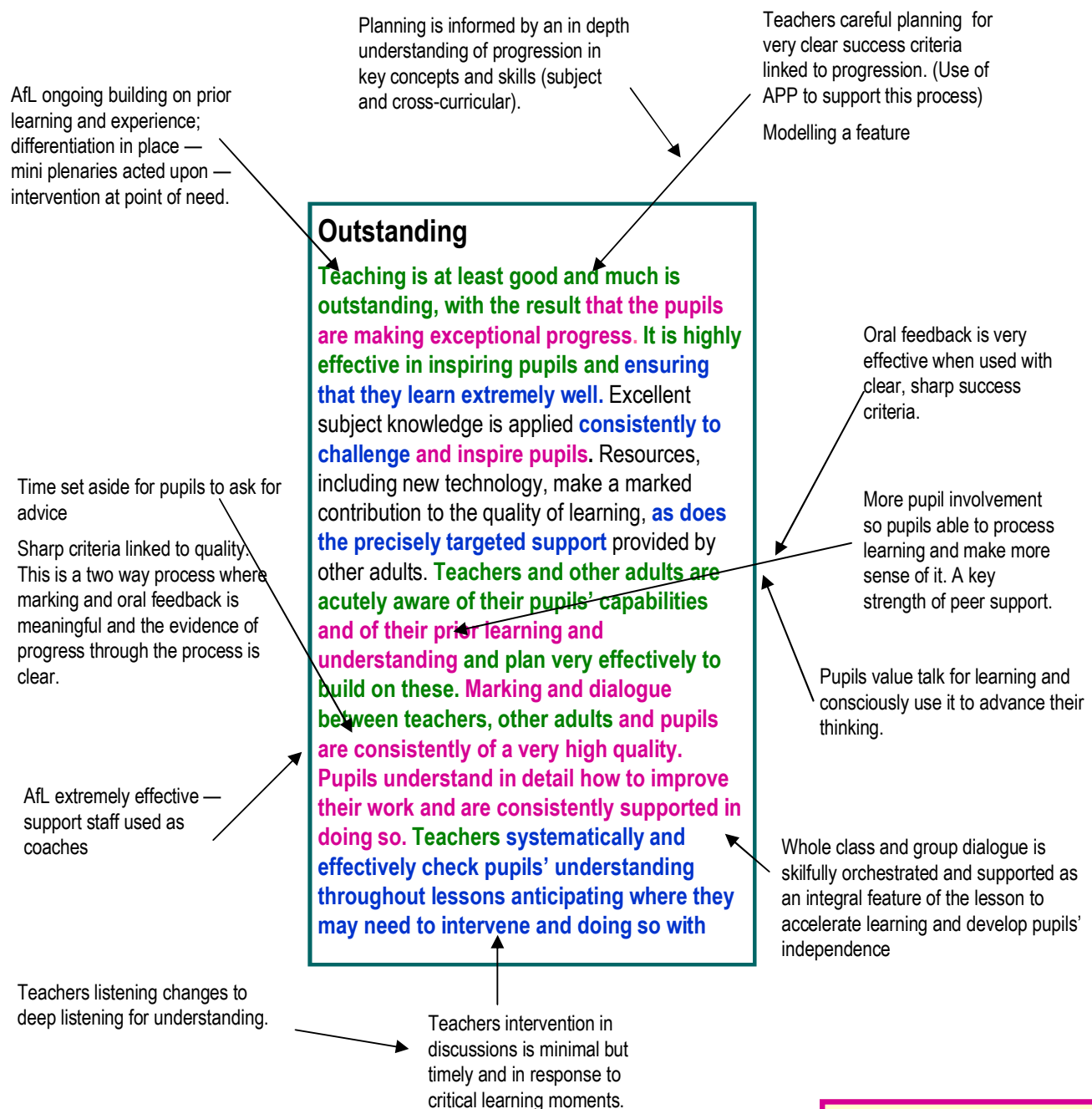


The quality of teaching and the use of assessment to support learning: Ofsted grade descriptor for outstanding annotated re classroom practice.

For those of you who have used the AfL classroom review proforma (found in 'The Secondary Strategy' pamphlet) you will see a direct correlation between the 'establishing' and 'enhancing' columns in it and the Ofsted 'outstanding' criteria. If you're not using the proforma in your school it is well worth considering.

The 'satisfactory criteria includes statements like, 'Regular and accurate assessment informs planning...' and, 'Pupils are informed about their progress and how to improve through marking and dialogue with adults'. Such statements suggest a raising of expectations regarding AfL practice in classrooms. (A full response to the Ofsted criteria will be on the Lancashire AfL Moodle by the end of term.

Through out the grade descriptors there is a gradual increase in pupils taking ownership for their own learning. That is a movement towards increasingly independent learners.



Key:

- Pupils**
- Teacher**
- Both T & P**

Some issues

1. Lessons are becoming all the same and rather sterile and formulaic.
2. How can I show progress in lessons?
3. Peer assessment is not that effective, even though pupils are coming up with assessment criteria.
4. I have embedded AfL and results have not improved.

AfL does not appear to be leading towards independent learners as they it would do.

Some ways of demonstrating good progress in lessons



1. Make sure you know the depth of pupils' prior knowledge so you are able to build on it effectively – 'Range finding' questions are useful here; as is the use of tracking data. This will also help to set high, but realistic expectations of pupils.
2. Ensure that lessons focus on *learning of concepts and skills*' and that success criteria are differentiated to meet the needs of all students, and focus on the small steps of progression; not a series of activities. (Often finer than in the APP charts – although they can help to determine the appropriate level of challenge and the progressive steps).
3. Share the big picture for the lesson – the progressive steps that are to be taken in the lesson to reach the key outcomes.
4. End each progressive step with a mini plenary to check all pupils' progress – hinge questions are great here as they are quick; as are the use of white boards, cards with ABCD, T/F, Y/N or RAG.
5. Use the information in point 4 to move away from plans if necessary and further differentiate tasks. – Be flexible to pupils needs.
6. AfL style' questioning and dialogue is essential, pupils are more actively involved and the discussions can display to any onlooker how pupils' thinking is progressing through the lesson. Withhold judgement and use questions such as *What do you think? Do you agree? Why do you think that? How do you know? Do you have a reason? Is there another way? What if... would it be the same?* Provide thinking time e.g. '*pair share*' and have '*no hands up*
7. Tasks need to be appropriately challenging, differentiated and require the pupils to process their learning at a 'deep' level (as opposed to surface learning); it is only then we as teachers can truly see what they understand and how to take their learning forward.
8. Model what 'good quality' looks like.
9. Ensure there is evidence of quality feedback in books – against the criteria and that any suggestions have been acted upon by students. Feedback can also involve pupil feedback... again it needs to be specific as well as oral feedback, again in relation to the lessons success criteria.
10. Make time for pupils to demonstrate to you they have learnt and for them to reflect on their learning – including what further support they require.