

St Ives School

A Technology College



Assessment for learning

- ❑ 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

Be a vehicle for improved classroom practice.

Allow the effective use of attainment data.

Engender a sense of excitement and competence.

Reinvigorate professionalism.

So.....

Encourage the conversation.

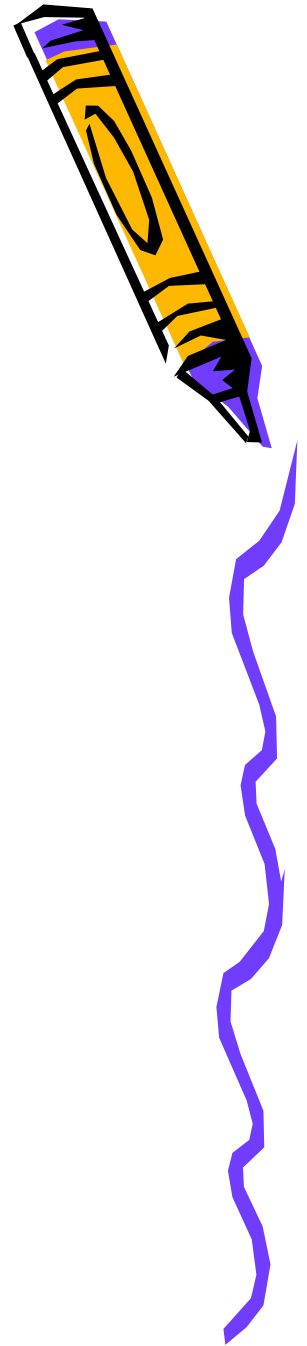
- Website shared area for ideas.
 - Regular agenda item.
 - Buddy system or triplets.
 - Mentor departments.
 - Bulletin.
 - Chill and chat.
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ICT can help in;

- 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.

- 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.

