

Mistake or Error?

Where's the Fault and what do we do about it?

By John Lemon

Here's a list of more strategies that aim to promote 'Assessment for Learning' (AfL) and provide accurate feedback on errors and mistakes:

Rich questioning:

- Hands down: The teacher selects which pupil should answer.
- Wait time: All pupils have the opportunity to think before answering.
- Pupils are encouraged to consult in their group or with a partner in order to formulate an answer.
- The teacher involves a number of pupils in the answer to a single question creating an opportunity for discussion, e.g. "What do you think?"; "Do you agree with that?"
- The teacher uses challenging question stems, e.g. "Why does...?"; "What if ...?"; "How would you ...?"; "Could you explain ...?"
- The teacher provides opportunities for pupils to formulate their own questions.

Effective feedback and marking:

- Feedback focuses on improving competence.
- Feedback highlights learning objective.
- Evaluative comments indicate how to improve.
- Pupils use a traffic lights system to show the quality of their understanding: They hold up a red, amber, or green card.

Peer and self assessment:

- Pupils are requested to read through or even mark their own work.
- Mark schemes and assessment criteria are explicit to pupils.
- Pupils evaluate their own work individually, or in pairs or groups.

Regulating learning:

- The teacher circulates whilst pupils are engaged in a task, involving dialogue, assessment and appropriate intervention.
- The teacher creates learning strategy groups to focus on competence or to eliminate errors or mistakes.