



NATURAL SCIENCES_ SENIOR PHASE_ MWAZVITA CHIKOPO_ 26-03-2021

e-mail: mwazvitac@nect.org.za

Ways in Which Assessment for Learning (AfL) Can Be Used to Guide Classroom Practice:

- ***Empower learners to take an active part in their own learning***

The AfL process can unlock the approaches used by students and help them to become more aware of what they are learning and how they are learning it. This empowers students to take control of their own learning by developing their skills of self-regulation. As they begin to assess their own work and set goals, they also become more independent.

- ***Develop learners' confidence in peer and self-assessment***

These are skills that learners need time and practice in. The more they do it, the more confident and accurate they will be in their assessment.

- ***Collect information about individual learners to better understand their needs***

We can do this in a variety of ways such as finding out what they already know, noticing who answers questions, circulating and observing learners during activities, taking feedback on how interesting or difficult they found the topic or tasks, etc.

- ***Adjust our teaching in response to our observations or assessment results***

A central part of teaching and learning is reflecting on how successful the lesson and learning was and judging whether the topic needs to be reviewed or re-taught using a different approach or activity. As teachers we are constantly making judgements and decisions in response to our learners' needs.

- ***Share learning objectives with learners***

Learners need to know the lesson objectives. We can write these on the board at the start of a lesson and check our learners understand them. We can then create links between these and previous objectives and refer to them during the lesson and again at the end. We can also discuss with learners why they are studying what they are studying.

- ***Share success criteria with learners***

Learners need to know what 'good' work is and how to achieve it. Sharing or negotiating the criteria with learners helps them know what they need to do and gives them confidence in their work.