

Key characteristics of assessment for learning, with examples

Key characteristics of assessment for learning	Examples of teaching strategies	Impact on learning
Share learning goals with pupils.	The teacher: <ul style="list-style-type: none"> • explains the objectives; • provides a sheet or wall chart sharing the objectives; • questions pupils to check their understanding. 	Pupils:
Involve pupils in self-assessment.	The teacher: <ul style="list-style-type: none"> • helps pupils interpret learning outcomes in the context of their own work in ICT, for example, provides a sheet with success criteria for pupils to refer to, linked to the unit of work; • provides opportunities for discussion so that pupils can comment on and improve their work; • provides time for pupils to reflect on what they have learned. 	Pupils:
Help pupils to know and recognise the standards they are aiming for.	The teacher: <ul style="list-style-type: none"> • models success by providing an example of previous work; • identifies through whole-class discussion what is good about the work presented. 	Pupils:
Provide feedback which leads to pupils recognising their next steps and how to take them.	The teacher: <ul style="list-style-type: none"> • questions pupils in groups about their work; • builds on responses to help them take the next steps in learning; • in whole-class discussion uses examples of work to highlight how different aspects of their ICT work can be improved. 	Pupils:

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Promote confidence that every pupil can improve.	<p>The teacher:</p> <ul style="list-style-type: none"> • provides positive and constructive feedback; • matches learning objectives to needs by pitching them at a level which challenges individuals; • celebrates success and sets appropriate targets. 	Pupils:
Involve both teacher and pupils in reviewing and reflecting on assessment information.	<p>The teacher:</p> <ul style="list-style-type: none"> • maintains continuous dialogue about progress being made; • frequently reminds pupils of the learning objectives and success criteria; • balances teacher assessment with self- and peer-assessment; • makes effective use of the plenary for reflection, for example, no hands up, questioning and paired discussion. 	Pupils: