

## **TRANSCRIPT: Assessment for learning and tracking progress**

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I generally teach children with moderate learning difficulties and each child has their own exercise book in which they will, when it's possible, complete their exercises with written work. So, after the lesson, I annotate their exercise books to say what they can do, what they found difficult, give them a little bit of praise as well so that they know how they're doing.

And for the children who, who don't write successfully, I will put photographic evidence into their book. For example, this morning I was teaching a boy who can't write. He's got very, very weak fine motor control. And I was asking him to do an exercise where it was take one, add one, up to ten. And we had to do it using little figures and we said something like, 'There were ten people standing at the bus stop, one got on the bus, how many people were left at the bus stop?'. So I took a photograph of him actually using these little models standing in a row and then I have to annotate it. There's only so much you can do with a photograph.

At the end of a lesson, I use the traffic light system to include the whole class. It's a visual prompt. Red means I found it really hard, amber it was OK and green, 'Yes, I'm ready to go to the next thing'. Other teachers might use smiley faces or thumbs-up, thumbs-down. They're all symbols or signs that children are very familiar with. So, you're not expecting them to articulate too much. You're giving them an easy way of explaining to you what they found difficult and what they found straightforward.

After the lesson, I will ask the classroom assistants to annotate how the children have learnt, how much support they've been given, whether they had to use the hundred square or counters or coins for counting on.

That assessment of course always informs your planning, that's the whole purpose of it, and once I've completed that exercise, I then have a very clear picture of where I need to move children on to.

It's very important, however small that progression is, that you give a child the opportunity to recognise it for themselves. I always try to have lessons set aside, where I can spend time with children on a one-to-one basis and I go through all those little comments I've made in their book and you can actually say to them they are making progress.

During the course of the term, I have to update the computerised system we have for charting progression and we either give a tick if the child has completed a task or various other symbols if they haven't quite got there.

