

Assessment for Learning Strategies

We've compiled a list of techniques that have proven effective for me as a teacher and now as a trainer. It's the really simple things that work well for me in the classroom and inform me as a teacher about what I need to do next with my students. The list of strategies below is not a definitive list, and of course, feel free to use them as you wish and tweak them to suit the key stage/s and subject you teach.

- Which strategies do you use?
- Which do you observe colleagues using in the classroom?

Assessment for Learning: The Basics

AfL involves students becoming more active in their learning and starting to 'think like a teacher'.

This means they think more actively about:

a) Where they are now b) Where they are going c) How they are going to get there.

It is important, as teachers, to understand the theory behind why these strategies work.

They work because:

- Engage students in deep thinking, activating their brains.
- Encourage problem-solving and the asking of good metacognitive questions.
- Shift students from being passive learners to active participants in their own learning.
- Foster low-stakes retrieval practice, which enhances memory and understanding.

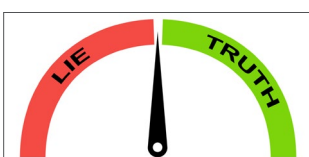
Everyday AFL Classroom Strategies: Practical and Easy-to-Use...



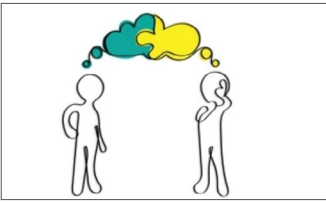
Exit Tickets: An exit ticket is a question that we ask at the end of a lesson. You could simply ask students to write down one thing they learned and one question they still have. Or you could design a strategic set of questions that help you to learn what they now know. This strategy provides immediate insight. Quickly reading their answers shows us what needs to be addressed next. This can be completed on a post-it notes, in their books or on sheet of paper. No need to mark them. Simply use the information provided to plan!



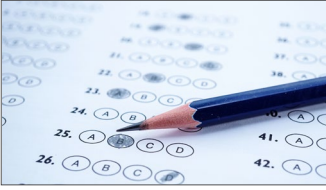
Brain Ball Relay: Recap and Recall: Pass a softball from one student to another, with each student sharing one main idea from the lesson. Continue until all of the main points have been covered.



Truth or Tale: Uncovering the Fib: Write two correct statements about the lesson and one false statement. Ask students to identify the false statement and explain why.



Think-Pair-Share: This common strategy involves students thinking about a question individually, discussing their thoughts with a partner, and then sharing with the class. It promotes active engagement and peer learning. You can expand this by having pairs join together to develop their thinking further.



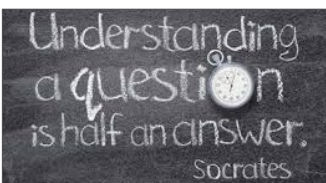
Multiple-Choice Questions: Ask questions based on what has been covered so far and provide multiple-choice answers. This is a low stakes way to assess how much has been learned.



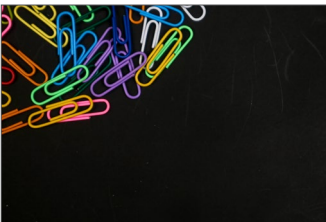
Question Exchanger: Pause the lesson and ask students to write a question on a post-it note based on the material covered. Then, have students exchange questions and answer each other's questions. Any that students are unable to answer themselves help you to plan to fill their gaps in knowledge.



Work Out What's Wrong: Provide an incorrect answer and ask students to explain why it's wrong both verbally and in writing by giving the correct answer.



Socratic questioning: Utilise Socratic questioning to assess students' learning. Once you have evaluated where students may be in their understanding, follow this up with a short quiz, a written task, or a brainstorming activity to visually see what students can do rather than solely relying on verbal responses. I often utilise knowledge organisers, mind maps, or online quizzes.



Knowledge Organisers: Utilise knowledge organisers for students to fill in with vocabulary, images, and key findings. To further develop this practice, students can also create their own knowledge organisers.



Complete the Sentence/ Equation: Give a sentence starter or equation and ask students to complete it. If needed, you can even provide a word bank or formula to support students.



Pause for Reflection: Ask students reflective questions such as "What have I learned?", "What do I know now that I didn't before?" "Why are we learning this?" and "How does this relate to what we already know?"



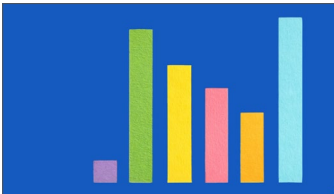
Mini Whiteboards: Provide mini whiteboards for students to write and display their answers during lessons. This allows for quick and easy formative assessment.



Two Stars and a Wish or WWW (What Went Well) and EBI (Even Better If) comments. Have students provide two positive comments and one area for improvement on a peer's work. This encourages constructive feedback and encourages critical thinking.



Self-Assessment: Encourage students to assess their work against a checklist or rubric. This promotes self-regulation and critical thinking.



Classroom Polls: Use online tools like Mentimeter or Kahoot to gather instant feedback on student understanding.

I hope you found this list helpful. For more ideas and regular CPD training materials, explore our membership packages. Our membership provides lots of professional development content like this that you can use with your staff.

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