THIRD SPACE LEARNING

Assessment for Learning in Secondary Maths

10 practical, evidence-based Assessment for Learning examples ready to use in the classroom to boost students' progress

SLT Guides

THIRD SPACE LEARNING

Contents

What is Assessment for Learning?

Assessment for Learning (AfL) is about using assessment as part of the learning process, not just at the end of a lesson or unit of work. AfL is what happens when teachers gather quick, meaningful evidence of student understanding and use it to shape what happens next.

In the maths classroom, this might mean noticing a misconception, adapting the model you're using mid-lesson, or giving a hint that helps students self-correct. Every time you do this, you're assessing for learning.

While summative tests, or Assessment of Learning (AoL), has its place, AfL focuses on the in the moment decisions that make the biggest difference to pupil progress.

> Formative assessment is responsive teaching, continuously adapting based on what pupils say, write, and do.
>
> **Dylan Wiliam, 2020**

Assessment is at the heart of our tutoring programmes

At Third Space Learning, we recognise the crucial role of effective assessment in teaching and learning. Since 2013, we've worked with 4,000+ schools across the country, and consistently seen the impact of targeted, personalised support.

Before starting any online tutoring lesson, we assess each student's understanding of the relevant maths topics. This allows Skye, our AI tutor to adapt its teaching and support to each learner's knowledge gaps, at a suitable pace.

Skye focuses on individual misconceptions and provides real-time, actionable feedback to help pupils progress. By sharing our expertise, we aim to help schools use assessments effectively to enhance student learning and progress.

Our tutoring programmes use various assessments, including

- Diagnostic skill check in assessments before each session
- Regular low-stakes quizzes and formative assessments during lessons
- Summative skill check out questions after each lesson

How to use this resource

This guide brings together 10 proven AfL strategies designed specifically for primary maths lessons. Each example includes:

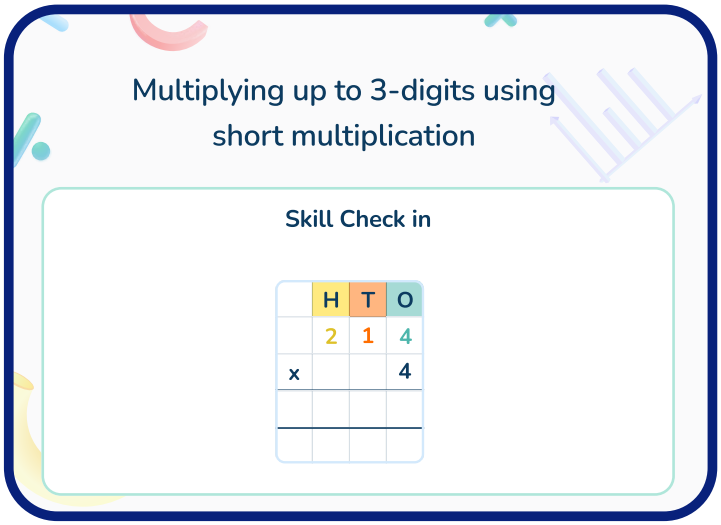
- A simple explanation of how to use it
- The type of learning it supports
- What to look out for in students' responses
- How to adapt your teaching as a result

You can use these strategies:

- To start a topic and assess prior knowledge
- During lessons to check understanding
- At the end of lessons to inform your next steps

Share this resource with your whole teaching team or use it to provide discussion points during staff meetings and professional development sessions.

> It is only through assessment that we can find out whether what has happened in the classroom has produced the learning we intended.
> **(Wiliam, 2011)**



Five key principles of effective Assessment for Learning

Assessment for Learning is most powerful when it's intentional, consistent and focused on improving learning.

Wiliam and Thompson (2008, revised 2020) describe five key strategies that help teachers use evidence from lessons to guide what happens next. These principles form the foundation of assessment for learning in every classroom.

> Classroom formative assessment makes more difference to student achievement than anything else that we could do.
>
> **(Wiliam, 2020)**

1. Clarify, share and understand learning intentions

Purpose:
Make sure students know what they're learning and what successful learning looks like in each lesson.

Before students can take ownership of their learning, they need clarity about the goal. This doesn't always mean writing a learning objective on the board, it's about helping them make sense of what good learning looks like in context.

In practice:

- Discuss examples and non-examples to illustrate what success looks like.
- Encourage learners to explain the learning goal in their own words.
- Connect the learning to prior knowledge.

Why it matters:
When students understand the purpose of a task, they're more motivated, more accurate in self-assessment, and more likely to retain what they learn.

2. Engineer effective questions, discussions and activities

Purpose:
Gather rich evidence of what pupils are thinking and understanding.

The effectiveness of formative assessment depends on what you ask and how you ask it. Questions, short activities and class discussions give teachers real-time insights into misconceptions and gaps in understanding.

In practice:

- Use a range of open questions: “How do you know?”, “Can you show another way?”
- Incorporate mini whiteboards or quick polls for whole-class responses.
- Design tasks that make thinking visible, e.g. reasoning prompts or odd-one-out problems.

Why it matters:
The more precisely you can identify students’ reasoning, the better you can adapt your teaching to move everyone forward.

3. Provide feedback that moves learning forward

Purpose:
Give feedback that leads to action, not just reflection. Feedback is only formative when it creates change. Students need information they can use immediately.

In practice:

- Focus on the next steps rather than what was wrong.
- Use “detective marking” and ask learners to find and fix one or two key errors.
- Give whole-class feedback on common misconceptions, saving written marking for tasks that genuinely need it.

Why it matters:
Actionable feedback helps students close the gap between where they are and where they need to be, while reducing workload for teachers.

4. Activate pupils as resources for one another

Purpose:
Build collaboration and dialogue into learning.

Peer assessment and peer explanation are not about pupils marking each other, but about learning through discussion and comparison.

When students share their strategies, they verbalise their thinking, which deepens understanding.

In practice:

- Use paired talk before collecting answers.
- Encourage students to give one piece of constructive advice to a partner.
- Model how to discuss mistakes sensitively and productively.

Why it matters:
Students learn to listen, reason and justify, all essential habits for mathematical fluency and reasoning.

5. Encourage students to be owners of their own learning

Purpose:
Develop independence and metacognition.

The ultimate goal of AfL is to help students monitor their own learning and take responsibility for improving it. When they can recognise success and identify next steps, they become more confident and resilient learners.

In practice:

- Use self-assessment tools like confidence indicators.
- Ask reflective questions: “What do you find tricky about this?” or “How could you check your answer?”
- Encourage learners to set a personal target at the end of each lesson.

Why it matters:
Independent learners are more engaged, make faster progress, and are better prepared for learning.

To help you choose a strategy, it helps to think about formative assessment as a means to answer one of the following questions:

- Where is the student going?
- Where is the student now?
- How will the student get there?

<table>
<tr><th></th><th>Where the learner is going</th><th>Where the learner is</th><th>How to get there</th></tr>
<tr><td>Teacher</td><td rowspan="3">Clarifying, sharing and understanding learning intentions</td><td>Engineering effective discussions, tasks and activities that elicit evidence of learning</td><td>Providing feedback that moves learners forward</td></tr>
<tr><td>Peer</td><td colspan="2">Activating students as learning resources for one another</td></tr>
<tr><td>Learner</td><td colspan="2">Activating students as owners of their own learning</td></tr>
</table>

THIRD SPACE LEARNING

10 examples of Assessment for Learning

When using these strategies, bear in mind:

- Avoid using a “tick-list” approach to formative assessment. The quality of assessment isn’t improved by the number of different strategies used, but by selecting strategies that are appropriate for the scenario.
- Expectations of students need to be clearly communicated. It may be useful for your school to have a department-wide policy for these strategies
- Not every AFL example will work for every student, class or teacher. You may need to adapt strategies depending on your cohort.
- Children must understand and know what's expected of them or the work, ensure expectations are clear. You may find a few Assessment for Learning strategies always work for your cohort, and that's fine.

We can also use Skye for same-day interventions. If we have a group of children who haven’t grasped a concept in their morning lesson, we can take them out and get it sorted with Third Space Learning in the afternoon.

Lucia Romeu, Assistant Headteacher
Danegrove Primary School

Assessment for Learning example	Level of pupil responsibility	This strategy works well with...
1. Sharing learning intentions or lesson objectives	Low	Diagnostic assessment
2. Using non-examples	Low	Questioning
3. Low-stakes quizzes	Low	Mini-whiteboards
4. Exit Tickets	Low	Giving feedback
5. Diagnostic assessment	Low	Mini-whiteboards Confidence indicators Sharing learning intentions
6. Example-problem pairs	Medium	Mini-whiteboards Questioning
7. Questioning	Medium	Diagnostic assessment Using non-examples Example-problem pairs
8. Mini-whiteboards	Medium	Diagnostic assessment Example-problem pairs
9. Giving Feedback	High	Exit tickets
10. Confidence indicators (Red, Yellow, Green)	High	Metacognitive prompts Diagnostic assessment

1 Sharing learning intentions or lesson objectives

Where is the student going?

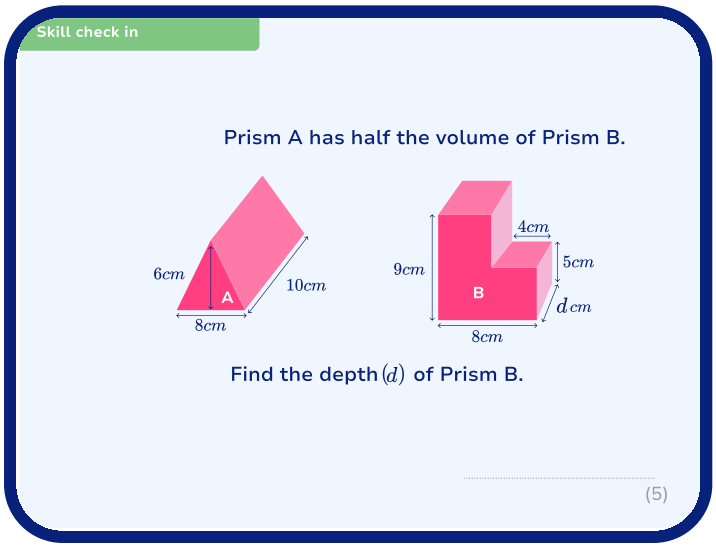
Sharing learning intentions usually includes:

- Making links to prior learning - identifying the prior knowledge needed for this new topic
- Explaining how the new learning fits into the student's current picture of maths
- Contextualising the learning and giving applications (within maths or a "real world" use)

It can be done formally at the start of a lesson, or by copying the learning objective into exercise books. For example, some schools use a short learning objective in place of a title.

Wiliam points out that making this compulsory at the start of every lesson is counter-productive, as sometimes students (and the teacher!) may not know exactly where the lesson is going - and this is OK. Using objectives that are too specific can close down or limit paths that students could take.

This evidence is used formatively to build a collective picture of the group's current level of mathematical knowledge and understanding, allowing the teacher to find more personalised "jumping-off" points to introduce new ideas and concepts. For example, a student's contextual example could be used within the teacher's initial explanation.



Third Space Learning's one-to-one tutoring uses examples to help to contextualise learning and link back to prior knowledge

2 Using non-examples

Where is the student now?

Non-examples are a powerful teaching strategy for introducing new concepts, and work well for areas of maths where something is given by definition, such as a shape or a type of number.

- Presenting students with a non-example gives them the opportunity to explore the limits of the given definition and examine boundary cases
- Providing students with a series of interleaved examples and non-examples is a great way to have them develop a concept for themselves and leads to better retention

This strategy becomes formative when the teacher uses the evidence collected to identify and address deep misconceptions that arise during class discussions. Students can be encouraged to reflect on how their understanding of a concept has been challenged and altered.

3 Low-stakes quizzes

Where is the student now?

Low-stakes quizzes tend to be short, regularly-occurring, with limited consequences for students. One example is a ten-minute weekly quiz about the previous week's work. Low-stakes quizzes may be used for:

- Retrieval practice
  - Improved retention of recently learned information via the testing effect
- Diagnostic assessment
  - Results are used to identify key misconceptions or continued gaps in students' knowledge
- Providing quick feedback
  - Students can self or peer-assess to find short, meaningful actions to be taken from their results
  - Teachers can provide targeted verbal feedback to those who are making more persistent errors
- Improving metacognition and study habits
  - Students can reflect on their results and identify target topics for independent work
  - See the section on Metacognitive Prompts for more ideas

A low-stakes quiz used only for retrieval practice is not formative assessment. However, if the teacher uses the results of a short quiz to identify a persistent misconception and adapt the next lesson accordingly, the strategy becomes formative.

4 Exit Tickets

Where is the student now?
How will the student get there?

An exit ticket is a short low-stakes question or exercise, usually issued at the end of a lesson and printed for students to physically hand in when they leave. They can also be presented on-screen, which means the question(s) can be adapted on the fly if the lesson has not proceeded as planned (for example, if some content has not been covered).

This strategy becomes formative when student responses to exit tickets are collected and analysed before the next lesson, so that learning materials can be adapted as required.

Well-formulated exit questions often provide a good opportunity for focus-marking and giving written feedback, particularly if the question is formulated diagnostically or draws out common misconceptions.

Read more: How To Use Exit Tickets To Find Out What Your Students Have Learned[3]

5 min read

5 Diagnostic assessment

Where is the student going?
Where is the student now?

Any assessment with the primary goal of identifying and evaluating students' current knowledge and understanding in a content domain is considered a diagnostic assessment.

We take a more detailed look at diagnostic assessment in a dedicated section later in the guide, but here are a few strategies that work particularly well to generate detailed evidence for diagnostic use:

- Diagnostic questions
- Always, Sometimes, Never tasks
- One-minute papers
- Concept mapping

The evidence collected is used formatively by the teacher to adapt lessons, to ensure that required prior knowledge is secure, or to forensically diagnose deep misconceptions that are holding students back.

6 Example-problem pairs

Where is the student now?

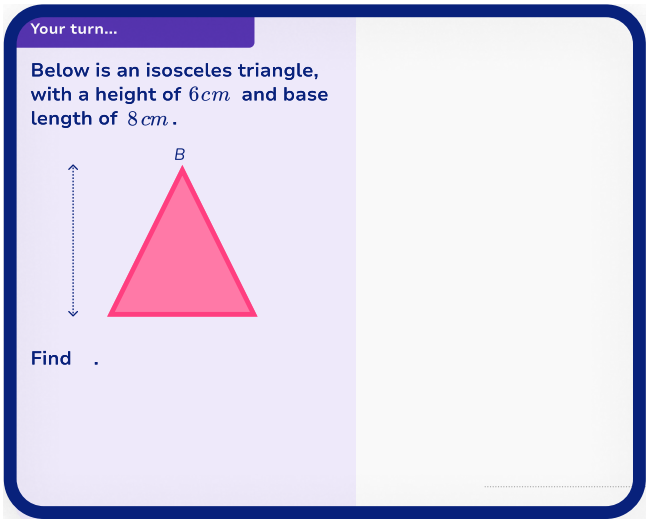
Example-problem pairs are commonly used for rehearsal of a new method or concept. They are used after the teacher has completed their initial explanation, and replace the typical teacher-only worked example.

In an example-problem pair:

- The teacher completes a worked example
- Students complete a mirrored example (e.g. some numbers are changed)
- The process is repeated, usually until all students are able to successfully replicate what has been demonstrated

The teacher uses student responses to draw out and address misconceptions, and to decide whether to provide an alternative model for understanding. However, if all students are answering correctly straight away, it's an indication that they are ready to move to deliberate independent practice of the new concept.

The evidence collected is used formatively by the teacher to adapt and vary their explanations or change the pace of the lesson.



During Third Space Learning one to one tutoring sessions, students work through a scaffolded example with Skye before trying a similar question on their own, helping them move from guided to independent practice.

7 Questioning

Where is the student now?

Questioning can be a really effective way to assess formatively.

Open questions

Questions like “How do you know?” or “Can you convince me?” are a powerful way to encourage students to recognise and explore how they know rather than just what they know. See the section on Metacognitive prompts for more on this.

Closed questions

These questions can be used during a teacher-led explanation to keep students actively listening, without interrupting the flow of the lesson like an open question might. Incorporating closed quickfire questioning with a tool such as mini-whiteboards is a fantastic formative assessment strategy.

William points out that if classroom dialogue is flowing well, asking a question can close this down as it invites a “guessing contest” rather than following the natural flow of discussion.

This strategy becomes formative when the teacher uses students’ answers to change or adapt the lesson. Questioning techniques are useful at “hinge points” in the lesson, when transitioning from teacher-guided work to independent deliberate practice.

Read more: Effective Questioning in the Classroom[4]

5 min read

8 Mini-whiteboards

Where is the student now?

Effective use of mini-whiteboards means developing a consistent routine from Year 7 onward. While students are likely to have used mini-whiteboards at primary school, there may be variations in the routines they are used to.

In order to develop a consistent department-wide routine for using Mini-whiteboards:

1. Insist on full participation from **all students**
2. Students **must not** show their boards to anyone until everyone has sufficient time to respond - students could instead "hover" their boards face-down above their desks, ready to flip up when they are given the instruction to do so
3. The time allowed to answer a question should be relative to the difficulty of the question asked. For quickfire questions, five to ten seconds is sufficient
4. Give students a predictable verbal indicator that they need to show their answers - e.g. a countdown from three/five and "Show me"
5. Make a mental note of students who have incorrect answers or have taken a long time to answer - these are the students to target during independent work
6. Repeat questioning until all students are getting the questions correct - peer support could be used to identify and dispel persistent misconceptions

Read more: Mini-Whiteboards: 7 Ways To Use Teachers' Favourite Classroom Resource[5]

7 min read

Mini-whiteboards can be used for a wide variety of assessment tasks and strategies, and are one of the easiest ways to get instant, whole-class feedback. They are not a formative assessment strategy in their own right until that feedback has been used to adapt teaching in some way.

9 Giving Feedback

How will the student get there?

Research studies since the 1990s have confirmed that comment-only feedback is better than feedback which includes grades or other benchmarking, which tends to result in an ego-involved, emotional response and does not motivate learning, even if comments are given as well.

So teachers aren't over-burdened by writing lengthy paragraphs on each student's work, they could:

- Provide verbal feedback
- Ask students to find and fix a given number of errors ("detective marking")
- Work as a group to assign short pre-printed comments to each other's work
- Focus marking on a portion of work or single question

Black, Wiliam and others describe feedback as one of the best ways to increase student achievement, and the EEF rates feedback as "very high impact for very low cost", assigning it +6 on their impact measure of additional months' of progress.

This strategy only becomes formative when students act upon the feedback. The benefits of detailed feedback should be balanced against workload considerations and the likelihood of students taking action as a result of feedback.

AI maths tutor, Skye, provides students with real-time feedback. If students hold a misconception, Skye provides scaffolded hints so the learner can arrive at the answer on their own.

Many schools we work with use our AI tutoring as part of their homework for this reason. If students are stuck on a particular concept, Skye provides immediate feedback for them rather than having to wait and ask the teacher in their next lesson.

10 Confidence indicators (Red, Yellow, Green)

Where is the student now?

Students use coloured objects (usually cups or cards) to indicate to the teacher whether the pace and pitch of the lesson is right for them.

During teaching episodes:

Students could stack red, yellow and green cups on their desks, and use these to show whether they are following the steps. The meaning of each colour needs to be made clear, as indicated in this example rubric:

- Green - I understand what's going on
- Yellow - The pace is a bit too fast, please slow down
- Red - I want to stop the lesson and ask a question

A powerful strategy to accompany this is the rule that, if the lesson is paused because **a student displays a red cup, a student with a green cup is selected to answer their question.** This prevents students just leaving themselves on green to avoid participation in the lesson.

Consider using this example rubric:

- Green - Everything is OK, I don't need help
- Yellow - I have a question but it's not stopping me from working at the moment
- Red - I can't make any more progress without help

William explains that a system like this allows teachers to "triage" their time and work out which students to prioritise when offering assistance.

This strategy becomes formative when the lesson pace or structure is adapted in response to student feedback. Although this strategy gives a subjective measure of confidence (we often worry that our students can't self-assess accurately), it can be a powerful accompaniment to other formative assessment strategies.

For example, the teacher could use this strategy in conjunction with mini-whiteboards. A student might have incorrectly answered a question on the mini-whiteboard and yet be displaying a sign that they're confident in their answer. This could indicate that the student has not actually understood the concept (but thinks they do) and needs support.

How to use AfL to adapt teaching

Assessment for learning is effective when it changes what happens next.

Collecting information about students' understanding is valuable, but it's the decisions teachers make in response that transform learning outcomes.

This section explores how to interpret what AfL reveals about the learning in your maths lessons and how to use it to adapt teaching in real time or in subsequent lessons.

1. Notice patterns, not just answers

When reviewing pupil responses, from mini whiteboards, exit tickets, or questioning, look for trends rather than isolated mistakes.

Ask yourself:

- Are several students making the same error?
- Does this misconception stem from KS3 content or from the new GCSE topic?
- Are students struggling with multi-step or unfamiliar applications rather than core fluency and automaticity?

Example:
If several students think that multiplying two negatives makes a negative, the issue is likely conceptual rather than procedural. Your next lesson could start with a short recap using number lines or real-life contexts to remind pupils that a negative multiplied by a negative gives a positive before moving back to more complex problem-solving.

Tip:
Keep a short reflection log after each lesson to note recurring misconceptions. Patterns across several weeks, for example, repeated issues with signs, units, or interpreting worded questions often highlight curriculum gaps or sequencing issues worth revisiting later.

2. Respond in the moment

AfL allows for immediate, in the moment, course correction during a lesson.

Practical responses might include:

- **Re-model:** Pause and show another example using a different representation.
- **Re-group:** Pair students so more confident learners can explain reasoning.
- **Re-focus:** Adjust the level of challenge or pace based on observed understanding.

Example:
If mini whiteboard answers show many students confusing the order of operations, set a short independent task for those who are secure, and take 5 minutes to re-model a worked example on the board for those still unsure. Use colour coding or a step-by-step verbal explanation to make the process clear before continuing.

Short, targeted adjustments like this prevent misconceptions from becoming embedded and help maintain progress for all learners.

3. Adapt future lessons

Sometimes the most effective use of AfL comes from reflecting after the lesson.

Between lessons:

- Check exit tickets or homework tasks to identify what needs revisiting.
- Use this to set up starters, short re-teaching tasks, or guided groups.
- Adapt tomorrow's success criteria or examples to target specific gaps.

Example:
Exit ticket checks show that many students can simplify expressions but struggle to expand brackets correctly. In the next lesson, start with a short five-minute warm-up practising expanding single brackets before moving into more complex algebraic problems.

Why it matters:
Small, targeted adjustments like these prevent gaps from widening and ensure understanding is secure before introducing new material.

4. Feed insights into long term planning

Over time, AfL data provides a clear picture of where curriculum design may need refining.

Use patterns to:

- Spot topics that regularly cause difficulty and plan to spend more time on them in future schemes.
- Update shared planning documents with improved worked examples or a bank of common misconceptions.
- Support ECTs with specific evidence of where pupils struggle most.

Example:
Over several terms, teachers notice that students consistently find rearranging formulae difficult, especially when the unknown appears in the denominator. Curriculum leads can respond by adding more structured practice and visual explanations in the next year's algebra sequence to strengthen understanding.

5. Close the feedback loop with pupils

Adaptation isn't just about what teachers do; students should also see how their feedback shapes the next lesson.

Try this:

- Begin the lesson with something like: "Yesterday's exit tickets showed we need to revisit expanding brackets, so let's start with a quick practice round."
- Give pupils the chance to re-attempt a similar question and compare their new answer to their first attempt.
- Acknowledge progress by highlighting what's improved and why.

This helps students recognise that assessment is for learning, not judgement. It reinforces that mistakes are part of progress, and that teacher feedback directly influences how and what they learn next.

6. Balance flexibility with structure

Responsive teaching doesn't mean constantly rewriting plans. The goal is to stay flexible within structure and to know the learning route but be able to adapt the path.

To stay efficient:

- Build regular feedback checkpoints into lesson sequences.
- Agree shared AfL routines across year groups, e.g. mini-whiteboard checks or five-minute exit tickets.
- Use collaborative planning time to discuss how AfL data has informed teaching decisions

This approach ensures consistency across classes, keeps workload manageable, and helps all teachers respond to pupil understanding in real time.

Making Afl work effectively

Assessment for learning only works when it leads to action. Every question, quiz, or discussion should prompt a decision:

Do I re-teach, adapt, extend, or move on?

Interpreting AfL evidence thoughtfully and acting on it systematically can help teachers turn every lesson into an opportunity for responsive teaching, ensuring that every pupil moves forward from exactly where they are.

How Third Space Learning uses formative assessment data

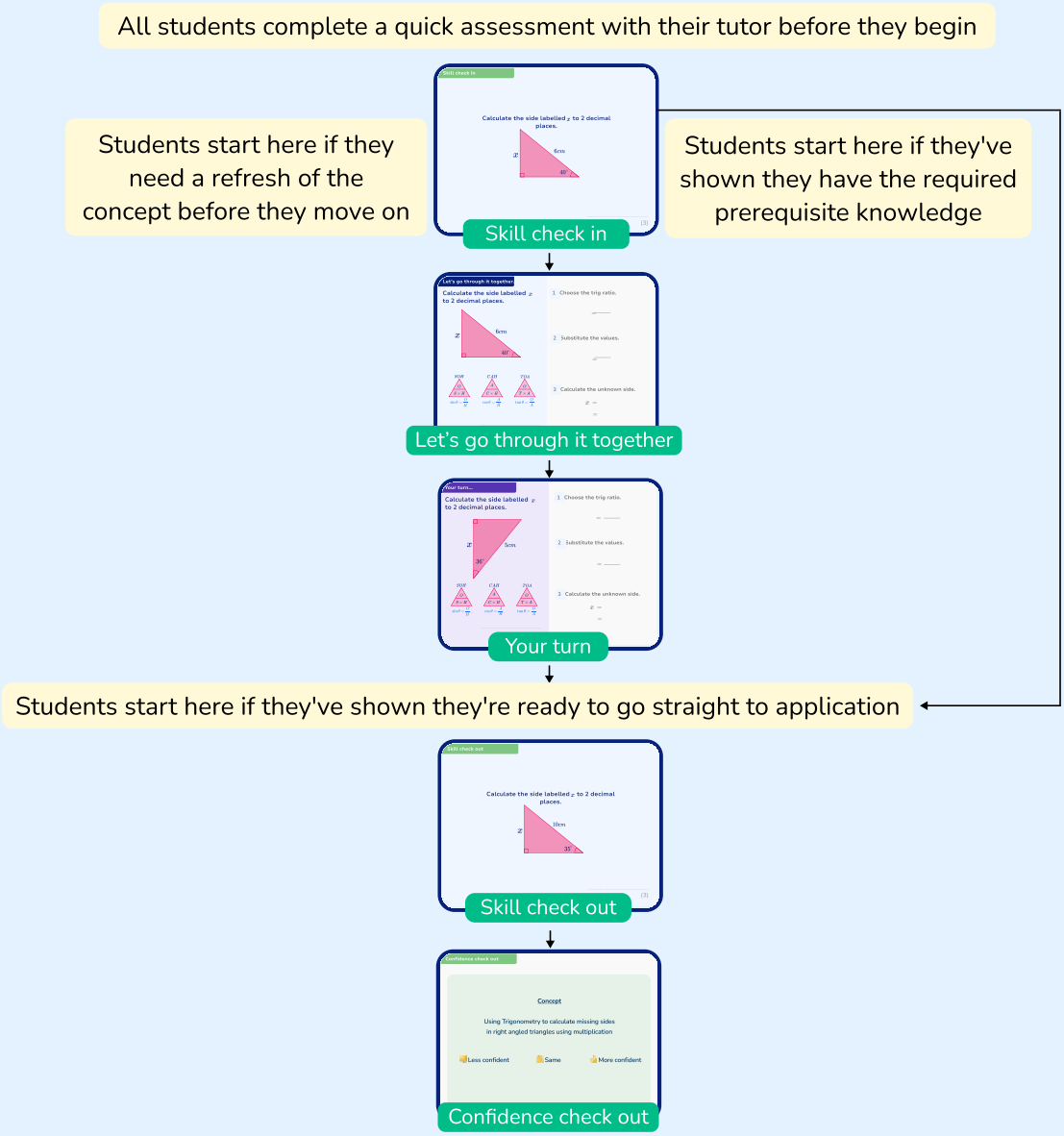
We're fortunate to have **2.1+ million sessions' worth of data** to work with to help us identify any areas for lesson improvements. Each month, we use metrics such as school and student feedback, and which questions are answered incorrectly most often to analyse the lessons delivered.

With this wealth of qualitative data at our fingertips, we can look into whether the incorrect answers are stemming from a wider issue and make adjustments to our curriculum design or Skye's training depending on the answer. We are continuously monitoring the data to ensure that each student has the best experience possible!

Using Assessment for Learning in one to one teaching

Unlike the outcome-centred approach of some assessments, at Third Space Learning our formative assessments are focused on the teaching process. Conducted at the beginning of each lesson, they provide in-depth insights into the current topic and offer various methods and strategies that tutors can employ to adapt their teaching accordingly.

Third Space Learning sessions contain multiple structured pathways, guided by diagnostic assessment questions and ongoing formative assessment from Skye, that allows students to move quickly through areas they are confident in and receive additional support in areas they are struggling with.



Example GCSE Lesson:

Using Trigonometry to calculate missing sides in right angled triangles using multiplication

Benefits of Assessment for Learning

Timely feedback

Regular low-stakes assessments provide immediate feedback to pupils helping them understand their progress and areas for improvement.

Teachers can also make real-time adjustments to their teaching based on pupil understanding.

Enhanced learning outcomes

Continuous use of formative assessment, and subsequent feedback, supports a deeper conceptual understanding and retention of material.

Frequent formative assessment helps identify and address learning gaps early, preventing future difficulties.

Informs instruction

Valuable data from assessments helps to inform teaching strategies and lesson planning moving forward. Teachers can tailor their instruction to meet the diverse needs of their pupils.

Using the results of formative assessment in your school

During lessons

Adapting lesson materials and explanations in real-time is a powerful use of formative assessment. For instance, if a model isn't working for a group of students, a teacher can quickly switch to an alternative model and use additional strategies. This aligns with Wiliam's concept of formative assessment as 'responsive teaching'.

This approach can be challenging for ECTs or less experienced teachers. It might be better to adapt materials for the next lesson instead of on the spot. Careful diagnostic assessment before starting new work can reduce the need for this.

For subsequent lessons

Formative assessment can also change planned content for a series of lessons. This could mean slowing the pace and including more time for deliberate practice or designing a task to address a particular misconception.

Exit tickets or questions can be useful to provide a snapshot on which to base the starting point for the next lesson.

For future teaching

Use formative assessment to adapt teaching materials or schemes of work for subsequent classes.

If a misconception crops up during a lesson one year or for one class, a teacher can anticipate this for future teaching of the same content. They can then proactively incorporate activities to expose and address that misconception.

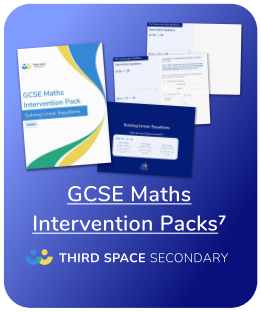
Questions to answer at a departmental level

Does your staff observation policy promote good practice?

If you carry out regular staff observations using a rubric or checklist, ensure it's clear that you're interested in the **formative action taken** as a result of assessment strategies, rather than checking off a list of specific strategies observed during a lesson.

Check the wording of policy documents - remember that learning is a long-term process and that the aim of formative assessment strategies is not to measure what students have learned in a single lesson.

Would your department benefit from consistent formative assessment routines?



Developing a department-wide approach for formative assessment helps students know what to expect in each lesson. For example, you may decide to implement a departmental mini-whiteboard routine (as previously discussed) which will be introduced to students in Year 7 and remain consistent during their time at secondary school.

For strategies which require resource development such as low-stakes quizzes, staff could create a shared central bank of resources on a departmental template and tweak them for each class.

Final word on assessment

Assessment for learning is not a single strategy or checklist — it's a mindset.

It's the belief that every piece of thinking, every question, and every mistake is an opportunity to move learning forward.

When teachers make formative assessment a habit, not an event, they create classrooms where teaching and learning are inseparable. Lessons become conversations; students become partners in their progress; and data becomes dialogue.

At its heart, AfL is about trust, trusting the process of ongoing feedback, and trusting that pupils, when guided well, can take increasing ownership of their learning.

As Dylan Wiliam reminds us, "Teaching works best when teachers use evidence of learning to decide what to do next."

That's what Assessment for Learning really is: Teaching that listens, adapts, and helps every pupil succeed.

Acknowledgements, additional resources and reading

Christodoulou, D. (2018). 'How much testing is too much?'. Available at: https://www.tes.com/magazine/archive/how-much-testing-too-much

Didau, D. (2014). Dylan Wiliam's defence of formative assessment. Available at: https://learningspy.co.uk/assessment/dylan-wiliams-defence-formative-assessment-2/

Enser, M. (2017). The Ritual of Teaching. Available at: https://teachreal.wordpress.com/2017/10/15/the-ritual-of-teaching/

Mccourt, M. (2019). Teaching for mastery. Melton, Woodbridge: John Catt.

Ofsted (2023). School inspection handbook for September 2023. Available at: https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023

Ralph, M. (2019). Old Habits Die Hard: How Learning Goals can Stifle Deeper Learning. Available at: https://melanieralph.com/2019/01/04/360/

Sherrington, T. (2019). Revisiting Dylan Wiliam's Five Brilliant Formative Assessment Strategies. Available at: https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/

Taylor, D. (2023). Twitter discussion about mini-whiteboards. Available at: https://twitter.com/taylorda01/status/1720717465481617587

Wiliam, D. (2011). What assessment can - and cannot - do. Available at: https://www.dylanwiliam.org/Dylan_Wiliams_website/Papers_files/Pedagogiska%20magasinet%20article.docx

Wiliam, D. (2020a). Activating students—as learning resources for one another and as owners of their own learning. Available at: https://www.youtube.com/watch?v=bLM-arMv58U

Wiliam, D. (2020b). Providing feedback that moves learning forward. Available at: https://www.youtube.com/watch?v=BUPuNc6iYj8

References

[1] https://thirdspacelearning.com/blog/sats-results-2024/ 8

[2] https://thirdspacelearning.com/blog/9-effective-questioning-strategies-improve-pupils-understanding-key-concepts-maths/ 15

[3] https://thirdspacelearning.com/blog/exit-ticket/ 16

[4] https://thirdspacelearning.com/blog/adaptive-teaching/ 17

[5] https://thirdspacelearning.com/blog/mini-whiteboards/ 18

[6] https://thirdspacelearning.com/blog/whole-class-feedback/ 19

[7] https://thirdspacelearning.com/blog/metacognitive-strategies-using-them-at-home/ 20

[8] https://mathshub.thirdspacelearning.com/primary-resources/categories/interventions 23

[9] https://thirdspacelearning.com/blog/maths-intervention-formative-assessment-diagnostic-tests/ 26

THIRD SPACE LEARNING

Looking to improve your school's maths results without stretching your budget?

Tutoring from our spoken AI maths tutor Skye gives schools an even more affordable option for every pupil.

- 90% cheaper than other tutoring providers
- Curriculum-aligned lessons designed by qualified teachers
- Discounts available for long-term bookings and MATs

93% of teachers feel Third Space Learning lessons helped their pupils achieve higher assessment scores.

Speak to us

thirdspacelearning.com

0203 771 0095

hello@thirdspacelearning.com