

AFL - The Road to Progress

Questioning and Modelling Strategies



WAGOLL Sessions
What a Good One
Looks Like

WABOLL Sessions
What a Bad One
Looks Like

Working Walls
Practical resource for children to
refer to

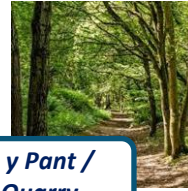
Explorers



Marford Hill Black
and White Houses

Thinking Time
After asking a question
and receiving the
answer

Maes y Pant /
The Quarry



Pit Stops
To revise WAGOLL features

No Hands Up
Use of a range of strategies such as
lollipop sticks, class spinners etc. to
encourage all children to have the
opportunity to answer questions

**Open Vs Closed
Questions**
Range of questions to
develop thinking

Mini Whiteboards
Used to model certain skills e.g. letter
formation, drawing skills etc.

Scan the
QR Code
for
examples



Discoverers

Exit Tickets
Open and closed
questions

Visualiser
A useful tool to model
during the WAGOLL/
WABOLL / Pit Stops etc.



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Questioning and Modelling Strategies



WAGOLL Sessions
What a Good One Looks Like

Give Me an Example of...
Four things to show and check understanding. Model corrections

Working Walls
Practical resource for children to refer to

Cascading
Children share work to show good practice / examples. Improve using success criteria

Discoverers

Marford Hill Black and White Houses

Thinking Time
After asking a question and receiving the answer

Maes y Pant / The Quarry

Proof, Show, Justify
Give an answer, explain why you think its correct...Prove it!

Mini Whiteboards
Used to model certain skills e.g. letter formation, drawing skills etc.

Scan the QR Code for examples



Thinking Time
After asking a question and receiving the answer

Odd One Out
Give the children up to four answers and justify which is the 'odd one out'

Adventurers

Effective Questioning
Open Vs closed questions

Exit Tickets
Open and closed questions

Visualiser
A useful tool to model during the WAGOLL/WABOLL / Pit Stops etc.

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Questioning and Modelling Strategies



WAGOLL Sessions
What a Good One Looks Like

Choice of Answers
Using Google Forms/Kahoot to produce quizzes that give learners different possible answers

Working Walls
Practical resource for children to refer to

Cascading
Children share work to show good practice / examples. Improve using success criteria

Pit Stops
To revise WAGOLL features

No Hands Up
Use of a range of strategies such as lollipop sticks, class spinners etc. to encourage all children to have the opportunity to answer questions

Thinking Time
After asking a question and receiving the answer

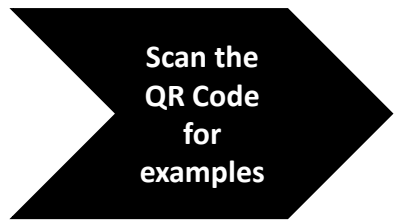


Proof, Show, Justify
Give an answer, explain why you think its correct...Prove it!

Thinking Time
After asking a question and receiving the answer

Mini Whiteboards
Used to model certain skills e.g. letter formation, drawing skills etc.

Concept Cartoons
Children can select a cartoon character they most agree with



Effective Questioning
Open Vs closed questions

Exit Tickets
Open and closed questions

Visualiser
A useful tool to model during the WAGOLL/ WABOLL / Pit Stops etc.



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AFL - The Road to Progress

Planning, Collaborating and Presenting



Explorers

Mind-Mapping
An organisational tool to map out ideas

Pupil Voice - Planning for Continuous Provision
Children plan the CP activities based on previous taught skills

Think, Pair, Share / Talking Partners
Collaborative thinking and sharing skills

Pupil Voice – Voting for Topics and Activities
Children vote for their next topic and associated activities using a range of data collection processes



Maes y Pant / The Quarry

Pupil Voice – Preferred Learning Styles
Use 'Our Voice, Our Choice' as the starting point to our child-influenced learning



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Jigsawing Ideas
Children to bring their ideas together to inform future planning

Generating the Success criteria with the Children
Use the WAGOLL and WABOLL sessions to collaboratively generate the Success Criteria

Scan the QR Code for examples



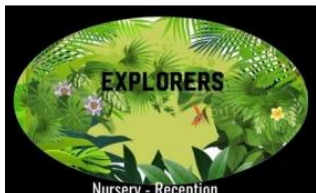
Group Work
Working collaboratively to share skills and ideas towards a final product

Discoverers

Pupil Voice – KW (L) Grids
Children list what they know, what they want to find out and finally, what they have learned at the end of the topic



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AFL - The Road to Progress

Planning, Collaborating and Presenting



Discoverers

Think, Pair, Share / Talking Partners
Collaborative thinking and sharing skills

Jigsawing Ideas
Children to bring their ideas together to inform future planning

Priority Pyramids / Diamond Ranking
Children can formulate and prioritise opinions / ideas plus discuss different view points.



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Pupil Voice – Voting for Topics and Activities
Children vote for their next topic and associated activities using a range of data collection processes



Maes y Pant / The Quarry

Pupil Voice – Preferred Learning Styles
Use 'Our Voice, Our Choice' as the starting point to our child-influenced learning

Group Work
Working collaboratively to share skills and ideas towards a final product

Interrogating the Success criteria with the Children
Give the children examples of previous work and ask them which they prefer. Use the SC to analyse or 'mark' the work

Scan the QR Code for examples



Mind-Mapping
An organisational tool to map out ideas

Adventurers

Pupil Voice – KLI Grids
Children list what they know, what they want they learned and what they found interesting

Padlet, Jamboard and Post-it Notes
Gives all children opportunity to plan, explore and develop learning whilst sharing ideas



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AFL - The Road to Progress

Planning, Collaborating and Presenting



Fishbone Diagrams
Graphical organiser to visually build links, explore cause and effect and build on ideas.

Think, Pair, Share / Talking Partners
Collaborative thinking and sharing skills

Mind-Mapping
An organisational tool to map out ideas

Adventurers

Diamond Ranking
To promote discussion and reflection, consider a range of factors, prioritise ideas and give justification

Pupil Voice – Voting for Topics and Activities
Children vote for their next topic and associated activities using a range of data collection processes



Maes y Pant / The Quarry

Pupil Voice – Preferred Learning Styles
Use 'Our Voice, Our Choice' as the starting point to our child-influenced learning

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Jigsawing Ideas
Children to bring their ideas together to inform future planning

Generate the Success criteria with the Children
Consider good features in previous work and modelling (WAGOLL) sessions to generate the SC

Scan the QR Code for examples



Group Work
Working collaboratively to share skills and ideas towards a final product. Establish different group roles and delegate accordingly.

Transition to High School

Memory Diagram / Timeline
Memorising information to feedback to group

KWL Grids
Allows children to activate and explore prior learning

Padlet, Jamboard and Post-it Notes
Gives all children opportunity to plan, explore and develop learning whilst sharing ideas



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ADVENTURERS

Year 4 - Year 6

AFL - The Road to Progress

Giving and Following Up on Formative Feedback



Explorers

In the moment feedback
To promote deeper thinking / progression of skills during the focus and CP tasks

Exit Tickets
Used to assess understanding

Barney Bear
'Better than last time'
Barney goes home with the child who has been better than last time!

Daily Diaries
Teaching staff make notes / observations of children's progress during the focus / outdoor / class CP areas – inform future planning

Maes y Pant / The Quarry

Next Steps
Teacher scribes verbal feedback to encourage the children to improve their work.
'Be better than last time'

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Traffic Lights/ Thumbs up
Simple assessment tool to gauge understating

Targets
Targets noted Infront of the children's books and displayed on the working wall – updated on a rolling process and / or half termly.

Scan the QR Code for examples



Pupil Voice
Reflections inform future planning and highlight skill development

Pitstops
Address common misconceptions during the sessions and allow children to reflect on their learning

Discoverers

Stuck Strategies
4 Bs...Be Brave, Buddy, Bits and Bobs and Boss
Children use these strategies if they are stuck

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EXPLORERS

Nursery - Reception





AFL - The Road to Progress

Giving and Following Up on Formative Feedback



Discoverers

In the moment feedback
To promote deeper thinking / progression of skills during the learning sessions

Exit Tickets
Used to assess understanding

Pit Stops
Address common misconceptions during the sessions and allow children to reflect on their learning

Peer Assessment - Two Stars & A Wish
Children assess against the SC and comment on positives and possible next steps

Maes y Pant / The Quarry

Next Steps/Amser Nesaf
Teacher scribes positive and next steps feedback to encourage the children to improve their work

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Thumbs up
Simple assessment tool to gauge understanding

Targets
Targets noted in the children's books— updated on a rolling process and / or half termly.

Scan the QR Code for examples



Stuck Strategies
3 Before Me / 4 Bs
Children use these strategies if they are stuck

Pupil Voice
Reflections inform future planning and highlight skill development

Adventurers

Self Assessment
Children have a range of tools including traffic lights, coloured and smiley faces to assess their learning

Reviewing the Success Criteria
Pupils check SC before teacher checks SC and makes comments for future learning



DISCOVERERS

Year 1 - Year 3

AFL - The Road to Progress

Giving and Following Up on Formative Feedback



Adventurers

In the moment feedback

To promote deeper thinking / progression of skills during the learning sessions

Exit Tickets

Used to assess understanding

Pit Stops

Address common misconceptions during the sessions and allow children to reflect on their learning

Pupil Voice

Reflections inform future planning and highlight skill development

Cascading

Teacher and children provide instant verbal feedback on modelled work in class

Reviewing the Success Criteria

Pupils check SC before teacher checks SC and makes comments for future learning

Maes y Pant /
The Quarry

Magpie-ing Ideas

Children use best practice to bring improve their learning and practice

Next Steps/Amser Nesaf

Teacher scribes positive and next steps feedback to encourage the children to improve their work.

Highlighting

Children highlight where they have consistently met the SC and use this as a visual aid to improve their work.

Targets

Targets noted in the children's books—updated on a rolling process and / or half termly.

Scan the
QR Code
for
examples



Stuck Strategies Working Walls

Children use displays to inform their learning

Positive, Target, Interesting (PTI)

Used to self or peer assess work for future improvement

Transition to
High School

Self Assessment

Children have a range of tools including traffic lights, coloured and smiley faces and in-depth checklists and comments to assess their learning – Top tips to future self

Peer Assessment - Two Stars & A Wish

Children assess against the SC and comment on positives and possible next steps

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and White Houses



Maes y Pant /
The Quarry

ADVENTURERS

Year 4 - Year 6

