



Getting Started with AFL in English Transcription: Video 2

Interviewees

Evelyn Boey

Cambridge trainer and English teacher

Anna Satchell

Former primary school teacher

Laura Kahwati

Former English, Media and Drama teacher

Tanya Valecha

Cambridge principle, trainer and English teacher

Dika Kadek

Cambridge trainer and English teacher

What are some successful AFL strategies in English lessons?

Evelyn Boey

Team moderation meetings. We should make time to make sure that everyone in the team, they understand the marking criteria, that we understand, you know, what are the criteria set? For IGCSE language paper, for instance. Look at the examiner's report together, you know, study the examiner's report, have that discussion, invite members of the team to model the best practice for assessing a piece of work according to those criteria. This is especially important for exam groups of students and then moderation might also involve ranking a selection of work. There is nothing more important than collaborative learning among our colleagues, among the teachers in our team.

Anna Satchell

Live marking gives children the chance to acknowledge and action their targets straight away. These targets can be written in a simple form, actioned and evidenced on bookmarks that can be moved through the child's book as they progress over the course of the year. Smiley faces next to the target can be coloured in when the target has been evidenced three times. This gives the child ownership over their learning as they can verbalise how they need to improve.

Laura Kahwati

The beauty of English as a subject is that it is so rich with wonderful opportunities for discussion, whether it's about the social commentary of a piece of literature, or perhaps how much we sympathise with the character or it could even be about nonfiction writing topics and the extent to which learners agree or disagree and how they justify their reasons.

Tanya Valecha

Using students' work is a big motivation for students, other students, so organising gallery walks where their work is put down and asking other comments, other students to comment on it works very well in the classroom because without them realising, a lot of assessment and reflection is happening at the same time, there is peer assessment happening. There is reflection happening because when you see somebody else's task, you are like, 'oh, I could have done that', or 'oh, I like this, maybe next time I could bring this into my task.'

Dika Kadek

There are numerous AFL strategies teachers can do with an example. They can ask students to come up with success criteria, which make the activity to be a bit more engaging and collaborative. Or they can ask them to analyse and annotate the example with the success criteria, or they can also compare their work with the example.

Anna Satchell

Self-Assessment helps to give the learners awareness of what they learn, how they learn and what helps them to learn. It also promotes the idea that it is okay to say that you don't understand, contributing to a classroom ethos of inclusion and respect.

Tanya Valecha

A technique known as silent debate, which I absolutely loved because it gave a voice to every member in the team. It allowed me to check their ideas very well. It allowed others to comment on the ideas and go back and forth without me affecting the discipline in the classroom.

Evelyn Boey

There are a variety of ways to introduce learning objectives but most importantly, it must be made visible throughout the lesson. There's no point just showing it on your first slide and then that's it. And until the end of the lesson, you're showing them again. Oh remember this, the learning objectives? Well today are they being reminded of the learning objective and success criteria throughout the lesson?

Anna Satchell

Mini plenaries can be used at intervals during independent work. It is an opportunity to remind the class of the objective and success criteria and to hear children read aloud what they have written so far, which gives the teacher a general sense of how the class is getting on. These ideas can be 'maggied', which means used, by their peers and used to reflect on and improve their own work.

Laura Kahwati

We should never really underestimate that English lessons that are rich with student voices and talk and discussion are actually incredible opportunities for assessment for learning insights.

Tanya Valecha

We have tools like Chat GPT that can assist us so when I need to create tasks or reading comprehension exercises, it's very easy for me to tell the tool to create, reading texts of different lengths on the same topic based on the varying levels at the click of a button. What would take me maybe two hours now would take me just five minutes.

Anna Satchell

Concept cartoons that contain a mixture of true and false ideas are a great way to prompt discussion and develop reasoning. For example, following learning about verbs, you could have three characters that each have a speech bubble. One says, 'I think a verb is a doing word' another character could say, 'I think a cat is a verb' and another character could say, 'a verb is a describing word'. Children could then discuss how they know what is true, what is false and then explain why.