BUD  
BLAKE  
5/6

If you always do  
what you've  
always done,  
you'll always be  
where you've  
always been.

T.D. JAKES



**KNOWING YOURSELF  
IS THE BEGINNING  
OF ALL WISDOM.**

- ARISTOTLE

# The Main Strategies used for AfL

- **Questioning** – no hands up, follow up questions, lifelines, basketball questioning, using mini whiteboards
- **Peer and self-assessment** – traffic lights/thumbs, marking each other's work, assessing your own work
- **Learning objectives** – what will you be learning, where you are going on your learning journey
- **Success criteria** – how you can succeed in a task, the ingredients you should include
- **Teacher feedback** – written and verbal

# So what does this mean for you?

- Find your voice (even if it is scary!)
- Answer questions and ask questions.
- Ask yourself what do I think? What might be the answer be?
- Remember that learning is not about knowing all the answers, it is about discovering them... Learning must be effortful.



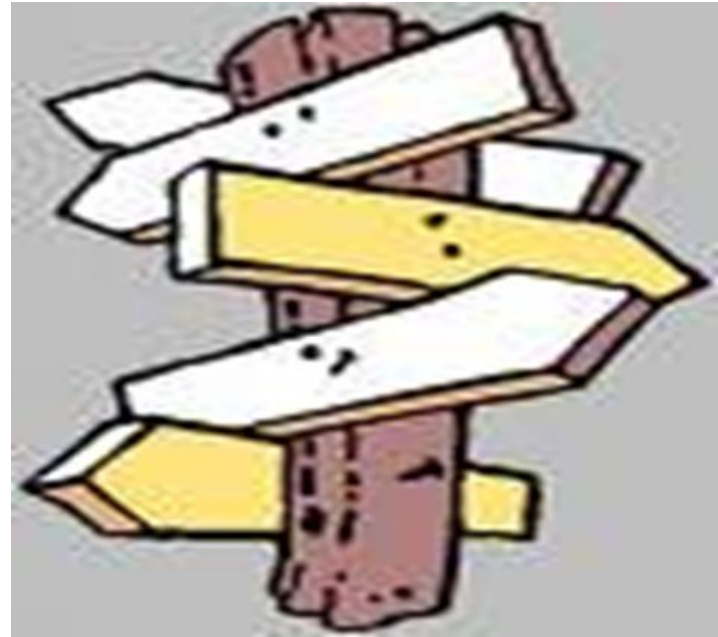
# Assessment for Learning

Helping you to know...

Where you are in your learning

Where you are going

How to get there



A

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P

Assessment For Progress



Attainment (To what extent are you meeting the expectations of the curriculum?)

Approaching - Secure - Exceeding - Exceeding(Gold)

Progress - What is your teachers' judgement of the pace at which you are making progress?





# Assessment For Progress



Subject	Teacher	Attainment	Progress	Collaboration	Readiness	Engagement	Enrichment
<b>Art</b>	Miss S. Austin	N/A	N/A	GREEN	GREEN	AMBER	RED
<b>CPSHE</b>	Mrs S. Malik	N/A	N/A	GREEN	GREEN	GREEN	GREEN
<b>Design Technology</b>	Miss A. Charitou	N/A	N/A	GREEN	GREEN	GREEN	AMBER
<b>Drama</b>	Miss E. Cameron	N/A	N/A	GREEN	GREEN	GREEN	GREEN
<b>English</b>	Mr D. Amphlett	Approaching	AMBER	AMBER	GREEN	AMBER	AMBER
<b>French</b>	Mrs I. O'Brien	Approaching	GREEN	GREEN	GREEN	GREEN	GREEN
<b>Geography</b>	Miss S. Mahfuza	Approaching	GREEN	GREEN	GOLD	GREEN	GREEN
<b>History</b>	Miss S. Gatens	Approaching	AMBER	AMBER	AMBER	AMBER	AMBER
<b>Mathematics</b>	Miss S. Aslam	N/A	N/A	GREEN	GREEN	GREEN	GREEN
<b>Music</b>	Mrs D. Webb	N/A	N/A	AMBER	GREEN	AMBER	AMBER
<b>PE</b>	Mr S. Russell	Secure	GREEN	AMBER	GREEN	AMBER	GREEN
<b>R.E.</b>	Ms C. Macarthy	N/A	N/A	AMBER	GREEN	GREEN	AMBER
<b>Science</b>	Mr R. Mourier	N/A	N/A	GREEN	GREEN	AMBER	GREEN

GoGAR

A4P

Assessment For Progress





# GoGAR - Collaboration (listening to others, using talk, supporting learning for all)

This is where we assess our students' ability to work collaboratively and as part of a community. Do they listen to their peers and take account of their views, do they contribute to the class' learning, are they supportive, kind and open in the way they invite others to share learning, ideas and opinions?

Gold	Students are excellent and inspiring contributors to lesson, driving learning and framing discussion. They show leadership skills and they actively encourage others to contribute. Their approach to collaboration makes the learning experience better for everyone in the classroom and they ensure that all students feel valued and are enabled to share ideas and find their voice.
Green	Students are often keen to contribute to class discussion or group work. They are often active participants in lesson, offering opinions and sharing their understanding. They listen well to others and will collaborate to move learning forward collectively. They listen and contribute in such a way as to make the classroom feel like a safe space in which learners feel secure to speak up and express their ideas.
Amber	Students are not always but sometimes willing to contribute to class discussion or group work, they will answer questions when prompted, will listen to other students and show some ability to express views and opinions or explain their understanding.
Red	Students struggle to work effectively with other members of the community. Perhaps they talk over others contributions or don't make the effort to contribute themselves. They may sometimes demonstrate behaviours which disrupt the safe space of the classroom or negatively impact upon other student's opportunities to be active learners.

## GoGAR - Readiness (Organisation & B4L)

This is where we assess how ready our students are to learn throughout our lessons. Do they arrive on time, organised with the correct equipment, preparation and the right attitude to learn, do they maintain that throughout lessons, follow instructions, organise their books and fulfil your expectations for the standard of work presented?

Gold	Students are not just ready for learning, they are excited about learning. They arrive to lessons on time, their equipment is ready and they are ready. They are highly self-regulatory in their B4L and they maintain focus, and excellent behaviour throughout. Their B4L means they are a role-model to others.
Green	Students are almost always ready for learning, arrive on time to lessons and bring the correct equipment. They follow instructions and work actively most of the time. They tend to take responsibility for their own B4L and they are consistent and focused throughout lessons.
Amber	Students are usually ready for learning, arriving on time, bringing the correct equipment. They usually follow instructions well and they take responsibility for their own B4L most of the time.
Red	Students are often not ready for learning, they may be disorganised or unprepared for the lesson, perhaps arriving late or without the correct equipment. They can struggle to follow instructions or take responsibility for their own B4L.

## GoGAR - Engagement (Class Learning)

This is where we assess how engaged our students are in lessons and how much they show an interest in the subject. Do they volunteer to answer questions, do they listen keenly and with interest, do they lead discussion, work hard at their written responses, respond effectively to feed-forward. At the higher levels, do they show they engage with the subject beyond just what happens in the classroom, do they draw on personal experience or their own learning in class work and in their written responses?

Gold	Students always contribute and drive the direction of learning in lessons. They show an active, reflective and keen interest in the subject and the curriculum. They are self-regulatory and highly reflective and produce work to a very high and ambitious standard for their capability.
Green	Students often contribute to lessons and are active and engaged learners. They show a real interest in the curriculum and the subject, reflect on their own progress and their work is usually of a high standard demonstrating very good progress for their capability and they engage with feed forward.
Amber	Students sometimes contribute to lessons and are often active and engaged with learning. The work they produce demonstrates that they are making progress and is appropriate for their capability and they respond to feed-forward when directed to.
Red	Students rarely play an active role in lessons, are often disengaged. They may be very reluctant or unwilling to contribute to class learning and the work they produce is of a standard significantly below their capability.

## GoGAR - **Enrichment** (Home-Learning and wider engagement with the subject)

This is where we assess the work that our students do outside of school. What is the quality of their home learning, do they do it on time and to a high standard, do they demonstrate that they are doing work at home in addition to the home-learning set. Do they engage with the subject in the wider world and demonstrate understanding, interest and a thirst for knowledge that goes beyond the taught curriculum?

Gold	Students learning is always completed to a high standard. They clearly engage with the subject outside of the classroom and the knowledge and understanding they bring to lessons and to their work is impressive.
Green	Students learning is almost always completed on time to a good standard. They show evidence of engaging with the subject outside of the classroom and this impacts upon their talk in lessons and the work they produce.
Amber	Students learning is completed most of the time to an acceptable standard. They may show some evidence of engaging with the subject beyond what is taught in class.
Red	Students learning is often not done, incomplete or of a low standard. There is no (or limited) evidence of any engagement with the subject beyond what is covered in class.

## Next Steps



Assessment For Progress

What subjects am I most happy with?

What am I doing in those lessons that is helping me to learn and helping others to learn?

What am I doing outside school that is helping me learn and that I can bring in to school to help others?

**What should my priorities be for improvement? (Metacognition)**

**If you don't know what to do next - find out. (Self-Regulation)**

