

AfL Checklists

Planning

How will pupils know what the learning intention for the lesson is?	How will pupils know what success looks like?	How will you identify pupils' ideas and prior learning?	How do the ideas/concepts develop?	How can you add depth and breadth to the ideas/concepts if needed?	How will pupils work as learning resources for each other?
How will you scaffold the learning so all can achieve the learning intention?	Where will you use assessment points to check understanding?	How will you assess at your checkpoints?	What questions will you ask during the lesson?	How will you respond to the evidence you elicit?	How will you note what pupils did or did not understand?

Teaching and Intra Lesson Assessment

Learning intentions are shared and used with pupils	Pupils are involved in identifying what success looks like	Pupils are involved in identifying their ideas and levels of understanding	Questions elicit ideas from ALL students	Questions are used to deepen or challenging thinking	Pupils are given time after a question is posed to think and/or discuss it
Pupil talk is facilitated with pupils explain their thinking and teachers respond to ideas elicited	Learning is scaffold so all can achieve the learning intention	Oral feedback makes pupils think and move forward in their learning	Purposeful flexible groups of pupils are used and changed according to levels of understanding of the topic	Work increases in cognitive demand as the lesson progresses	Pupils assess each other's and their own work/thinking

Inter Lesson Assessment

Key concepts and progression are mapped across the curriculum and pupil progress against these analysed	End of unit and other assessments are created to test key concepts and pupil performance of these analysed	Staff work collaboratively to develop, analyse and moderate assessments and test performance	Lessons are adapted in light of test analysis to improve pupils' learning	Pupils are allowed additional attempts to improve their learning of a concept	Teachers use analysis from assessments to inform them of their teaching strengths and weaknesses and use this to improve their lessons
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Feedback and Work in Books

Pupils writing/discussions link to the learning intentions	Pupils are aware of the purpose of written work	Pupils' prior understanding is identified	Pupils are doing different work on a particular topic	The level of challenge of work changes over time	Skills are developed alongside knowledge
Marking of written work informs planning and improves pupils' learning	Feedback make the pupils think	Feedback is more work for the pupil than the teacher	Feedback is specific to the learning gaps of the pupil	Next steps are identified with the pupils	Pupils act on the feedback to improve their learning