Primary Assessment Leaders' Document
Observation Schedule for Formative Assessment/AfL

Key Features of effective formative assessment/AfL	Comments/Evidence How can this be realised in the classroom? What are the indicators?
● Is the teacher clear about the learning objectives/learning outcomes?	● *Cleary written on plans* ● *Clearly accessible to pupils* ● *Activities match objectives and allow it to be met* ● *Pupils understand what they are learning*
● Are the learning objectives shared with the pupils in a way they can understand? ● Are the success criteria that lie beneath the learning objectives shared or developed with pupils?	● *Pupils can rephrase and explain* ● *Language of success criteria is familiar to pupils* ● *Success criteria are regularly used by pupils* ● *Success criteria are accessible to pupils – written in books, on whiteboard, IWB*
● Does the teacher show/explain what 'good' work will look like ie are pupils clear about the expected standards?	● *Teacher regularly models expectations, using data projector, IWB, visualiser* ● *Teacher regularly shares and discusses examples of other pupils' work* ● *Pupils articulate what they need to do to improve – specifically* ● *Success criteria are available and used eg displayed in the classroom* ● *Pupils' work is used to exemplify different standards*
● Does the teacher use questioning effectively, ie: find out what pupils know and understand; promote further learning; prompt thinking and reflection?	● *Teacher asks questions eg from Bloom's Revised Taxonomy – remembering, understanding, applying, analysing, evaluating, creating.* ● *Teacher uses a variety of techniques which ensure maximum participation eg learning partners, think, pair, share, no hands up etc* ● *Pupils ask questions frequently of teacher and of each other* ● *Teacher asks differentiated questions to specific pupils* ● *Teacher uses questions throughout the lesson to focus the success criteria and challenge pupils' thinking*
● Does the feedback (both verbal and written from appropriate adults and peers) to the pupils, focus on the learning objective/success criteria? ● Does the feedback make pupils aware of the achievements they have made in relation to the learning objective/success criteria? ● Does feedback provide an improvement prompt of 'closing the gap' prompt? ● Do the pupils understand/use the feedback to improve their work?	● *Written and verbal feedback is understood by pupils and can be explained verbally by them* ● *Pupils' rate of progress and improvement through their verbal responses and written work are clear* ● *Learning objectives and success criteria in subsequent lessons highlight that learning is moving on* ● *Pupils are motivated, on task and clear about their learning*

● **Are pupils given time to respond to feedback?** ● **Is there evidence that pupils act upon the feedback to improve their work?**	● *Pupils are able to 'help themselves' and are developing as independent learners*
Key Features of effective formative assessment/AfL	***Comments/Evidence*** ***How can this be realised in the classroom?*** ***What are the indicators?***
● **Are pupils involved in other ways in the assessment process eg peer/self-assessment; negotiating, recording, monitoring their own progress through personal targets?**	● *Pupils are given opportunities to discuss their work* ● *Pupils are regularly observed discussing success criteria and their work with peers* ● *Pupils are able to support each other and identify next steps in their learning* ● *Pupils actively and regularly engage in personal target setting process and understand WHY they do it*
● **Do teachers and pupils reflect on the extent to which the learning objective has been achieved eg continuous review during the lesson, peer/self-assessment?**	● *Peer and self-assessment are regular, frequent and familiar strategies used in the classroom* ● *The language of the learning objective is revisited frequently during the lesson* ● *Continuous review probes learning through quality questioning and pupil responses –it does not just repeat and explain the activity* ● *Next learning steps are discussed and/or recorded*
● **Do teachers use what they find out from assessment to:** **form their interventions in the midst of pupils' learning** **djust their planning?**	● *Teachers intervene at timely intervals throughout lessons to ensure pupils remain focussed ie continuous review* ● *Teachers' planning shows clear differentiation and adjustments* ● *Teachers' teaching shows changes of direction when and where necessary* ● *Pupils are always challenged by what they are learning* ● *Pupils are engaged, motivated and interested*