End of Year Review
AfL techniques I use successfully

Remember that AfL is all about one big idea:

Using evidence of learning to adapt lessons in real time
to meet students' learning needs

1. Describe one AfL technique that you use regularly (more than once a week) for at least 3 of the five AfL strategies below.

Clarifying and sharing learning intentions and criteria for success
Engineering effective classroom discussion, questions and learning tasks that elicit evidence of learning
Providing feedback that moves learners forward
Activating students as owners of their own learning
Activating students as instructional resources for one another

2. **Describe 2 things that you have stopped doing in the last year**

3. **Describe how student learning has improved over the year**

Formative Use of Summative Tests using the Five Key Strategies

Clarifying and sharing learning intentions and criteria for success

1 Students put 5 answers to a test question in rank order to help them develop a sense of what the examiner is looking for.
2

Engineering effective classroom discussion, questions and learning tasks that elicit evidence of learning

1 After a class has done a test, rather than marking it yourself, the students use mini whiteboards to communicate answers and give you feedback on what revision is needed
2

Providing feedback that moves learners forward

1 Use the 'find it and fix it' technique (eg you have 3 answers correct out of 5, find the wrong answers and correct them).
2

Activating students as owners of their own learning

1 Students use RED, AMBER and GREEN dots at the top of each page to identify the level of understanding. It is important that time is allotted for students to get help with the things they do not understand.
2

Activating students as instructional resources for one another

1 After having done a test, the teacher selects some questions, then students pair up, exchange papers and use the two stars and a wish format to give feedback to their partner
2 Students revise for a test in small groups. They assist one another with individual areas of need. They may use concept lists or learning logs to help identify the areas that are weak. Often students feel freer to ask questions or offer answers when they are working with their peers.
3 Students go over a recent test in small groups. This gives them a chance to remedy some gaps in understanding before asking the teacher for help. This saves teacher time and improves the understanding of the student who is doing the explaining. Also students tend to understand something better when a peer explains it to them in 'student language'.
4 Students collaboratively develop test questions to deepen their understanding of the content being studied. This provides information to the teacher about student learning and may lead to re-teaching or revising certain topics.