



Sustaining AFL

INSET ideas

Example lesson

AFL you could try tomorrow

Useful articles and titles

With thanks to Fiona Morgan

Produced with the support of the
Redbridge Network Learning Community

www.rnlcom.com

INSET IDEAS

Introduction

The ideas in this pack are not intended to provide an outline of an INSET session, but they are ingredients which might be useful. The list of “suggestions to make” could form the basis of a power point/ hand-out. The lists are not exhaustive and could be edited or expanded depending on the time available. The “AFL You Could Try Tomorrow” sheets describes some of the ideas in more detail.

The activities could be used to make sessions more interactive and to help people apply the ideas to their own classes. It might be helpful to give people copies of the “AFL You Could Try Tomorrow” sheets to take away.

Getting People Enthusiastic about AFL

- Emphasise that using AFL strategies doesn't have to increase the workload.
- Encourage people to work on one area of AFL at a time. Suggest that they start by trying out one new idea and then feed back to others about what went well and what didn't.
- Encourage people to go and see each other teach. Sometimes people don't share their best practice because they don't realise that they are doing something differently.
- Collect positive comments that you overhear from pupils while you are trying out new strategies. Use these to convince people that AFL really changes what happens in the classroom.
- Try to ensure that everyone leaves the INSET session with at least one new idea they could try out tomorrow.

Learning Objectives and Success Criteria:

Some suggestions to make:

- Work out the learning objective in pupil friendly language at the planning stage.
- Make the rationale behind the learning objective clear to the pupils.
- Show pupils the “Big Picture.” i.e. use display or hand-outs to show pupils where the learning objective fits into the term’s work.
- Display the objective, refer back to it during the lesson and review it at the end of the lesson.
- Display success criteria for pupils, or encourage them to record them in their books.
- Encourage pupils to come up with success criteria themselves.
- Use success criteria as a focus for self/ peer assessment and teacher feedback.

INSET Activities:

- Divide the group into pairs. Label each person A or B. Give person A a picture and ask them to describe it while person B draws. After 5 minutes, stop the activity and ask whether people can suggest learning objectives. Possibilities include: listening to instructions, giving instructions, revising the names of shapes. Point out that knowing the learning objective can affect the way pupils carry out a task. For example, a child who thinks the objective is to “draw really neatly” will do it differently from one who thinks it is “give clear instructions”.
- Give out the laminated examples of lesson objectives. Ask the participants, in groups, to put the objectives in order from best to worst. Ask the groups to feed back and to explain why they think some objectives are better than others.
- Ask the participants to rewrite the learning objectives from yesterday’s lessons by turning them into “big questions”.

- Brainstorm ways in which learning objectives could be reviewed at the end of a lesson.
- Ask participants to draw a house. Do not tell them how you want them to carry out the activity. Stop the activity and explain that they are now going to mark their work. Call out arbitrary scores (e.g. 1 point for a door, 3 points for a chimney, 10 points for a garden path) and ask participants to add up how many points they got. Discuss how much better they would have done if they had known the success criteria in advance.
- Ask the participants to think of an activity they plan to do tomorrow. They should come up with an objective and 3 success criteria in pupil friendly language. The example sheet of objectives and success criteria may be useful for secondary teachers. Emphasise that success criteria could consist either of “ingredients” (possible features to include in a piece of extended writing) or “instructions” (steps to follow in carrying out an experiment or a calculation.) If the teachers are from different subject specialisms they could share their objectives and criteria with someone from a different subject area, to see if they are clear.

Questioning:

Some suggestions to make:

- After asking a question, give pupils time to think.
- Pause after a pupil has answered a question to give them time to develop it.
- Use “talking partners”. Allow pupils time to discuss answers with a partner.
- Try “no hands up” questioning.
- Give pupils “lifelines”: 50/50, phone a friend, ask the audience.
- Ask follow-up questions.
- Plan questions in advance.
- Aim to ask different types of questions (what if..? why..? compare..evaluate...)
- Create opportunities in lessons for pupils to ask questions.

INSET Activities

- Give the participants an experience of the different types of questioning pupils may experience in the classroom.
 - Ask 3 relatively challenging, factual recall questions (such as “What is the capital of Mongolia?”). Choose the first person who puts their hand up to answer.
 - Display another 3 questions of similar difficulty on the board. Give people time to think about their answers before choosing someone to respond. If they are stuck, give them a “lifeline”. Invite them to phone a friend, offer them 2 possible answers to choose from, or get the “audience” to vote on 4 possible answers.

- Display 3 more questions on the board and encourage participants to discuss the answers with a partner, before you ask for responses. You could also encourage the person answering the question to develop their answer by asking “follow-up” questions.
 - Ask the group how they felt about answering the different questions. Which strategies gave them confidence?
- Give out copies of the sheets “Bloom’s taxonomy of Questioning” and “Analysing questions using Bloom’s taxonomy” (*from Training materials for the foundation subjects: Module 4, Questioning*). Ask the participants to decide which category each question belongs to.

The “correct” answers are given below. However, a variety of answers are possible.

Knowledge = 2, 3, 11
 Comprehension = 10, 15
 Application 5, 9, 13, 16, 18
 Analysis = 4, 14, 17
 Synthesis = 6, 12
 Evaluation = 1, 7, 8

- Ask everyone to think of a lesson they will teach tomorrow and to plan at least 4 questions, from 4 different categories.

Self and Peer assessment:

Some suggestions to make:

Self assessment

- Self assessment isn't only about pupils giving themselves marks or grades.
- Ask pupils to highlight the best section of their work and explain why they think it is good.
- Ask pupils to highlight where they have met each of the success criteria.
- Ask pupils to highlight uncertainties or areas they think need improving.
- Experiment with traffic lights: ask pupils to indicate how well they have understood a topic by holding up traffic lights/ drawing a symbol in their books.

Peer assessment

- Establish ground rules for peer assessment.
- Model assessment using an example of a child's work.
- Pair pupils of similar ability together.
- Recap success criteria before starting peer assessment.
- Encourage pupils to give specific examples of what their partner has done well.
- Encourage pupils to work with a partner on improvements.
- Combine self and peer assessment with teacher feedback.

INSET Activities

- Give the participants an experience of self/ peer assessment.
 - Tell the participants that they are going to write a paragraph about their journey to work this morning. Provide a list of success criteria to help them do this. (e.g. Mention 3 things you saw, describe how you felt, include 3 adjectives and 1 metaphor.)
 - Ask them to choose their best sentence and underline it. They should then read their work aloud to their partner and explain which sentence they think is the best. (NB - reading the work aloud avoids a focus on presentation and makes it easier for pupils who struggle to read one another's handwriting.)
 - The partner should give feedback to the owner of the work. They must ensure that their feedback relates to the success criteria. They should try to mention two positive features of the work and make one suggestion.
 - Each person should make an improvement to their work, based on their partner's comments.
 - Ask some participants to share their improvements with the group.
- Ask the participants to discuss how they felt about sharing their work with a peer. Based on this experience, what ground rules would they want to lay down for peer assessment? How could they adapt the strategies for their class/ subject specialism?

Teacher Feedback:

Some suggestions to make:

- Don't try to mark all pieces of work in the same detail.
- Use abbreviations, agreed in advance with pupils, to help ease the workload.
- Aim to focus feedback on the criteria you set in advance.
- Highlight the places in the work where the criteria have been met.
- Aim for 2 or 3 positive comments and one suggestion.
- Make the positive comments specific. (Avoid “well done/ good.” Try “accurate measurements” / “good explanation of the causes”)
- Write comments that encourage action (e.g. “try this calculation again using formula x” / “give another reason why this happened”)
- Allow pupils time to respond to comments.
- Reinforce written comments with whole-class / individual oral feedback.

INSET Activities:

- Ask participants to bring three exercise books or folders to the session, belonging to pupils of a range of abilities. Ask people (individually or in pairs) to look back over all the comments they have written in the books since the start of the year. What proportion of the comments relate to presentation? Do lower ability pupils receive more comments than higher ability students? Are pupils acting on the comments? N.B. This activity will work better with the work of older pupils, where feedback is mainly written. Teachers may prefer to look at the books before the session and bring their reflections, so that they do not feel their marking is being assessed.
- Suggest that teachers observe one another's oral feedback in a lesson. When pupils are working independently, what proportion of the teacher's oral comments focus on the success criteria (rather than on behaviour/ presentation / effort)? Ask teachers to share their reflections.

- After sharing a number of ways of giving feedback, give out the sample piece of CPSHE work and ask teachers to mark it formatively, using one or more of the strategies. e.g. They could try highlighting two successes and making a “close the gap” comment (see “AFL you could try tomorrow”). They could tick off the success criteria that have been met, and highlight one which needs more work. They could aim to write a comment which encourages action. Teachers may prefer to bring a photocopy of a piece of work completed in one of their own lessons.

Example AFL Lesson

This is an example of a secondary Modern Foreign Languages lesson. The comments in the right hand column highlight strategies which could be adapted for use in other subject areas or with younger pupils. **This is not a lesson plan** - there is no need to plan in this much detail. It is just an illustration to show how many opportunities for AFL are available in a lesson.

Lesson Outline	AFL strategies
<p>Lesson Objectives:</p> <ul style="list-style-type: none"> • To recap how to talk about what I did in the past • To extend descriptions of what I did by giving opinions <p>Objectives are recorded on a powerpoint slide / written at the top of the board.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Teacher introduces the objectives. (S)he draws attention to the summary of the scheme of work which is stuck into the front of pupils' exercise books. (S)he shows pupils where they have got to. 2. Teacher gives pupils 1 minute to talk to a partner about why they might need to be able to say what they did in the past and give opinions. (elicits answers such as "to be able to tell a French person what you did on holiday" "to be able to complain to a holiday company" etc) 3. Teacher returns homework (a postcard describing activities on holiday). Pupils have 5 minutes to read comments and to make at least one improvement. 	<p>Lesson objectives in pupil - friendly language</p> <p>Objectives are focused on what pupils will learn, not on the context (e.g. talking about holidays) or on the task (e.g. writing a postcard)</p> <p>Teacher puts the objectives into context of the term's work.</p> <p>Pupils have time to think with a partner.</p> <p>Pupils relate the objective to real life.</p> <p>Opportunity for pupils to respond to teacher feedback.</p>

<p>4. Teacher gives pupils 2 minutes to show the improvement to their partner. Partner checks that the improvement has been made and is relevant to feedback.</p> <p>5. Teacher displays pictures illustrating different phrases from the previous lesson. Pupils test their partner to see how many they can remember. They tell their partner which phrases they pronounced well and make one suggestion for improving pronunciation.</p> <p>6. Teacher asks two or three pairs “Which phrases were easy to remember? What suggestion did your partner make about pronunciation?”</p> <p>7. Teacher asks, “What are the objectives of the lesson? How far have we got?” Ticks off the first objective. (S)he explains that they are moving on to the second objective.</p> <p>8. Teacher displays a range of vocabulary for giving opinions. In pairs, using dictionaries, pupils decide whether the phrases are positive or negative and record in their books. Teacher supports: does it look like an English word? Have you seen this word in a different sentence?</p> <p>9. Pupils work with a different partner to see whether they agree about meanings and categories of vocabulary.</p> <p>10. Teacher uses whole-class repetition game to practise pronunciation and check understanding of meanings.</p> <p>11. Teacher models how to use new vocabulary in a full sentence: e.g. “ I think that it was...”. In a group, pupils play board game. Each time they land on an illustration they say what activity they did and give an opinion.</p>	<p>Pupils work together to improve their work.</p> <p>Peer assessment</p> <p>Teacher reinforces peer assessment and checks that appropriate feedback has been given.</p> <p>Teacher keeps the lesson focused on the objectives.</p> <p>The teacher’s questions encourage pupils to make comparisons and to apply learning from different contexts.</p> <p>Peer assessment</p> <p>Varied pupil grouping (mixture of whole-class, pair work, group work and individual work)</p>
---	--

12. Pupils feed back examples of sentences produced while playing the board game. Teacher asks how the sentences could be made more interesting. (S)he gives the pupils 3 seconds to think before selecting people to answer. Pupils make suggestions such as, “say more than one activity, give more than one opinion, use words like ‘very’, ‘quite’”.

13. Teacher introduces the next task: to write a short paragraph giving your opinions on what you did at the weekend. (S)he asks pupils to suggest three success criteria based on the suggestions they have made for extending sentences. Pupils suggest criteria such as “remember to include at least 4 activities. Remember to use a range of positive and negative opinions, remember to use adverbs.”

14. When pupils have finished writing, teacher asks a volunteer to read out their paragraph twice. (S)he asks different groups of pupils to check different criteria (e.g. “count how many adverbs you hear”). Pupils feed back their comments to the class, starting with 2 positive comments.

15. On mini whiteboards, in pairs, pupils write down 3 things they learnt in the lesson, related to the objectives. They display these to the teacher who asks a few pairs to read out their summary.

Thinking time. No hands up.

Pupils make suggestions for improvements.

Pupils agree success criteria with teacher.

Focused peer assessment. Teacher models importance of beginning with positive feedback.

Pupils demonstrate that they have met the objectives.

Bringing It All Together:

Give out copies of the example AFL lesson. Emphasise that it is not a lesson plan, nor is it a perfect lesson. It is a description of an imaginary lesson and includes some examples of ways in which AFL could be incorporated into lessons. The following discussion points may be helpful:

- How many of the strategies listed are already features of your lessons?
- How many of these ideas would work with your age-group or subject specialism? Can they be adapted?
- Are there any other opportunities for AFL in this lesson, which have not been suggested?
- The lesson does not include details of differentiation. How could AFL strategies enable differentiation? (e.g. Through pupil grouping, planning of questioning, differentiated success criteria.)
- All the teacher's comments in this lesson are given in English. MFL teachers might want to consider how they would conduct a lesson in the target language. How much English would be appropriate?

AFL You Could Try Tomorrow

Learning Objectives

- After introducing the learning objective, ask students to tell you why meeting this objective will be useful. Try to think of “real life” reasons, not just “it will help us pass our SATs.”
- Aim to refer to your objective at least 3 times during the lesson:
 - Introduce it at the beginning.
 - Half way through the lesson, ask, “How far have we got in meeting our objective?”
 - At the end of the lesson, ask pupils to prove to their partner that they have met the objective (e.g. by solving an equation or answering a key question).
- At the end of the lesson, ask each pupil to write down a question to test whether the class has met the objective. Choose pupils to ask their questions to the class. Or, collect the questions and ask them at the beginning of the next lesson, to recap learning.
- Try turning your objective into a “big question” which you could ask the pupils.
E.g. How does Shakespeare create tension in Act 3, Scene 1 of Romeo and Juliet? / What is the difference between odd and even numbers? / What are the causes of drought in Africa?
- Display the “big picture”. For example, put the learning objectives for the whole term onto a sheet/ a wall display so that pupils can see how it all fits together.

Example Learning Objectives: Science

Today we are going to be looking at the sheet, “Fun with photosynthesis”.

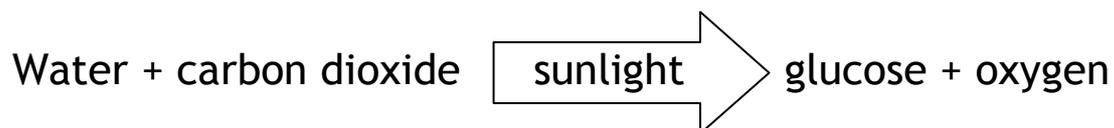
Why does the plant growing on the window sill look healthier than the plant that has been in the stock cupboard?

We are learning how sunlight helps plants to grow.

We are going to be learning about photosynthesis.

We are learning about what plants need so that they can grow healthily. Why might we want to know about this in the future?

We are going to study the biochemical process of photosynthesis, which can be expressed by the equation:



Example Learning Objectives: English

Today we are going to do the worksheet called “Fun with adverbs”.

How can we use adverbs to make our descriptions more interesting?

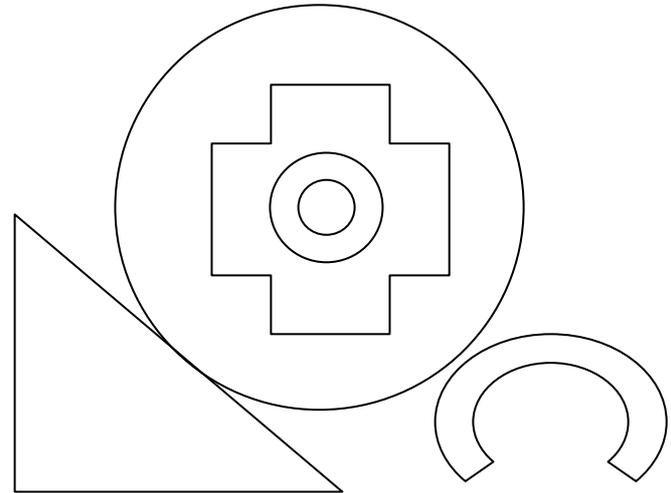
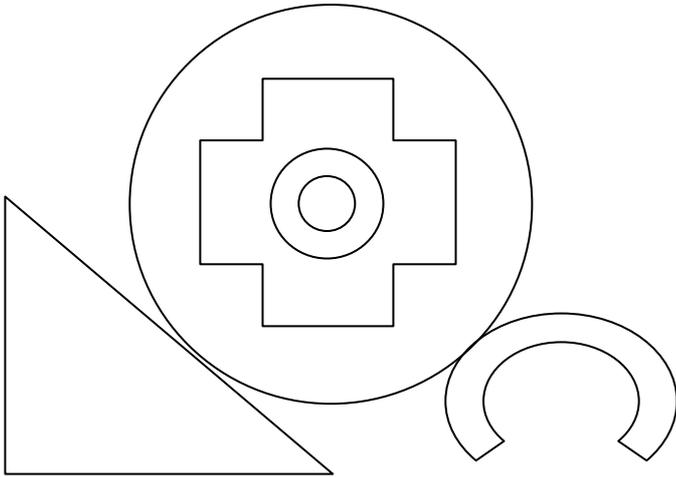
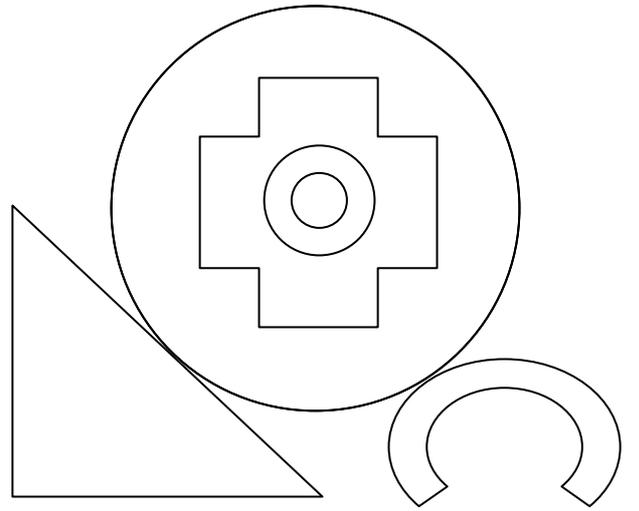
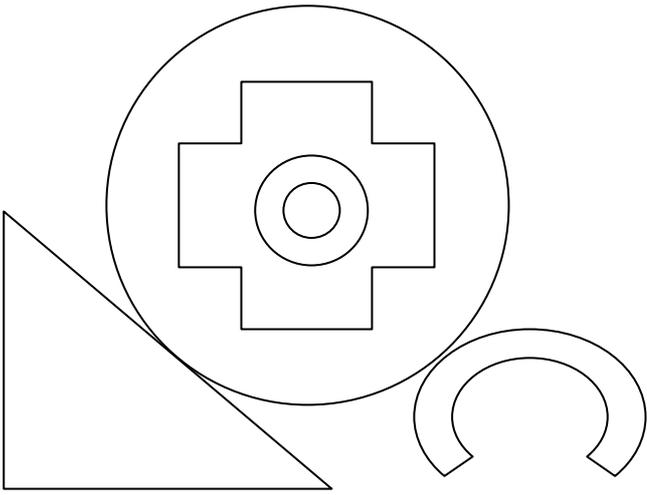
We are learning to extend our sentences using adverbs.

We are going to be learning about adverbs.

We are learning to extend our descriptions using adverbs so that the reader of our brochure will be able to imagine London in more detail.

We are going to be making these sentences longer using adverbs.

We are going to study adverbial clauses.



Images for Learning Objectives Activity

AFL You Could Try Tomorrow

Success Criteria

- Explain a task to pupils and ask them what they need to remember to do when completing the task. Brainstorm the ideas and choose the 3 most important criteria for the whole class to use.
- Show pupils an example of a piece of work by a pupil from another group which has met all the success criteria. Ask pupils to point out where/ how the pupil has met each of the criteria.
- Think of 3 things you want pupils to remember to do when completing their homework. Ask them to write these reminders at the top of the page where they will complete their homework. When they have finished they should check their work against the criteria and tick them off. The criteria may be ingredients to include (e.g. in an essay) or steps to follow (e.g. for an experiment or equation).

E.g. History (analysing sources)

Remember to: consider when the source was produced, consider who produced the source, consider why the source was produced.

Maths (solving simultaneous equations)

Remember to: label the equations, check the coefficient of a and y, check the sign (+ or -) in front of a and y.

- Look at the assessment criteria provided by an exam board. Ask pupils to rephrase the criteria using their own words. Display the pupil-friendly version of the criteria around the room.

CPSHE

Task: Read the following paragraph and answer the question.

Terry is a successful youth worker. He runs a club for 14 – 16 year olds which has grown over the last year. The young people who attend enjoy the activities and say that Terry is a good person to talk to about their problems. Parents are pleased with the club's strict policy on alcohol and drugs.

Recently Terry and a friend were stopped by the police. Terry was carrying a small amount of cannabis. He says that the cannabis belonged to his friend and that he was not planning to smoke it.

What do you think Terry's boss should do in this situation?

Success Criteria:

- Mention 2 options that Terry's boss has.
- Say how these options would affect the young people, their parents and Terry.
- Give your opinion about what Terry's boss should do.
- Give reasons for your opinion.

Terry's boss could sack him because he is setting a bad example. If she sacks him the youth club might have to close and then there wouldn't be nothing for young people to do.

Or Terry's boss could just tell him not to get in more trouble with the police. She could make Terry say sorry. But the young people might think drugs isn't that serious. So I think that she should sack Terry because drugs are serious. Then she should get another youth worker.

AFL You Could Try Tomorrow

Questioning

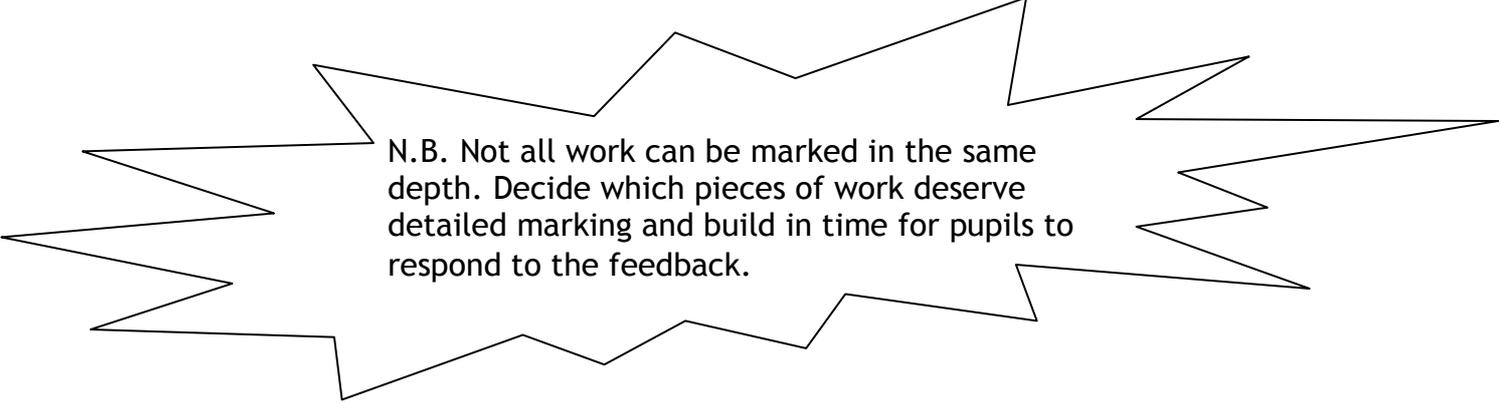
- In the plenary, ask pupils not to put up their hands. Ask a question, count three seconds in your head and then choose someone to answer. Aim to have at least 5 minutes of “no hands-up” questioning in every lesson.
- Ask a question and give pupils 1 minute to talk to their partner before asking for responses. If you have an interactive whiteboard, use the “count down clock” to keep pupils on task.
- Phone a friend: offer a pupil who is stuck the opportunity to ask a friend for help. This shouldn’t be a way of getting out of answering questions. The pupil who is stuck could:
 - Explain why they think their friend’s answer is good
 - Ask 2 friends and say which answer they think is better
 - Repeat the answer the friend has given in their own words
- Fifty-fifty: offer a pupil who is stuck 2 possible answers. Instead of providing 2 answers yourself, ask the class to think of two possible answers for the pupil to choose from.
- Ask an open questions and collect several answers from around the class. Ask a student to explain which answer is the best, or to combine several partial answers into a complete answer.
- Plan the key questions you will ask in advance. Aim to include a variety of types of question, which give pupils a chance to describe, predict, explain, infer, analyse, assess, compare, evaluate etc.
- Ask “follow-up” questions. Instead of moving on immediately to the next student, ask a student to develop their answer by saying, “why do you think that? What would happen if...? Tell me more about...” Or, pause after the pupil has finished speaking to give them time to develop their answer unprompted.
- Give students a chance to ask questions. Give them a big question (such as “Why did Harold lose the Battle of Hastings?”) and ask them to think of the smaller/ related questions they need to ask to find out the answer.

AFL You Could Try Tomorrow

Formative Feedback

Instead of giving pupils a grade for their work, try some of the following...

- If pupils have recorded the success criteria above their work, write your feedback alongside. Highlight which criteria have been met and which need more work.
- In extended written work, highlight 2 places where the criteria have been met, using a highlighter pen. Indicate one place where the pupil needs to “close the gap” between what they have done and what you were looking for. Give them a specific suggestion about how to close the gap (e.g. add two more adjectives in this sentence/ explain why the results were different in the second experiment) or write a question for the pupil to answer.
- If a pupil has met all the criteria, suggest an extension task (e.g. a more difficult equation to try, new vocabulary to look up and include).
- Allow 10 minutes at the start of a lesson for pupils to respond to your feedback (to close the gap/ answer the question/ try the extension task). After 10 minutes, ask them to share one improvement they have made with a partner or with the whole class.
- Give pupils 10 minutes to look back over all the comments you have written over the last term/ half term. They should try to spot any patterns (e.g. are they getting the same piece of advice repeatedly?) They should then set themselves a target, based on the term’s feedback.
- After marking a set of books or tests, record a list of targets on the board for pupils to choose from. Ask them to choose the target which they think is most relevant, based on the feedback they have received. This will save you writing out the same target repeatedly and will engage the pupil with your feedback.



N.B. Not all work can be marked in the same depth. Decide which pieces of work deserve detailed marking and build in time for pupils to respond to the feedback.

AFL You Could Try Tomorrow

Self Assessment

- Ask pupils to highlight in their work (or the work of a friend) where they have met each of the success criteria. They could use a different colour for each criterion.
- Ask pupils to highlight the sentence/ section of their work which they are most pleased with. They should add a note to explain why they think it is good.
- Ask pupils to write one question they would like you to answer in your feedback. It can be a question of clarification or a question related to the wider topic.
- Before starting revision, give pupils a list of topics you have studied during the term/ year. Ask them to “traffic light” the topics according to how much time they feel they need to spend revising each topic. Green = I remember everything, Amber = I remember some things, Red = I have no idea about this topic! Pupils may use this to guide their own revision or to help you plan revision lessons.
- Give pupils traffic light cards to display while they are working independently, to show how confident they feel about a task. Pupils displaying a green traffic light could be paired up with those displaying amber traffic lights. The teacher can then support the red traffic lights.

AFL You Could Try Tomorrow

Peer Assessment

- Agree ground rules for carrying out peer assessment and display these in the classroom (e.g. always write 3 positive comments and one suggestion).
- Provide sentence starters to help students write comments (e.g. You have done well with... Now try to...).
- Remind pupils of the success criteria before beginning any assessment. Point out that all the comments must relate to the criteria. So, for example, they should not comment on presentation, unless it is one of the criteria.
- Ask pupils to sign any comments they write on someone else's work. This will encourage them to comment responsibly.
- Get pupils to use one of the self/ peer assessment strategies above before they hand in a piece of work. Allow them 5 - 10 minutes to make improvements based on their peer's feedback or their own assessment before they give their work to you.
- If pupils have produced work in a group, ask them to look at the work of a different group and stick comments to the work using post-it notes. The work should then be returned to the original group who should decide which of the comments is most helpful.

Useful AFL articles

Visit: <http://teaching-resource.co.uk/teachers/afl.htm>

This website features a collection of articles and booklets on AFL which can be downloaded for free. In particular, you might want to look at:

Inside the black box: raising standards through classroom assessment, Paul Black and Dylan Wiliam (King's College London, 1998)

This article explains the research and theory behind AFL. Well worth reading if you are introducing AFL for the first time. Relevant to all Key Stages.

Pupils' learning from teachers' responses (AAIA, 2000)

Principles and tips for improving teacher feedback and for encouraging self and peer assessment. Readable and practical. Relevant to all Key stages.

Self-assessment (AAIA, 2002)

Easy to read. Gives practical suggestions and helpful case studies. Aimed at key stages 1 and 2 but the ideas could be adapted by secondary teachers.

Visit: <http://www.aaia.org.uk/assessment.asp>

Large collection of articles and resources. The following may be useful in helping teachers evaluate their current practice:

Assessment for Learning: self evaluation check-list (Dorothy Kavanagh)

Helpful list for teachers who want to think about how much AFL is already going on in their classroom

Assessment for learning in practice: criteria for observation (Dorothy Kavanagh)

Could be used by teachers observing one another's use of AFL strategies

Useful AFL Books

Assessment for Learning: Putting it into Practice Black, Harrison, Lee, Marshall and William (OUP 2003)

Includes some helpful chapters describing what AFL looks like in the classroom. Aimed at secondary teachers, though primary teachers could adapt the ideas.

Formative Assessment in Action: Weaving the Elements Together Shirley Clarke (Hodder Murray, 2005)

Unlocking Formative Assessment Shirley Clarke (Hodder Murray, 2001)

Formative Assessment in the Secondary Classroom Shirley Clarke (Hodder Murray, 2005)

All of Shirley Clarke's books are practical and include plenty of examples of practice as well as theory. There are useful summaries of key points at the ends of each chapter and suggestions for running INSET.