

Key characteristics of assessment for learning, with examples and their impact

Key characteristics of assessment for learning	Examples of teaching strategies	Impact on learning	Example in video 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: <ul style="list-style-type: none"> • gain a clear understanding of what they are to learn. 	
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: <ul style="list-style-type: none"> • assess the progress they have made; • identify how they can improve their work; • act as critical friends. 	
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: <ul style="list-style-type: none"> • gain a clear understanding of the standards they are aiming for; • recognise features of good work. 	

Key characteristics of assessment for learning	Examples of teaching strategies	Impact on learning	Example in video learning
Provide feedback which leads to pupils recognising their next steps and how to take them.	<p>The teacher:</p> <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. 	<p>Pupils:</p> <ul style="list-style-type: none"> • see more clearly what they need to do next; • are able to discuss next steps with each other; • in whole-class learn from each other how to improve. 	
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. 	<p>Pupils:</p> <ul style="list-style-type: none"> • remain engaged and on task; • gain satisfaction regarding their own progress; • have a sense that they can continue to improve. 	
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. 	<p>Pupils:</p> <ul style="list-style-type: none"> • reflect on their learning; • focus on their learning objectives and success criteria; • measure their own progress and that of their peers; • take responsibility for their learning; • perform to a high standard and make good progress. 	