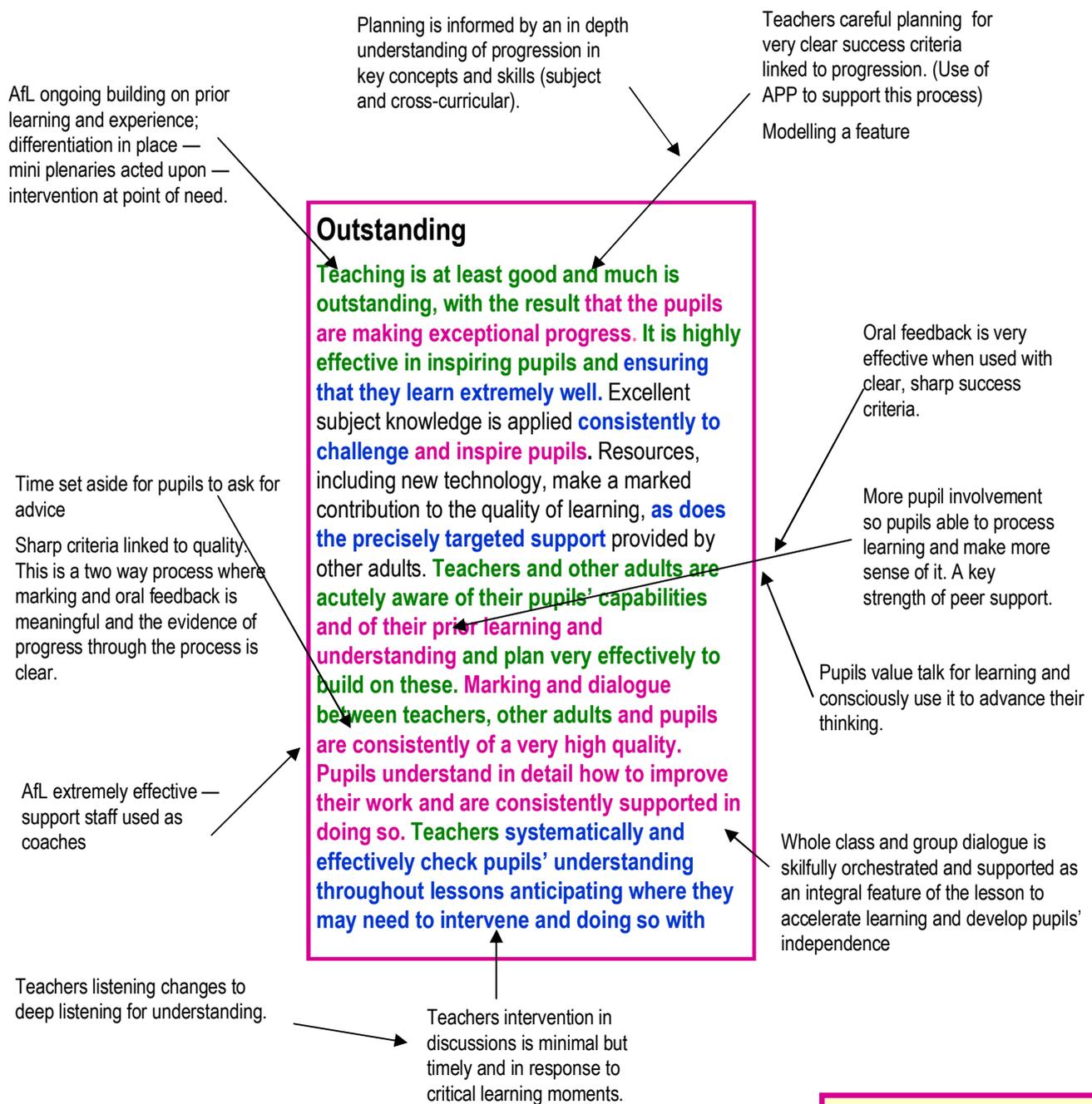


## The quality of teaching and the use of assessment to support learning: Ofsted grade descriptor for outstanding annotated re classroom practice.

For those of you who have used the AfL classroom review proforma (found in 'The Secondary Strategy' pamphlet) you will see a direct correlation between the 'establishing' and 'enhancing' columns in it and the Ofsted 'outstanding' criteria. If you're not using the proforma in your school it is well worth considering.

The 'satisfactory' criteria includes statements like, '**Regular and accurate assessment informs planning...**' and, '**Pupils are informed about their progress and how to improve through marking and dialogue with adults**'. Such statements suggest a raising of expectations regarding AfL practice in classrooms. (A full response to the Ofsted criteria will be on the Lancashire AfL Moodle by the end of term.)

Through out the grade descriptors there is a gradual increase in pupils taking ownership for their own learning. That is a movement towards increasingly independent learners.



**Key:** **Pupils**  
**Teacher**  
**Both T & P**

**Assessment for learning** or *formative assessment*— should occur minute by minute and *day- to- day*; we should be continually listening and watching to hear and see where the pupils are coming from in terms of their understanding; so that we (and the pupils) can continually reflect on how learning is progressing, see where improvements can be made, identify the next steps to take; and make the necessary adjustments to our lessons even *before* the pupils have left the class.—Otherwise to quote Dylan Wilam “we may already be playing ‘catch-up’.” It is a natural, integral and essential part of effective learning and teaching and is a key element of *personalised learning*.

In order to do this effectively we may need to make adjustments to how we teach and how our pupils learn. Our questioning and listening skills need to truly tap into the pupils’ prior knowledge and what they thinking and reasoning. Opportunities for pupils to use ‘exploratory talk’ and to be active learners are essential. As is the need for pupils to have a clear understanding of what they are trying to learn, how they can recognise achievement (learning outcomes), what ‘good’ looks like (success criteria) and why they are learning this in the first place. So other integrated skills may also need refining, e.g. ‘modeling’. Pupil ownership of this learning is a vital part of this process and helps to develop self- managers. An integral part of this is an *understanding of ‘progression’* in your subject and in the cross curricular skills.



## Some ways of demonstrating good progress in lessons

1. Make sure you know the depth of pupils’ prior knowledge so you are able to build on it effectively – ‘Range finding’ questions are useful here; as is the use of tracking data. This will also help to set high, but realistic expectations of pupils.
  2. Ensure that lessons focus on *learning of concepts and skills*’ and that success criteria are differentiated to meet the needs of all students, and focus on the small steps of progression; not a series of activities. (Often finer than in the APP charts – although they can help to determine the appropriate level of challenge and the progressive steps).
  3. Share the big picture for the lesson – the progressive steps that are to be taken in the lesson to reach the key outcomes.
  4. End each progressive step with a mini plenary to check all pupils’ progress – hinge questions are great here as they are quick; as are the use of white boards, cards with ABCD, T/F, Y/N or RAG.
  5. Use the information in point 4 to move away from plans if necessary and further differentiate tasks. – Be flexible to pupils needs.
  6. ‘AfL style’ questioning and dialogue is essential, pupils are more actively involved and the discussions can display to any onlooker how pupils’ thinking is progressing through the lesson.
  7. Tasks need to be appropriately challenging, differentiated and require the pupils to process their learning at a ‘deep’ level (as opposed to surface learning); it is only then we as teachers can truly see what they understand and how to take their learning forward.
  8. Model what ‘good quality’ looks like.
  9. Ensure there is evidence of quality feedback in books – against the criteria and that any suggestions have been acted upon by students. Feedback can also involve pupil feedback... again it needs to be specific as well as oral feedback, again in relation to the lessons success criteria.
  10. Make time for pupils to demonstrate to you they have learnt and for them to reflect on their learning – including what further support they require.
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