

BOARD OF MANAGEMENT
St. Attracta's Junior National School
Meadowbrook
Dundrum
Dublin 16

www.stattractasjns.ie
stattractasjns@gmail.com



— *Tús Maith* —



ASSESSMENT FOR LEARNING
POLICY DOCUMENT

Nov. 2014



Table of Contents

Introductory Statement

- Rationale
- Vision
- Aims
- Success Criteria
- Support Mechanisms
- Literacy & Numeracy
- School Self-Evaluation
- Implementation & Review
- Ratification & Communication

Appendices

Appendix 1	Introductory letter / Dr Michael Leary
Appendix 2	Assessment for Learning Audit instrument
Appendix 3	AfL checklist
Appendix 4	Teacher reflection 1
Appendix 5	Assessment for Learning (and Teaching) PowerPoint presentation to staff – Michael O Leary
Appendix 6	Phase 1 / 2011 – 2012 / Summary document
Appendix 7	Phase 2 / 2012 – 2013 / Summary document
Appendix 8	Phase 3 / 2013 – 2014 / Summary document
Appendix 9	Phase 4 / 2014 – 2015 / Summary document
Appendix 10	Sample Fortnightly Notes Formatted with AfL / Maths & Science

Introduction

Rationale

The primary purpose of this policy is to clearly outline our approach to **Assessment for Learning (AfL)** in St. Attracta's Junior School across all curricular areas. This policy was a work in progress and was developed and extended over a four year academic period (2011 – 2015).

The policy reflects:

- ☒ best international practise on assessment;
- ☒ '**Assessment in the Primary School Curriculum; Guidelines for Schools,**' **NCCA;**
- ☒ agreed, collaborative practise across streams from Junior Infants to Seconds classes;
- ☒ agreed, collaborative practise in Learning Support/Resource settings.

The development of this policy was facilitated initially, by Dr. Michael O'Leary, St Patrick's College, Drumcondra over a two year period.

Vision

In accordance with our mission statement, which places emphasis on the holistic development of our pupils and views the school as a learning organisation that is open to change and innovation, we acknowledge how **The Primary School Curriculum** accentuates, in general terms, the importance of assessment in enabling the teacher to extend and enrich children's learning across all curriculum areas. In recent years, research, theory and practice in teaching and learning have highlighted more specifically **how** the teacher can use assessment to make learning more enjoyable, more motivating, and more successful for each child. Drawing on

these developments, this policy aims to show how assessment translates into daily practice in the classroom in St Attracta's Junior School.

Aims

The aims of this policy are to

- ❑ allow the staff of St Attracta's Junior School plan and implement in a measured and systematic manner over a four year period, an approach to **AfL** that further enhances teaching and learning from Junior Infants to 2nd class;
- ❑ identify and implement agreed strategies across 4 areas (**feedback; peer & self assessment; sharing learning intentions & success criteria; questioning & classroom discussion**) in each of four streams, from Junior Infants to Second class
- ❑ track our work in this area over a four year period;
- ❑ record decisions taken;
- ❑ inform ourselves, new teachers to the school, BOM, parents, inspectors and other interested parties on our agreed practise in the area of **AfL**;
- ❑ provide a written document that can be used to inform our teaching and learning
- ❑ provide a written document that can be used for reflection and evaluation purposes;
- ❑ complement and support already established practises in the area of **Assessment of Learning (AoL)**;
- ❑ contribute in a real and meaningful way to St Attracta's **School Improvement Plan (SIP)**.

Success Criteria

Criteria which will be used to measure the success of this policy in St. Attracta's J.N.S. include:-

- ❑ Teacher feedback
- ❑ Positive feedback from parents
- ❑ Feedback from pupils
- ❑ Inspectors' suggestions/reports

- ☒ Positive feedback from the Senior School

We will know if the policy has been implemented if:

- ☒ the pupils in each stream are familiar with and are able to use the agreed strategies to be taught and implemented year to year;
- ☒ we are using this policy to inform our teaching and learning;
- ☒ the procedures outlined in this policy are being consistently followed.

Support Mechanisms

The following support mechanisms for teachers have been implemented, organised and/or designed to help the start-up of this process:

- ☒ Invitation to Dr Michael O'Leary to facilitate 2 workshops to promote and support good assessment practise in our school / Croke Park hours;
- ☒ Completion by staff of an '**AfL Audit Instrument**' to help teachers identify needs in this area;
- ☒ Time dedicated at staff meetings;
- ☒ Agreement by staff to begin the process by implementing '**WALT**' throughout the school, 2011 – 2012;
- ☒ Meetings within streams and in Learning Support/Resource settings over a four year period to identify and agree 4 **AfL** strategies to be implemented, 2012 -2015;
- ☒ Fortnightly notes have been re-formatted for use, where required, to take into account agreed **AfL** strategies to be implemented at each class level;
- ☒ Samples of fortnightly notes that already indicate **AfL** strategies have been shared with colleagues.

Literacy and Numeracy

This policy and ensuing practice in all classes in St Attracta's Junior School is intended to directly help the implementation of the National Literacy and Numeracy Strategy in our school. As requested, (Circular 0050/2011), the '**School management and staff have reviewed their assessment policies and practices**

Re-thinking Assessment in our School: Towards a greater use of the Assessment for Learning (AfL) approach
Policy Development / St Attracta's Junior School

Stage 1: 2011 – 2012 / Stage 2: 2012 – 2013 / Stage 3: 2013 – 2014 / Stage 4: 2014 - 2015

in the light of the NCCA publication, 'Assessment in the Primary School: Guidelines for Schools' as well as the requirements of the National Literacy and Numeracy Strategy.

School Self-Evaluation / School Improvement Plan (SIP)

This policy and ensuing practice reflect how the staff, St Attracta's Junior School is engaging in the process of **self-evaluation**. This policy has been arrived at in a collaborative, inclusive and reflective process of internal school review. It followed the **School Self-Evaluation Guidelines for Primary Schools** recommended six-step process (**Gather evidence; Analyse evidence; Draw conclusions; SSE report; Improvement plan; Implement and monitor**). This policy was developed over a four year period during which, the policy and practises were reviewed annually.

2013 – 2104

The teaching and learning of **Maths** was targeted for review and further development initially, through the school's ongoing self-evaluation process and subsequently, as part of the **School Improvement Plan (SIP)**. Consequently, this policy had particular resonance with the teaching and learning maths in its early stages. In time, all curricular policies will be reviewed in line with our whole school approach to **AfL**.

Implementation and Review

This policy has been written to guide teachers in the area of **Assessment for Learning (AfL)** across all curricular areas. It is the responsibility of the staff of St. Attracta's J.N.S. to implement this agreed programme of work. The policy will be reviewed at regular intervals to ensure the decisions that have been made and agreed collaboratively are being implemented.

The following table clearly outlines, the **AfL** strategies that have been agreed **collaboratively** (over the past four years), for implementation from November 2014, for each stream from Junior Infants to 2nd Class. The nominated strategies are

cumulative and progressive in nature and are designed to be extended from one year to the next, starting in Junior Infants.

The Staff of St Attracta's Junior School agrees that these strategies:

- ☐ are easily implemented at each stream level.
- ☐ are appropriate to the age and stage of the pupils in each stream.
- ☐ will improve the overall quality of teaching and learning in our school.

We agree to:

- ☐ implement these strategies.
- ☐ commit these strategies to a policy that says: 'These are the AfL strategies we use / I implement / the pupils are familiar with in St Attracta's JNS to improve the overall quality of teaching and learning.'

Ratification and Communication

The Board of Management of St. Attracta's J.N.S ratified this policy document on 28th May 2013. Parents or other interested parties may view this policy on the school website or by appointment with the principal.

=====

Appendices

Re-thinking Assessment in our School: Towards a greater use of the Assessment for Learning (AfL) approach
Policy Development / St Attracta's Junior School

Stage 1: 2011 – 2012 / Stage 2: 2012 – 2013 / Stage 3: 2013 – 2014 / Stage 4: 2014 - 2015

**Re-thinking Assessment in our School:
Towards a Greater use of the Assessment for Learning (AfL) Approach**

These are the AfL strategies to be implemented at each level	Feedback	Peer-and Self-Assessment	Sharing Learning Intentions and Success Criteria	Questioning and Classroom Discussion
Junior Infants	<ul style="list-style-type: none"> ☒ Link feedback to WALT and/or WILF 	<ul style="list-style-type: none"> ☒ Thumbs up, thumbs down 	<ul style="list-style-type: none"> ☒ WALT ☒ WILF 	<ul style="list-style-type: none"> ☒ Think, pair, share
Senior Infants	<ul style="list-style-type: none"> ☒ Link feedback to WALT and/or WILF ☒ 2 Stars & a Wish 	<ul style="list-style-type: none"> ☒ Thumbs up, thumbs down 	<ul style="list-style-type: none"> ☒ WALT ☒ WILF 	<ul style="list-style-type: none"> ☒ Think, pair, share ☒ Lollipop Questioning
1st Class	<ul style="list-style-type: none"> ☒ Link feedback to WALT and/or WILF ☒ 2 Stars & a Wish 	<ul style="list-style-type: none"> ☒ Thumbs up, thumbs down ☒ Traffic Lights ☒ One Star & a Wish 	<ul style="list-style-type: none"> ☒ WALT ☒ WILF 	<ul style="list-style-type: none"> ☒ Think, pair, share ☒ Lollipop Questioning ☒ Open-ended Questioning
2nd Class	<ul style="list-style-type: none"> ☒ I found WILF ☒ WALT achieved ☒ 2 stars & a wish 	<ul style="list-style-type: none"> ☒ Thumbs up, thumbs down ☒ Traffic Lights ☒ One Star & a Wish 	<ul style="list-style-type: none"> ☒ WALT ☒ WILF 	<ul style="list-style-type: none"> ☒ Think, pair, share ☒ Lollipop questioning ☒ Open-ended Questioning ☒ Pupils can explain to others what they are learning
Learning Support / Resource Junior / Senior Infants	<ul style="list-style-type: none"> ☒ Link feed back to WALT and/or WILF 	<ul style="list-style-type: none"> ☒ Comment on each other's work 	<ul style="list-style-type: none"> ☒ WALT ☒ WILF 	<ul style="list-style-type: none"> ☒ Open-ended questioning
Learning Support / Resource 1st / 2nd Classes	<ul style="list-style-type: none"> ☒ Link feed back to WALT and/or WILF ☒ Conferencing 	<ul style="list-style-type: none"> ☒ Traffic Lights ☒ One star & a wish 	<ul style="list-style-type: none"> ☒ WALT ☒ WILF 	<ul style="list-style-type: none"> ☒ Open-ended questioning

Re-thinking Assessment in our School:

Towards a greater use of the Assessment for Learning (AfL) approach

Follow up work by the staff of St Attracta's Junior School following a Continuing Professional Development workshop facilitated by Michael O Leary, St Patrick's College, Drumcondra, 2011 - 2012

Ref: Minutes of Staff meeting, Wednesday 1st February 2012:

It was agreed that we would initially introduce WALT (What we are learning to) and share learning intentions verbally with the children.

We hope then to begin to introduce WILF (What I am looking for) and perhaps in the longer term to incorporate TILT (Today I learned to...).

Other suggestions were to allow children to assess their own work with the 'two stars and a wish' strategy, to use 'peer assessment', 'praise with feedback', 'thumbs up/thumbs down', and 'lollipop questioning'. In our planning templates, we may include 'WALTS' and 'WILFS' in the assessment area and just asterix where we are using them.

Re-thinking Assessment in our School:

Towards a greater use of the Assessment for Learning (AfL) approach

Stage 1 / 2011 - 2012

	<i>Feedback</i>	<i>Peer- and Self-Assessment</i>	<i>Sharing Learning Intentions and Success Criteria</i>	<i>Questioning and Classroom Discussion</i>
<p><i>The Staff of St Attracta's Junior School has prioritised this AfL approach for development from Junior Infants to Second Class 2011-2012</i></p>			<p><i>WALT</i></p>	

Appendix 7 / Stage 2 / 2012-2013

Re-thinking Assessment in our School: Towards a greater use of the Assessment for Learning (AfL) approach

Follow up work by the staff of St Attracta's Junior School following a Continuing Professional Development workshop facilitated by Michael O Leary, St Patrick's College, Drumcondra, Wednesday, 7TH November, 2012

- 1. Using Michael O Leary's audit instrument, please agree, one strategy in each of the 4 areas that your stream will implement over the next 4 months.*
- 2. It is taken that WALT is now an established, embedded practice (if this is not true for you/your class, you may consider beginning to implement over the coming months). We are now slowly, very slowly building on this start.*
- 3. We are only at the very beginning of this process so, it is important that we agree within a corridor one strategy in each area that each of the three classes will work on.*
- 4. Choose strategies that are within everyone's comfort zone and it maybe an idea to look at what you are doing already.*
- 5. Consider recommending a strategy to your colleagues that is working for you and is easy to implement.*
- 6. Refer to the minutes of the Staff Meeting /February 2012 attached to get some easy ideas to start with.*
- 7. There is every possibility that we will be formalising what is going on already, rather than taking on anything new.*

8. *At the end of this academic year, the strategies that have been agreed and have been worked on will be passed on to next year's teacher so that there is continuity and a slow build up of AfL strategies over the next 4 years.*
 9. *Agreeing one strategy in each area does not preclude you from trying other strategies highlighted on the audit, but there is a need to have common strategies in each corridor which can be passed up and built on.*
 10. *We will review again before the end of this academic year (2013) to give everyone a chance to implement what has been agreed.*
 11. *Learning Support teachers will be part of the evolving process and need to consider*
 - ✚ *Will we implement the strategies nominated by each stream in our work ?*
 - or*
 - ✚ *Will we agree a different, specially chosen set of strategies in each of the 4 areas for AfL that we consider more appropriate to our particular work?*
 12. *Finally, let's keep this simple to start with and easy to implement. This will be an evolving process over the next 4 years so, there is plenty of time.*
-

**Re-thinking Assessment in our School:
Towards a Greater use of the Assessment for Learning (AfL) Approach
Summary 2012-2013**

Stage 2 / 2012 - 2013

Following colour denotes year strategies was introduced to each class

Green: 2011 - 2012

Black: 2012 - 2013

<i>Each stream has agreed to prioritise the following approaches for implementation From February 2013</i>	<i>Feedback</i>	<i>Peer-and Self-Assessment</i>	<i>Sharing Learning Intentions and Success Criteria</i>	<i>Questioning and Classroom Discussion</i>
<i>Junior Infants</i>	<ul style="list-style-type: none"> ▣ <i>Link feed back to WALT and/or WILF</i> 	<ul style="list-style-type: none"> ▣ <i>Thumbs up, thumbs down</i> 	<ul style="list-style-type: none"> ▣ <i>WALT</i> ▣ <i>WILF</i> 	<ul style="list-style-type: none"> ▣ <i>Think, pair, share</i>
<i>Senior Infants</i>	<ul style="list-style-type: none"> ▣ <i>Link feed back to WALT and/or WILF</i> 	<ul style="list-style-type: none"> ▣ <i>Thumbs up, thumbs down</i> 	<ul style="list-style-type: none"> ▣ <i>WALT</i> ▣ <i>WILF</i> 	<ul style="list-style-type: none"> ▣ <i>Think, pair, share</i>
<i>1st Class</i>	<ul style="list-style-type: none"> ▣ <i>2 stars & a wish</i> 	<ul style="list-style-type: none"> ▣ <i>Traffic Lights</i> 	<ul style="list-style-type: none"> ▣ <i>WALT</i> ▣ <i>WILF</i> 	<ul style="list-style-type: none"> ▣ <i>Think, pair, share</i>
<i>2nd Class</i>	<ul style="list-style-type: none"> ▣ <i>Link feed back to WALT and/or WILF</i> 	<ul style="list-style-type: none"> ▣ <i>Thumbs up, thumbs down</i> ▣ <i>2 stars & a wish</i> ▣ <i>Traffic Lights</i> 	<ul style="list-style-type: none"> ▣ <i>WALT</i> ▣ <i>WILF</i> 	<ul style="list-style-type: none"> ▣ <i>Lollipop questioning</i>

<p style="text-align: center;"><i>Following colour denotes year strategies was introduced to each class</i></p> <p style="text-align: center;"><i>Green: 2011 - 2012 Black: 2012 - 2013</i></p>				
<i>Learning Support / Resource</i> <i>have agreed to prioritise the following approaches for implementation</i> <i>From February 2013</i>	<i>Feedback</i>	<i>Peer-and Self-Assessment</i>	<i>Sharing Learning Intentions and Success Criteria</i>	<i>Questioning and Classroom Discussion</i>
<i>Junior / Senior Infants</i>	<ul style="list-style-type: none"> ☐ <i>Link feed back to WALT and/or WILF</i> 	<ul style="list-style-type: none"> ☐ <i>Comment on each other's work</i> 	<ul style="list-style-type: none"> ☐ <i>WALT</i> ☐ <i>WILF</i> 	<ul style="list-style-type: none"> ☐ <i>Open-ended questioning</i>
<i>1st / 2nd Classes</i>	<ul style="list-style-type: none"> ☐ <i>Link feed back to WALT and/or WILF</i> 	<ul style="list-style-type: none"> ☐ <i>Traffic Lights</i> ☐ <i>One star & a wish</i> 	<ul style="list-style-type: none"> ☐ <i>WALT</i> ☐ <i>WILF</i> 	<ul style="list-style-type: none"> ☐ <i>Open-ended questioning</i>

Appendix 8 / Stage 2 / 2013-2014

*Re-thinking Assessment in our School:
Towards a Greater use of the Assessment for Learning (AfL) Approach Summary 2013-2014*

Stage 3 / 2013 - 2014

Each stream has agreed to implement the following approaches during the academic year 2013 - 2014	Following colour denotes year strategies was introduced to each class Green: 2011 - 2012 Black: 2012 - 2013 Red: 2013-2014			
	Feedback	Peer-and Self-Assessment	Sharing Learning Intentions and Success Criteria	Questioning and Classroom Discussion
<i>Junior Infants</i>	<ul style="list-style-type: none"> ❑ Link feed back to WALT and/or WILF 	<ul style="list-style-type: none"> ❑ Thumbs up, thumbs down 	<ul style="list-style-type: none"> ❑ WALT ❑ WILF 	<ul style="list-style-type: none"> ❑ Think, pair, share
<i>Senior Infants</i>	<ul style="list-style-type: none"> ❑ Link feed back to WALT and/or WILF ❑ 2 Stars & a Wish 	<ul style="list-style-type: none"> ❑ Thumbs up, thumbs down 	<ul style="list-style-type: none"> ❑ WALT ❑ WILF 	<ul style="list-style-type: none"> ❑ Think, pair, share ❑ Lollipop Questioning
<i>1st Class</i>	<ul style="list-style-type: none"> ❑ Link feed back to WALT and/or WILF 	<ul style="list-style-type: none"> ❑ Thumbs up, thumbs down ❑ Traffic Lights ❑ One Star & a Wish 	<ul style="list-style-type: none"> ❑ WALT ❑ WILF 	<ul style="list-style-type: none"> ❑ Think, pair, share ❑ Lollipop Questioning ❑ Open-ended Questioning
<i>2nd Class</i>	<ul style="list-style-type: none"> ❑ 2 stars & a wish ❑ WALT achieved ❑ I found WILF 	<ul style="list-style-type: none"> ❑ Traffic Lights ❑ Thumbs up, thumbs down 	<ul style="list-style-type: none"> ❑ WALT ❑ WILF 	<ul style="list-style-type: none"> ❑ Think, pair, share ❑ Lollipop questioning ❑ Pupils can explain to others what they are learning

<i>Following colour denotes year strategies was introduced to each class</i>				
	<i>Green: 2011 - 2012</i>	<i>Black:2012 - 2013</i>	<i>Red: 2013-2014</i>	
<i>Learning Support / Resource have agreed to prioritise the following approaches for implementation From February 2013</i>	<i>Feedback</i>	<i>Peer-and Self-Assessment</i>	<i>Sharing Learning Intentions and Success Criteria</i>	<i>Questioning and Classroom Discussion</i>
<i>Junior / Senior Infants</i>	<ul style="list-style-type: none"> ☐ <i>Link feed back to WALT and/or WILF</i> 	<ul style="list-style-type: none"> ☐ <i>Comment on each other's work</i> 	<ul style="list-style-type: none"> ☐ <i>WALT</i> ☐ <i>WILF</i> 	<ul style="list-style-type: none"> ☐ <i>Open-ended questioning</i>
<i>1st / 2nd Classes</i>	<ul style="list-style-type: none"> ☐ <i>Link feed back to WALT and/or WILF</i> ☐ <i>Conferencing</i> 	<ul style="list-style-type: none"> ☐ <i>Traffic Lights</i> ☐ <i>One star & a wish</i> 	<ul style="list-style-type: none"> ☐ <i>WALT</i> ☐ <i>WILF</i> 	<ul style="list-style-type: none"> ☐ <i>Open-ended questioning</i>

Appendix 9 / Stage 2 / 2014 - 2015

Assessment for Learning (AfL) 2014-2015

The following pages show the strategies that have been chosen **collaboratively** for implementation by each stream over the past 3 years. If you look closely, they are fairly progressive in nature and build from one year to the next. No one is limited by these strategies. They represent the basic requirement year to year. You can use whatever AfL strategy you like, as long as you implement what we have agreed as a whole staff. So, don't feel you have to add in anything extra as, the bucket is already overflowing!

So, with your colleagues on the corridor, can you look at the indicated strategies for your class grouping and chat to answer the questions? The following pages (to be revised / amended at the next Staff meeting) will indicate the work we are committing to as a group and represents what we will do on a regular and ongoing basis, year to year from now on.

In general terms.....

1. Are these strategies easily implemented for this stream?
2. Are these strategies appropriate to the age and stage of the pupils in this stream?
3. Will they help teaching and learning in my room?
4. Would I like to remove any strategy for a particular reason?
5. Would I like to add in any strategy that I think our corridor should be using?
6. Can I implement these strategies?
7. Will I implement these strategies?
8. Am I happy to commit these strategies to a policy that says: These are the AfL strategies we use / I implement / the pupils are familiar with in St Attracta's JNS to improve the overall quality of teaching and learning?

*Re-thinking Assessment in our School:
Towards a Greater use of the Assessment for Learning (AfL) Approach
Summary 2014-2015*

Final Stage / Stage 4 / 2014 - 2015

<i>Each stream has agreed to implement the following approaches during the academic year 2013 - 2014</i>	<i>Following colour denotes year strategies was introduced to each class</i>			
	<i>Green: 2011 - 2012</i>	<i>Black: 2012 - 2013</i>	<i>Red: 2013-2014</i>	<i>Purple 2014-2015</i>
	<i>Feedback</i>	<i>Peer-and Self-Assessment</i>	<i>Sharing Learning Intentions and Success Criteria</i>	<i>Questioning and Classroom Discussion</i>
<i>Junior Infants</i>	<ul style="list-style-type: none"> ❑ <i>Link feed back to WALT and/or WILF</i> 	<ul style="list-style-type: none"> ❑ <i>Thumbs up, thumbs down</i> 	<ul style="list-style-type: none"> ❑ <i>WALT</i> ❑ <i>WILF</i> 	<ul style="list-style-type: none"> ❑ <i>Think, pair, share</i>
<i>Senior Infants</i>	<ul style="list-style-type: none"> ❑ <i>Link feed back to WALT and/or WILF</i> ❑ <i>2 Stars & a Wish</i> 	<ul style="list-style-type: none"> ❑ <i>Thumbs up, thumbs down</i> 	<ul style="list-style-type: none"> ❑ <i>WALT</i> ❑ <i>WILF</i> 	<ul style="list-style-type: none"> ❑ <i>Think, pair, share</i> ❑ <i>Lollipop Questioning</i>
<i>1st Class</i>	<ul style="list-style-type: none"> ❑ <i>Link feed back to WALT and/or WILF</i> 	<ul style="list-style-type: none"> ❑ <i>Thumbs up, thumbs down</i> ❑ <i>Traffic Lights</i> ❑ <i>One Star & a Wish</i> 	<ul style="list-style-type: none"> ❑ <i>WALT</i> ❑ <i>WILF</i> 	<ul style="list-style-type: none"> ❑ <i>Think, pair, share</i> ❑ <i>Lollipop Questioning</i> ❑ <i>Open-ended Questioning</i>
<i>2nd Class</i>	<ul style="list-style-type: none"> ❑ <i>2 stars & a wish</i> ❑ <i>WALT achieved</i> ❑ <i>I found WILF</i> 	<ul style="list-style-type: none"> ❑ <i>Traffic Lights</i> ❑ <i>Thumbs up, thumbs down</i> 	<ul style="list-style-type: none"> ❑ <i>WALT</i> ❑ <i>WILF</i> 	<ul style="list-style-type: none"> ❑ <i>Think, pair, share</i> ❑ <i>Pupils can explain to others what they are learning</i> ❑ <i>Lollipop questioning</i>

<i>Following colour denotes year strategies was introduced to each class</i>				
	<i>Green: 2011 - 2012</i>	<i>Black:2012 - 2013</i>	<i>Red: 2013-2014</i>	<i>Purple 2014-2015</i>
<i>Learning Support / Resource have agreed to prioritise the following approaches for implementation From February 2013</i>	<i>Feedback</i>	<i>Peer-and Self-Assessment</i>	<i>Sharing Learning Intentions and Success Criteria</i>	<i>Questioning and Classroom Discussion</i>
<i>Junior / Senior Infants</i>	<ul style="list-style-type: none"> ☐ <i>Link feed back to WALT and/or WILF</i> 	<ul style="list-style-type: none"> ☐ <i>Comment on each other's work</i> 	<ul style="list-style-type: none"> ☐ <i>WALT</i> ☐ <i>WILF</i> 	<ul style="list-style-type: none"> ☐ <i>Open-ended questioning</i>
<i>1st / 2nd Classes</i>	<ul style="list-style-type: none"> ☐ <i>Link feed back to WALT and/or WILF</i> ☐ <i>Conferencing</i> 	<ul style="list-style-type: none"> ☐ <i>Traffic Lights</i> ☐ <i>One star & a wish</i> 	<ul style="list-style-type: none"> ☐ <i>WALT</i> ☐ <i>WILF</i> 	<ul style="list-style-type: none"> ☐ <i>Open-ended questioning</i>

**Re-thinking Assessment in our School:
Towards a Greater use of the Assessment for Learning (AfL) Approach**

Final Document /2014 - 2015

Stream	Feedback	Peer-and Self-Assessment	Sharing Learning Intentions and Success Criteria	Questioning and Classroom Discussion
Junior Infants	<ul style="list-style-type: none"> ☒ Link feed back to WALT and/or WILF 	<ul style="list-style-type: none"> ☒ Thumbs up, thumbs down 	<ul style="list-style-type: none"> ☒ WALT ☒ WILF 	<ul style="list-style-type: none"> ☒ Think, pair, share
Senior Infants	<ul style="list-style-type: none"> ☒ Link feed back to WALT and/or WILF ☒ 2 Stars & a Wish 	<ul style="list-style-type: none"> ☒ Thumbs up, thumbs down 	<ul style="list-style-type: none"> ☒ WALT ☒ WILF 	<ul style="list-style-type: none"> ☒ Think, pair, share ☒ Lollipop Questioning
1st Class	<ul style="list-style-type: none"> ☒ Link feed back to WALT and/or WILF ☒ 2 Stars & a Wish 	<ul style="list-style-type: none"> ☒ Thumbs up, thumbs down ☒ Traffic Lights ☒ One Star & a Wish 	<ul style="list-style-type: none"> ☒ WALT ☒ WILF 	<ul style="list-style-type: none"> ☒ Think, pair, share ☒ Lollipop Questioning ☒ Open-ended Questioning
2nd Class	<ul style="list-style-type: none"> ☒ I found WILF ☒ WALT achieved ☒ 2 stars & a wish 	<ul style="list-style-type: none"> ☒ Thumbs up, thumbs down ☒ Traffic Lights ☒ One Star & a Wish 	<ul style="list-style-type: none"> ☒ WALT ☒ WILF 	<ul style="list-style-type: none"> ☒ Think, pair, share ☒ Lollipop questioning ☒ Open-ended Questioning ☒ Pupils can explain to others what they are learning
Learning Support / Resource Junior / Senior Infants	<ul style="list-style-type: none"> ☒ Link feed back to WALT and/or WILF 	<ul style="list-style-type: none"> ☒ Comment on each other's work 	<ul style="list-style-type: none"> ☒ WALT ☒ WILF 	<ul style="list-style-type: none"> ☒ Open-ended questioning
Learning Support / Resource 1st / 2nd Classes	<ul style="list-style-type: none"> ☒ Link feed back to WALT and/or WILF ☒ Conferencing 	<ul style="list-style-type: none"> ☒ Traffic Lights ☒ One star & a wish 	<ul style="list-style-type: none"> ☒ WALT ☒ WILF 	<ul style="list-style-type: none"> ☒ Open-ended questioning