Ofsted & Assessment for Learning:

How Outstanding AfL supports & demonstrates progression in the classroom & during inspection
The great “progress in 20 minutes” debate
What do we define as progress?

- Ofsted
- Teachers
- Learners
Inspectors must consider whether:

• work is challenging enough for all pupils and meets their individual needs
• pupils’ responses demonstrate sufficient gains in their knowledge, skills and understanding, including in literacy and mathematics
• teachers monitor pupils’ progress in lessons and use the information well to adapt their teaching
• teachers use questioning and discussion to assess the effectiveness of their teaching and promote pupils’ learning
• pupils understand well how to improve their work.

• how well and frequently marking, assessment and testing are used to help teachers improve pupils’ learning
Outstanding (1)

• All teachers have **consistently high expectations** of all pupils.

• Teachers **systematically and effectively check pupils’ understanding throughout lessons**, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.

• **Consistently high quality marking and constructive feedback** from teachers ensure that pupils make rapid gains.

• Teachers use well-judged and often inspirational teaching strategies, including setting appropriate homework that, together with **sharply focused and timely support and intervention**, match individual needs accurately.
<table>
<thead>
<tr>
<th>Good</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching <strong>in most subjects</strong>, including English and mathematics, <strong>is usually good</strong>, with examples of <strong>some outstanding</strong> teaching. As a result, <strong>most pupils</strong> and groups of pupils currently on roll in the school, including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support, make <strong>good progress</strong> and <strong>achieve well over time</strong>.</td>
<td><strong>Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good</strong>. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making <strong>rapid and sustained progress</strong>.</td>
</tr>
<tr>
<td><strong>Teachers have high expectations</strong>. They plan and teach lessons that deepen pupils’ knowledge and understanding and enable them <strong>to develop a range of skills across the curriculum</strong>.</td>
<td><strong>All teachers have consistently high expectations of all pupils</strong>. They plan and teach lessons that enable pupils to learn <strong>exceptionally well across the curriculum</strong>.</td>
</tr>
<tr>
<td><strong>Teachers listen to, carefully observe and skilfully question</strong> pupils during lessons in order to reshape tasks and explanations to improve learning.</td>
<td>Teachers <strong>systematically</strong> and <strong>effectively</strong> check pupils’ understanding throughout lessons, <strong>anticipating</strong> where they may need to intervene and doing so with <strong>notable impact</strong> on the quality of learning.</td>
</tr>
<tr>
<td>Good</td>
<td>Outstanding</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>Teachers <strong>assess pupils’ learning and progress regularly and accurately.</strong> They ensure that <strong>pupils know how well they have done and what they need to do to improve.</strong></td>
<td><strong>Consistently high quality marking and constructive feedback</strong> from teachers ensure that pupils make <strong>rapid gains.</strong></td>
</tr>
<tr>
<td><strong>Effective</strong> teaching strategies, including setting appropriate homework, and <strong>appropriately targeted support and intervention</strong> are matched well to most pupils’ individual needs, including those most and least able, so that pupils <strong>learn well in lessons.</strong></td>
<td>Teachers use <strong>well-judged and often inspirational</strong> teaching strategies, including setting appropriate homework that, together with <strong>sharply focused and timely support and intervention</strong>, match <strong>individual</strong> needs accurately. Consequently, pupils learn <strong>exceptionally well across the curriculum.</strong></td>
</tr>
</tbody>
</table>
Progress over time
Lessons: What do observers often see?
How can learning and progression be made more explicit?
ER

Patient arrives – Paramedic report

(Prior learning and data)
Initial diagnosis/hypothesis

(Identification of learning needs)
Initial treatment

( Teaching strategies and tasks )
Monitoring of response

(Assessment for Learning)
Revision of treatment

(Intervention)
So how do we know if they’re learning?
How good are you at AfL?

How do you know?

How do I know?
Tools versus strategies
To know if learning is happening we have to “shake” the box!

Learners have to do or say something.

Questions and activities need to generate informative outcomes.
Questioning

Test

Diagnose

Stimulate
Whose answer is it?

Dylan William – IRE

Initiation → Response
Evaluation ← Response

Pose - Pause – Pounce – Bounce
But....beware of taking over the answer
What **impact** will the question have on my learners?

How will they **react, respond, feel and think**?
Ask ‘harder’ questions!
It’s not what you ask.....
What do you notice?

What do you wonder?
Which way of solving the problem was the best?

*Which way of solving the problem do you think was the best?*

How is $4 \times 5$ different from $5 \times 4$?

*Is it OK to say $4 \times 5$ instead of $5 \times 4$?*

What is a noun?

*How might you explain nouns to someone else?*
Questioning
Test
Diagnose
Stimulate
“Hinge” questions

A “Hinge” question is based on the concept that it is critical for pupils to understand key topics before moving on.
Questioning in science: diagnosis

The ball sitting on the table is not moving. It is not moving because:

A. no forces are pushing or pulling on the ball.
B. gravity is pulling down, but the table is in the way.
C. the table pushes up with the same force that gravity pulls down
D. gravity is holding it onto the table.
E. there is a force inside the ball keeping it from rolling off the table

Wilson & Draney, 2004
Questioning in science: discussion

Ice-cubes are added to a glass of water. What happens to the level of the water as the ice-cubes melt?

A. The level of the water drops
B. The level of the water stays the same
C. The level of the water increases
D. You need more information to be sure
“Hinge” questions

• Quick way to assess a large group.
• Answers have enough similarity to appear to be correct.
• Learner has to understand in order to be able to identify the answer.
Questioning

Test

Diagnose

Stimulate
True, False, Maybe?

The product of two numbers is a whole number.

The spaces between the words in a story are part of the story.

Water boils quicker at the top of a mountain than at the bottom.

Harry Potter is a good role model.
PLANNING

Objectives

Activities

Assessment
Unscrambling eggs!

... but what are they learning?
We are learning to:

Use cut and paste to re-order the instructions for making scrambled eggs.
What kinds of activities enable and expose learning?

- Application
- Questioning
- Creativity
- Problem-solving
- Discussion
- Pupils explaining
- Question generation
- Evaluation
- Re-presenting
Creative teaching!

Engagement or enthrallment?
Learner = Builder
Peer and Self-assessment
<table>
<thead>
<tr>
<th>Topic</th>
<th>Cost</th>
<th>Rating</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback</td>
<td>££££</td>
<td>★★☆☆☆</td>
<td>+8 months</td>
</tr>
<tr>
<td>Meta-cognition and self-regulation</td>
<td>££££</td>
<td>★★☆☆☆</td>
<td>+8 months</td>
</tr>
<tr>
<td>Peer tutoring</td>
<td>££££</td>
<td>★★☆☆☆</td>
<td>+6 months</td>
</tr>
<tr>
<td>Early years intervention</td>
<td>££££</td>
<td>★★☆☆☆</td>
<td>+6 months</td>
</tr>
<tr>
<td>One to one tuition</td>
<td>££££</td>
<td>★★☆☆☆</td>
<td>+5 months</td>
</tr>
<tr>
<td>Homework (Secondary)</td>
<td>££££</td>
<td>★★☆☆☆</td>
<td>+5 months</td>
</tr>
<tr>
<td>Collaborative learning</td>
<td>££££</td>
<td>★★☆☆☆</td>
<td>+5 months</td>
</tr>
<tr>
<td>Phonics</td>
<td>££££</td>
<td>★★☆☆☆</td>
<td>+4 months</td>
</tr>
<tr>
<td>Small group tuition</td>
<td>££££</td>
<td>★★☆☆☆</td>
<td>+4 months</td>
</tr>
<tr>
<td>Behaviour interventions</td>
<td>££££</td>
<td>★★☆☆☆</td>
<td>+4 months</td>
</tr>
<tr>
<td>Digital technology</td>
<td>££££</td>
<td>★★☆☆☆</td>
<td>+4 months</td>
</tr>
<tr>
<td>Social and emotional learning</td>
<td>££££</td>
<td>★★☆☆☆</td>
<td>+4 months</td>
</tr>
<tr>
<td>Parental involvement</td>
<td>££££</td>
<td>★★☆☆☆</td>
<td>+3 months</td>
</tr>
</tbody>
</table>
Peer and self assessment

- Challenge
- Understanding the bigger picture
- Collaboration
- Clear success criteria
- Reflection and evaluation
- Connecting ideas
- Asking good questions
QUICK WINS!

• Reflection time
• “Supervisory” peer checking
• Collaborative problem solving activities
• Creative activities – explain/illustrate
• Discussion/debate
• Evaluation/analysis
No plan survives contact with the enemy!

Commander’s intent
Assessment For Learning
(Checking for learning?)

Destination

Checking for landmarks

Next directions

Re-calculation