

Teaching & Learning at Beal High School:

*Key terminology used in
our lessons and
curriculum*



Assessment

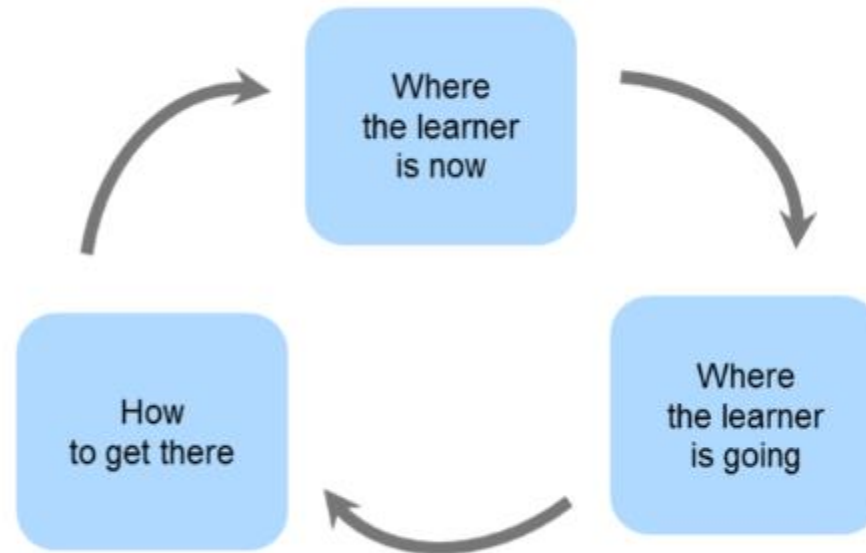
Assessment refers to the wide variety of methods or tools that teachers use to evaluate, measure, and document the academic learning, progress, skill acquisition, or educational needs of students.



AfL

Assessment for learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance.

One way of thinking about AFL is that it aims to 'close the gap' between a student's current situation and where they want to be in their learning and achievement.



Formative assessment

The purpose of formative assessment is to monitor student learning and provide ongoing feedback. It helps students identify their strengths and weaknesses and target areas that need work. It can help teachers to recognise where students are struggling and address problems immediately. Formative assessments are generally low stakes to ensure that students are not discouraged from doing the task or fully engaging with it.



Summative assessment

The goal of summative assessment is to evaluate student learning at the end of a unit of work. This is usually done through some kind of test or assessment.

Teachers usually mark the test or assessment using an established marking framework i.e. KS3 level descriptors or GCSE/A Level mark schemes.

Summative assessments often viewed by students as *high stakes* assessments.

Feedback from summative assessments can be used formatively by students to highlight areas of strength or knowledge/skills gaps.



Adaptive teaching

Adaptive teaching is when a teacher continually assesses the strengths and needs of students and adapts their teaching accordingly to ensure all learners can meet expectations.

With adaptive teaching, the teacher plans for the whole class and makes changes to the curriculum or resources so that all learners can achieve the same goals.



Self-assessment

Self assessment is the process of by which students critically reflect upon, and perhaps suggest grades for, their own learning.

Self- assessment can encourage self- reflection and encourage students to become more independent learners. Self-assessment it also encourages engagement with marking criteria and promotes deeper learning e.g. evaluation. Through self-assessment activities, students can identify mistakes in their work and gives them the opportunity to correct this, thus learning from their errors.



Peer-assessment

Peer assessment is the process of by which students critically reflect upon, and perhaps suggest grades for, the learning of their peers.

Peer-assessment can encourage students to practice softer skills e.g. constructive criticism and allows them to learn from each other as students naturally compare themselves with their peers. As with self-assessment it also encourages engagement with marking criteria and promotes deeper learning e.g. evaluation.



Oral rehearsal

Oral rehearsal is where students are given the opportunity to 'write aloud' before they begin writing on paper. This could be through a range of different activities which support students to talk through a piece of extended writing before committing their thoughts to paper.

Using oral rehearsal cards means that students are talking their ideas through in a structured way, but as they are not writing anything down they have the freedom to make mistakes and correct themselves. Students can change their mind about how they want to express their ideas and improve/develop their thoughts.



Fix-it

Fix-it refers to a task or activity which allows students to respond to teacher feedback and either “fix”/refine/amend their work, or complete similar tasks to a higher standard.



Do Now/ Through the door activity

A Do Now or Through the Door activity is a short activity waiting for students as they enter the classroom. It ensures that there is no “dead” time in a lesson and that students work from the very beginning of every lesson.

Do Now or Through the Door activities often refer back to prior learning to support students to remember important content from previous lessons.



Retrieval Practice

Retrieval practice is where teachers design a brief activity, either written or verbal, to allow students to recall facts, concepts, or events from memory in order to enhance their learning.

The act of retrieving something from your memory strengthens the connections holding it there, making it more likely that you'll be able to recall it in the future.

