

TRANSCRIPT: Assessment for Learning

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I took the *Assessment for Learning Framework* that was sent out by the government a couple of years ago and adapted it to fit the special school setting we're in, because the framework, as it was, was too advanced for a lot of our pupils to access it. We wouldn't have been able to use it with the children self-assessing, especially. So I devised a number of different systems.

So we devised a traffic light system which, basically, was a visual aid, which we used with the whole class and individuals with moderate learning difficulties that were able to assess their own work.

Red was basically, 'I'm struggling with this or I'm not quite getting it or I found it hard'. Amber was, 'I think I'm doing OK, I was sort of happy with that', and then green was, 'I found that really easy'.

Also, we did a signing one and we found that some of the children that couldn't access the traffic light system found that more accessible to them. So, we'd do two thumbs up, which was the equivalent of 'green', a wavy hand was equivalent to 'amber' and then thumbs down was the equivalent to 'red'.

And some children couldn't get it at all without a system of stickers. So we used traffic light stickers to mark their work with them but also for children with some of the more severe learning difficulties, we used different stickers that they could identify with. So if they'd done the work really well it would be maybe a *Thomas the Tank Engine* sticker. If it was something they hadn't done so well, it might be just a smiley face and if it was something they hadn't really got at all, it might be just a little blue star. So they got to know that if they'd done really well they'd get that special sticker and it seemed to work with them.

For some of the children with visual impairments or even children that really like sensory, we used different tactile fabrics to represent the different traffic lights. So if it was a really scratchy material, that would be the equivalent of the 'red', with fairly smoothish material, that'd be the equivalent to 'amber' and if it was totally smooth, or soft and furry, that would be the 'green'. Also, we adapted that to smells for some of the children they really like smells and it might just be totally personal to them. I'm thinking of one child in particular, loves the smell of lemons! So if he'd really done a piece of work well, we'd let him smell the lemon scented jar.