

TRANSCRIPT: Assessment for learning

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Assessment for learning was ongoing throughout the lesson. I used my questioning to ensure that they were understanding what I was expecting of them.

So for the pupils who were working at the P-levels, I was assessing their ability to follow instructions to make a jam sandwich. For some pupils, I was also looking for their ability to sequence instructions, to write in sentences using capital letters and full stops, and for the more able pupils, to see if they could understand some imperative verbs.

We have a system whereby all the pupils do their own self assessment, using a traffic light system.

In their exercise books, I encourage the pupils to put a small green, orange or red dot and next to that I put 'pupil assessment'. Then when I write my comment in their book, I follow the same pattern and next to that I put 'TA', for 'teacher assessment'. It's very important that the work is annotated as clearly and as fully as possible, because that will inform me of the next steps that I have to take in planning for the progression in their learning. It also informs me if any of the pupils really did not understand what I was expecting of them and if that's the case, then I will have to revisit that particular skill with them.

I set individual literacy targets for all of the pupils and comment against the targets at the end of the term and then set new targets for all of the pupils. The pupils are aware of their targets because they have the targets in their English books. For those pupils who cannot read what the target is, I have to verbally remind them on a regular basis and they will then know exactly what they are working on.