

Formative Assessment Strategies

These are some of the strategies we can use in class but they would not be used in every lesson or all at one time.

Sharing Criteria and Target Setting

The children will be introduced to "WILF" (What I'll be looking for) and "WALT" (What I am learning today), so that children will know what is expected of them and what will be looked for in the marking.

Teachers will set targets with pupils at the start of lessons and these will be reinforced throughout the lesson.

Children will be encouraged to use "traffic lights", red – I don't know what to do, amber – I think I know what to do and green – I really know what to do.

Feedback to pupils

- Teachers will avoid giving marks on work, they should write what needs to be improved.
 - Teachers will talk to pupils about how to improve work rather than using excessive written feedback.
- Teachers will provide positive feedback on good work so that this will be replicated on other pieces of work.



What is Formative Assessment?

Assessment becomes formative when it is used by teachers to modify their teaching to meet the needs of an individual or a group of children more effectively. We use it because it works. Research shows that by implementing formative assessment strategies in our classrooms that pupils achieve more and that attainment can be greatly increased.

Staff have been trained in new assessment methods that involve pupils much more in their own learning. Staff will gradually implement and evaluate these new methods. It is important therefore that you understand some of the differences this will make, e.g. to the amount and type of work you will see marked by the teacher and the pupils themselves.

Formative Assessment Strategies

Questioning

- Teachers will increase wait times so that more children can think of an answer.
 - Teachers will expect all children to offer an answer.
 - Teachers will use open questions for example, "What do you think?"
- Think, Pair and Share. By using this strategy less confident children have time to talk over their ideas with a partner before putting forward an answer to the class.

Peer / Self Assessment

- Pupils will swap work, for example reading stories and offering positive comments and suggestions for improvement.
 - Pupils will learn to provide feedback to others.
 - Pupils will be encouraged to put "Traffic Light" on complete work using same code, red – not well done, amber – ok and green – well done.
- Review work covered at the end of the lesson.