

Will this change the way pupils work is marked?

We have been looking at the marking of pupils' writing. Teachers may use a highlighter pen to show where pupils have best met the learning intentions and success criteria. Feedback of the pupil's work is then given in the form of a 'prompt', which suggests ways they can improve their writing. Time is given to enable the pupil to implement the suggestion made.

Below is an example:

Learning Intention

- ✓ To write a good start to your story

Success Criteria

- ✓ Start with a good 'when'.
- ✓ Use at least 2 good adjectives to describe where the story took place.
- ✓ Tell who is in your story.
- ✓ Use 1 or 2 senses.



Pupils' work would be marked against the success criteria. This means that eg spelling would not necessarily be marked on this piece of writing. Spelling would be taught at another time.

Personal Learning Planning

This session we are considering how best children can set their own next steps in learning. We will trial how best we can involve parents in this process



Oxgang Primary



What does Assessment is for Learning (AifL) mean?

What is AifL?

A national report "Improving Assessment in Scotland" indicated that recent research has suggested formative assessment is most likely to raise attainment and achievement. The main aim is that assessments will provide teachers, pupils and their parents with appropriate information to ensure all pupils make good progress at school.

Will this change what pupils do in class?

In Oxbang we have been implementing some of the formative assessment strategies this session. Your child may experience one or more of these strategies being used in class.

Extended wait time

Teachers leave several seconds (5-8) after asking questions. This helps pupils to think about the question and encourages more pupils to participate.

No hands up

This encourages more pupils to participate as everyone is expected to be able to give an answer at any time, even if it is an "I don't know".

Talking Partners / Think Pair, Share

Pupils are asked a question and given a set time to discuss. First pupils think about the question on their own and then pupils discuss their ideas with a partner.



Traffic Lights

After a concept has been taught, pupils are asked to 'show' (using coloured cards) or by labelling their work (with coloured pencils);

Red - I did not understand,

Amber - I understood some of it but still not confident;

Green - I understood this and am confident.

Sharing Learning Intentions and Success Criteria



WALT (We are learning to) tells pupils exactly what they are about to learn.



WILF (What I'm looking for) tells pupils exactly what is in the teacher's mind as the criteria for judging their work.

WALT and WILF are displayed on classroom walls. Some children may write it in their jotters.