

Engineering effective discussions, tasks and activities that elicit evidence of learning.

No hands up except to ask a question – Use lolly sticks to random select children to respond to questions. Support or re-explain learning to clarify, if needed, as a result of their response.

Mini whiteboards – Children are asked to write a short answer to a question you pose.

Class Vote – You pose a question and the class vote for which answer option they think is correct.

Hinge-Points Questions – Is based on a concept in a lesson that is important for students to understand before the teacher moves on in the lesson. A hinge-point questions can be asked at any point in a lesson.

Clarifying, sharing and understanding learning intentions.

Jamboard (Exit Ticket) – Near the end of the lesson, ask the class a question or ask them for one main idea from the lesson. Children could write on index card or as some have done – could be completed as a Jamboard.

Student Summary – One student summarises what the whole class learned during the lesson.

Class basketball – You pass a soft ball to one of the children. This student gives one main idea from the lesson. Then they pass the ball on to another person who gives another main idea form the lesson. Repeat a few times.

5 Key Strategies of formative assessment

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

Activating students as owners of their own learning.

One small change – Ask them to think about one small change that they could make in a piece of work to make it better.

I, You, We checklist – At the end of a task, each member of the group say something positive about their own contribution, the contribution of another and whole they worked as a group.

Self-marking work – Children could mark their own work based on success criteria or answers given.

Plan, Do, Review - Children PLAN what they are going to do, Do it, and then REVIEW how it went.

Providing feedback that moves learners forward.

Focused Marking – Mark students work against one or two specific criteria, even though there could be many criteria that could be marked. This provides more focused feedback.

Traffic Lights – Give students a Pink and Green mark across the OLI to indicate whether they have achieved the lesson. All Pink work can be redrafted through use of mop up support to enable them to achieve Green.

Activating students as instructional resources for one another.

Round-Robin – Students working in a group circulate their work to other members of the group and each adds a post-it note with suggestions for how to improve.

Two stars and a wish – Exchange books and give comments to a peer by writing two positive things (stars) and one thing they could do to make it better (wish).

Students check peers' work against pre-flight checklist – Students swap work and check each other's work against a pre-flight set of success criteria.