



Transcription: The benefits of AFL

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I would say that assessment for learning can significantly improve attainment and achievement, precisely because it encourages the learner to take personal responsibility for the learning.

Students who are empowered are far more likely to achieve their potential because they have the skills, the knowledge, the resources to get the best out of the learning process.

Another important element within assessment for learning is the development of confidence. It's developing the student's self-efficacy, in other words their levels of self-belief. It develops optimism and resilience.

What's important about that is that, if a learner has low self-efficacy, if they have low self-esteem, if they're lacking in confidence, then they are unlikely to be resilient, which means they're unlikely to be able to deal with the unexpected, to be able to deal with adversity.

Assessment for learning is an excellent way of building resilience, of building self-efficacy, which means that students are going to be in a far better position to be able to deal with challenging situations, which could include an examination question which they weren't expecting. If you haven't got the skills to deal with that then your confidence can just collapse and you'll just bomb and underachieve.

I would say that assessment for learning strategies significantly change the way that teachers and students interact because the teacher needs to encourage the learner to get involved in the process, so self-assessment is a critical part of the process.

With summative assessment the learner is waiting to be given feedback by the assessor, a teacher or an examiner, for example. When it's assessment for learning the learner is encouraged to assess themselves, so it's not just about getting feedback by the teacher, or from the teacher during the learning process, important though that is. It's also important that the learner is able to assess themselves to be able to understand how well they're doing in relation to the criteria, not just waiting for feedback from the teacher, not just listening to what the teacher has to say, it's not just about the teacher's opinion; what does the student think, what's your opinion, how well do you think you're doing?