

AFL IN PSYCHOLOGY

Training students to assess their own performance – a frame work to evaluate:

- What am I please with?
- What would I have done differently?
- What I found difficult/easy? And why?

Student conferences – students from different classes eg 4 AS groups can meet to share experiences of strategies they have found helpful.

Work Cover Sheets. Assessing time and effort spent. Quantity of work. Assessing against models of the work

Using models – essays – extended pieces of work to provide ideas/possibilities depth of content.

Marking own tests and each others.

Self Assessment in independent work – reflecting on work when ‘stuck’ – what are the possibilities? Ask yourself ‘what have I or the group done so far?’

Students/staff using exam coursework marking criteria and assessing their own and/or each others as they proceed through each section.

Prompting pupils to make improvements to their work elaborating/extending/changing text/justifying.

Editing work with peers prior to handing in to be marked.

Using model answers/grades to standard expected to self assess work.

Marking work as a whole class and discussing answers to encourage questions and talk about learning.

Sharing and reinforcing lesson objectives.

Student questionnaires both in house and departmental.

Written feedback focussing on how well students have achieved the success criteria and a comment on how improvements can be made.

One to one Teacher ‘interviews’ surgeries’ about progress in student work.

End of lesson provide students with post-it notes and ask them to write one positive comment about their learning experience in that lesson.

Coursework monitoring book – students and staff keep record sheets at every stage and students work on the staff recommendations

Different types of buddying both inside and outside the classroom enabling support in completion of work assessing together – enabling each other keep on track and up-to-date!

Helping/allowing students to realise how well that they have achieved those objectives.

Oral feedback to students during the course of the lesson on how well they are achieving those objectives and/or guidance to do so.