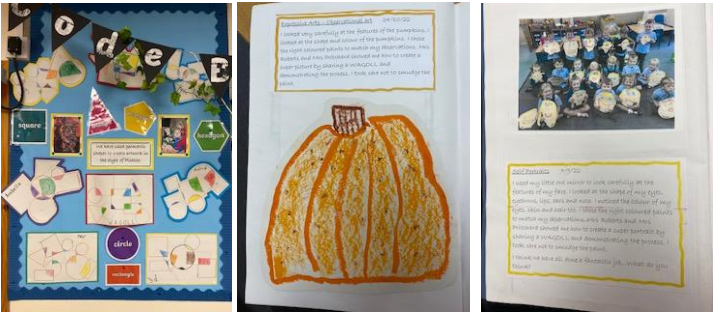



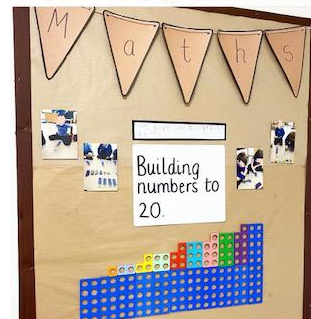
AFL Strategy	Evidence in Practice	Useful websites
<p><u>WAGOLL sessions</u></p> <p>WAGOLL stands for 'What a Good One Looks Like' and they are 'good' examples of work that children can look at to provide inspiration for their own work.</p> <p>WAGOLLs help set a certain standard that children should be aiming to achieve in order to meet the lesson objectives.</p> <p>WAGOLLs work effectively with younger children when the process to achieving is shared at a WAGOLL table. During this process, the success criteria can be generated (See below)</p> <p>Finished WAGOLLs can be displayed on the Working Walls (see below) for children to refer to in the lesson and Enhanced Provision areas.</p>		<p>https://www.structural-learning.com/post/wagoll-a-teachers-guide</p>
<p><u>WABOLL Sessions</u></p> <p>WABOLL stands for 'What a Bad One Looks Like'. Teachers often share a 'bad' example of a text/activity and encourage the children to pick out the mistakes and improve the work together.</p> <p>These sessions are effective with younger children when teachers demonstrate a process to producing a piece of work and ends up doing things wrong! The children 'correct' the teacher and improve the process / piece of work- discussion and team work. (Feedback for the teacher!)</p> <p>WABOLLs can also be displayed on Working Walls as a reminder of what not to do!</p>		
<p><u>Generating the success criteria with the children</u></p> <p>Using the WAGOLL / WABOLL sessions, children help the teacher to generate the success criteria by viewing good / bad examples of work, processes, tasks etc.</p> <p>Co-constructing success criteria is more effective than presenting a ready-made success criterion as children have a greater understanding and sense of ownership.</p> <p>Success criteria can be displayed on laminated sheets and wiped off and reused. They can be differentiated too. Display success criteria on Working Walls for children to refer to.</p>		<p>https://www.shirleyclarke-education.org/research/learning-objectives-co-constructed-success-criteria-2/</p>

Working walls

Working walls are a good inclusion in the classroom environment, but they need to be current, applicable and used by the children.

Working Walls provide an additional and practical resource within the teaching and learning environment and develop not only the knowledge and understanding of the children but also the practical skills that are vital in the learning process.

WAGOLLS, WABOLLS, useful resources, reminders etc can be pinned to the Working Walls to help the children to become more independent learners.

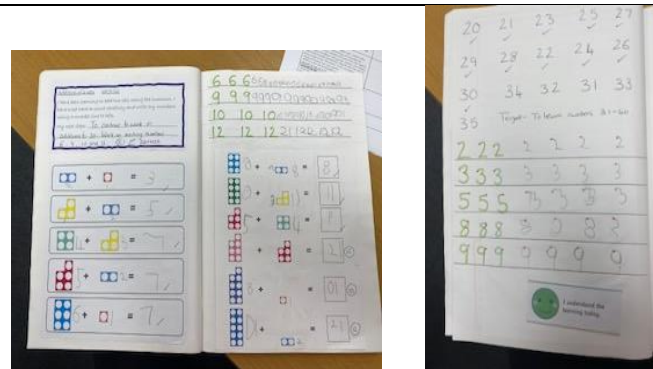


<https://rb.gy/ac8l2z>

Verbal feedback / In the moment feedback

Provide feedback during the focus / CP tasks at appropriate times to encourage deeper thinking / progression of skills etc. Children can act on the feedback immediately or in the next sessions.

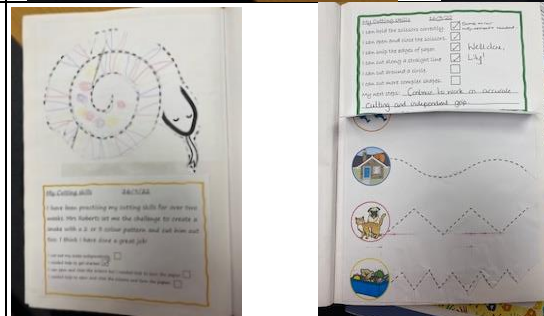
Verbal feedback can be observed during focus and independent learning sessions.



Next Steps / comments section in books

Teacher/TA notes main area/s of success and/or Next Step targets discussed (see verbal feedback above) with the child during the focus sessions - act on during the next session or in Continuous / Enhanced Provision.

Teacher 'daily diaries' can be used in the same way - effective when TAs are working with groups of children.



Targets

Targets noted in front of books and displayed on the target walls for the children. Can be half termly / termly or rolling targets.



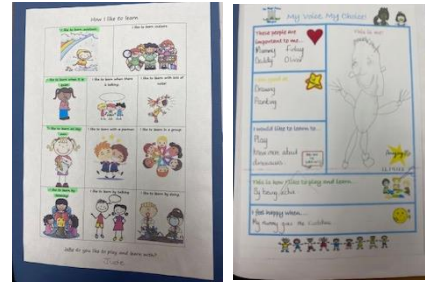
Mid Lesson stops or Pit Stops

Mid Lesson Stops (or Pit Stops) happen at the most useful time in the lesson to help children to reflect on or improve their thinking and learning. Children can act on the advice immediately. These can be delivered to the whole class, small groups or individuals. Mid lesson stops allow children to reflect on what they've learned and how. They can also prepare your class for the next phase of learning.

<https://rb.gy/9yzxj5>

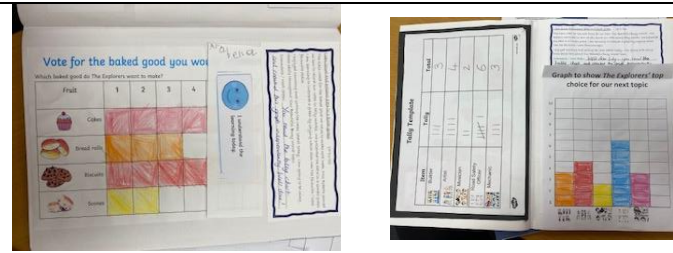
Pupil Voice – Preferred learning style/s

Children identify their preferred learning style – 'Our Voice, Our Choice sheets'. The teacher / children plan activities that meet the preferred learning style/s – evidence of this can be found in photographs on Seesaw / in books and within teacher's planning documentation.



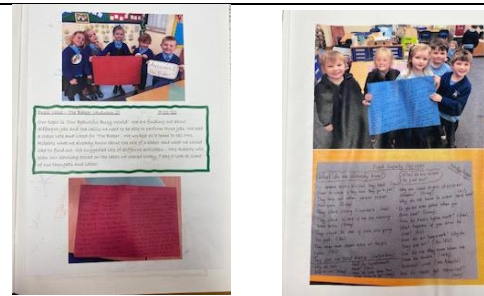
Pupil Voice – voting for topic and activities

Children vote for their next topic and associated activities using a range of data collection processes i.e Tally charts, graphing work and using ICT based tools such as Kahoot and Plickers. Results and children's ideas (see KWL below) feed into weekly planning.



Pupil Voice - KWL grids

A speaking and listening task – Teacher scribes and information feeds into future planning. KWL grids are a learning tool where the children are asked to list what they know (K) about a particular topic, what they want to know (W), and at the end of the topic, what they have learnt (L).



3 Bs - Buddy, Bits and Bobs and Boss.

Children know to ask a Buddy, use Bits and Bobs (i.e. counters, sound cards, keywork cards, counting snakes etc) before they ask The Boss (The teacher / TA) for help. This encourages independence skills and peer collaboration / peer teaching.

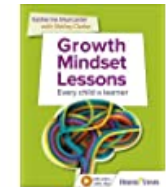
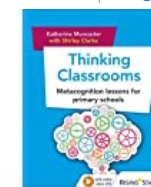
Nursery and Reception Explorers are introducing a 4th 'B', Be Brave - this links in beautifully with the Growth Mindset philosophy.



Growth mindset

A growth mindset is believing in the power of yourself and your brain! We know our intellect and abilities develop when we try difficult things, use the right strategies, and don't give up. So, a growth mindset is when we know, with practice, we will get better at something.

<https://www.innerdrive.co.uk/how-to-develop-a-growth-mindset/>



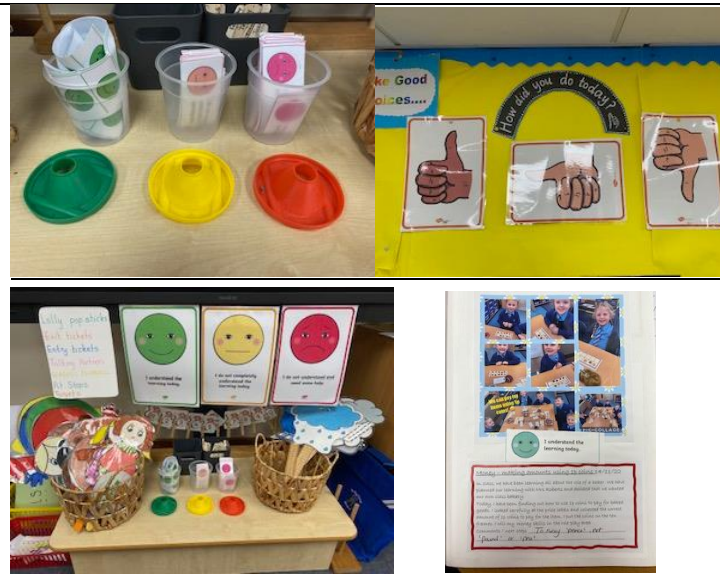
'magpie' ideas

Children are encouraged to learn from one another and 'Magpie' their ideas.

Self-Assessment

Traffic Lights (Reception) and Thumbs up (Nursery)- simple self-assessment tools which are used to prompt discussion about the learning and set next step targets. The strategies can often be used to give the teacher an idea of how the learning is progressing and what areas the children understand / need greater support with.

Can be used during a Mid Lesson Stop / Pit Stop (see above)



Peer support

Children helping one another to problem solve or complete tasks / activities. Children often feel more comfortable learning from/with a peer.

Talk Partners

Talk Partners enable children to learn from each other, a skill which we all use. They develop a better ethos in the classroom and respect for all and they help to keep learning fresh. Opportunities for paired talk help children focus on what they have achieved during the lesson.



Exit tickets

Exit Tickets are a formative assessment tool offering an effective way to end a class. Teachers use exit tickets to assess children's understanding of the topics they are teaching in class. The most effective exit tickets can show whether children have an in-depth or superficial understanding of the topic. The teacher can use the data to plan the children's next steps.

Lollypop sticks / classroom spinner / no hands up

Random question / sharing ideas time etc



<https://wheelofnames.com/>
<https://www.classtools.net/random-name-picker/>

Better than last time – not always being 'The Best'

Children look back at their previous piece of work and try their hardest to identify how they can be 'better than last time' – it may just be forming a letter correctly, writing a number the right way round etc. This is done verbally at the start of a focus task.

Barney Bear (Class Bear) goes home with a child who has been 'better than last time'- child chosen every Friday.



Whiteboards

Use whiteboards with the children to assess children's skills / knowledge as part of a whole class / in small groups. The children can answer questions, spell words, write letters / numbers...use un, da, tri...show me! Teacher can assess quickly and easily and plan next steps accordingly.

If any children have made a mistake, they can easily wipe it away and use the teachers board to help them correct their work / answer.



Other aspects to explore:

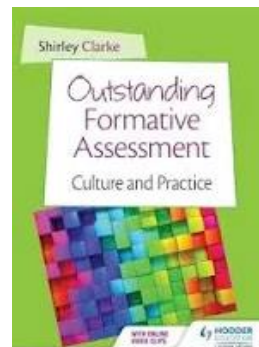
Dot Voting

Diamond ranking

Thinking Hats

using Seesaw as a self / peer assessment tool

Greater use of teach based AFL tools



I have a copy of this book if anyone wants to read it.