required.
- Suggest improvements to your design after evaluating it.

