

Assessment for learning

Teaching and learning review tables – Objective-led learning

You might find it useful to traffic-light these statements: Green = secure or surpassed; Amber = partial or inconsistent; Red = not evident.

Information

Teacher	Year group	Class	Date

Teaching and learning review table

	Focusing	Developing	Establishing	Enhancing
Teachers	<p>The teacher is aware that:</p> <ul style="list-style-type: none"> • lesson planning should be objective driven rather than task driven • learning objectives and learning outcomes should be routinely shared with children before beginning tasks • feedback should relate directly to learning objectives and learning outcomes. <p>The teacher is seeking to develop practice in relation to the above.</p>	<p>Some lesson planning focuses on learning objectives.</p> <p>There is some exemplification of the learning outcomes linked to standards in the subject.</p> <p>Sometimes the teacher distinguishes between the task and learning objectives.</p> <p>The teacher is beginning to share curriculum and language learning outcomes with children prior to carrying out the task.</p> <p>The teacher attempts to explain the longer-term</p>	<p>Lesson planning focuses on learning objectives and intended learning outcomes linked to standards in the subject.</p> <p>Learning objectives, intended learning outcomes and the bigger picture are shared effectively with children.</p> <p>Learning outcomes secure progression in some specific aspects of the subject and are linked to subject standards.</p> <p>Teacher feedback typically relates directly to the learning objectives and learning outcomes.</p>	<p>Learning objectives, learning outcomes and the bigger picture are integral features of all planning.</p> <p>Objectives and intended outcomes are routinely shared, discussed and understood by children in all lessons.</p> <p>Learning outcomes secure progression in specific aspects of the subject and are linked to subject standards. They promote effective use of cognitive and academic language.</p> <p>Review of learning in relation to objectives is a routine part</p>

		<p>purposes of the learning. Teacher feedback sometimes relates to learning outcomes.</p>		<p>of lessons, and its outcomes inform future planning. The teacher involves children in establishing success criteria, and actively involves them in determining their progress through peer assessment and self-assessment.</p>
Children	<p>The teacher has identified that:</p> <ul style="list-style-type: none"> children find it difficult to explain what they are trying to learn and the purpose of the task. 	<p>Most children understand what they are trying to learn in the lesson and can explain this with limited use of subject-specific language. Some children understand how they can show success, but others are unclear about what is expected of them. Some children understand the longer-term purpose (big picture) of what they are learning.</p>	<p>With some prompting, all children are able to explain clearly what they are trying to learn, how well they are doing and what they need to do to improve. Children are increasingly confident in discussing the progress they are making against the learning outcomes, with each other and with their teacher. Children, when supported, are able to recognise and improve their achievements against predetermined criteria and some are beginning to contribute to determining the criteria.</p>	<p>All children understand what they are trying to achieve and why, and routinely review their progress against the learning outcomes for the lesson. Children are aware of a range of possible learning outcomes and are able to determine and improve their achievements in relation to success criteria. Children are able independently to identify their achievements against criteria they have collaboratively agreed. Children understand how specific pieces of learning fit into the bigger picture.</p>