

Key reflective question:

**How do Assessment for Learning (AfL) strategies support your monitoring and evaluation of pupils’ learning?**

**Prompt questions when being observed or evaluating your practice:**

* Were the success criteria useful and effective? How were they shared alongside the learning intentions?
* What feedback did you give to the children? Was this feedback effective in moving the learning on?
* How much did you listen or pay attention to the questions or strategies you used and how did this change your lesson?
* How will you use your assessments to inform the next lesson?

**Key readings and university sessions:**
(Links are available on the Partnership site)

* [Revisiting Dylan Wiliam’s Five Brilliant Formative Assessment Strategies](https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/)
* [EEF (2021) Teacher Feedback to Improve Pupil Learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback)
* Dylan Wiliam (2016) [Learning about learning: Formative assessment video](https://www.youtube.com/watch?v=sYdVe5O7KBE)
* Cambridge Assessment - [Getting Started with Assessment for Learning](https://cambridge-community.org.uk/professional-development/gswafl/index.html)
* The students have developed an overview of 20 responsive teaching strategies (e.g. cold calling). These are available on the School Experience Blackboard site

**Primary PGCE – Phase 1**

**Prompt questions for observing children and expert colleagues:**

* What does effective verbal and written feedback look like?
* What different responsive teaching techniques have been used
* How is peer and self-assessment scaffolded by expert colleagues?
* What links can you see between the learning objective, success criteria and assessment techniques?
* How do expert colleagues track progress of learning over a period of time?
* What role does summative assessment have on teaching?
* How are children grouped within the classroom?

**ASSESSMENT**