

Self-evaluation: Formative Assessment

**Reflect on these aspects of formative assessment. Which aspects are embedded in your current practice? Which aspects do you need time and support to make better use of?**

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| **Assessment is For Learning strategies** | Please tick one box (4=strongly confident, 1=strongly not confident) | **Examples of how you currently make use of this strategy in your teaching practice.** |
| 1 | 2 | 3 | 4 |
| **Learning intentions** (introduced near start of the lesson, visible and referred to throughout, pupil-friendly language, context free, using language of learning -e.g. We are learning to/ will be able to/ will know. referred to at the end of the lesson) |  |  |  |  |  |
| **Success criteria** (constructed with pupils, process based rather than product based, linked to learning intention, referred to when giving feedback) |  |  |  |  |  |
| **Prior learning** (prior knowledge used to ensure pace and challenge, link back to recent previous lessons, starter tasks use effective questioning skills) |  |  |  |  |  |
| **Effective questioning** (*at least* three seconds of thinking time, prior learning assessed and acted on, HOTS used to generate challenging questions, talk partners used effectively, all pupils involved in discussion, appropriate teacher responses to incorrect answers, effectively framed questions) |  |  |  |  |  |
| **Feedback** (verbal and written, linked to success criteria, self-/peer-assessment, specific, manageable, pupil-friendly language used, pupils given opportunity to act on feedback, provided throughout lesson, achievements celebrated, next steps provided, pupils aware of their own strengths) |  |  |  |  |  |
| **Collaborative learning** (individual accountability, appropriate task planned, pupils supported/ clearly trained in working together) |  |  |  |  |  |
| **Differentiation** (differentiated materials used,pupils given ownership of learning, given choice to challenge themselves, supporting adults used effectively) |  |  |  |  |  |
| **Self and peer assessment** (LI and SC used by pupils, exemplification used for support when appropriate, pupils encouraged to identify successes and possible improvements, pupils trained in how to self-/peer assess, changes are celebrated) |  |  |  |  |  |
| **Plenary** (LI and SC referred to, all pupils involved, teacher able to assess all pupils’ understanding, teacher able to act on misunderstandings immediately/soon, allows pupils to reflect on own learning |  |  |  |  |  |