



NATURAL SCIENCES SENIOR PHASE MWAZVITA CHIKOPO 12-03-2021

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ENTRENCHING “ASSESSMENT FOR LEARNING” AS A PEDAGOGICAL APPROACH TO ADDRESS THE LEARNING LOSSES DUE TO COVID-19.

Assessment for learning (AfL) occurs at all stages of the learning process. Students are encouraged to take an active role, become self-regulated learners and leave school able and confident to continue learning throughout their lives. **Assessment for learning** is also referred to as **formative assessment**, i.e. the process of collecting and interpreting evidence for use by teachers and learners to decide where they are in their learning, where they need to go, and how best to get there. It is a process by which assessment information is used by teachers to adjust their teaching strategies and by students to adjust their learning strategies. AfL encourages learning and promotes motivation by emphasising progress and achievement rather than failure.

DESCRIBING ASSESSMENT FOR LEARNING

For teachers

Assessment for learning helps teachers gather information to:

- plan and modify teaching and learning programmes for individual students, groups of students, and the class as a whole
- pinpoint students’ strengths so that both teachers and students can build on them
- identify students’ learning needs in a clear and constructive way so they can be addressed
- involve parents, families, in their children's learning.

For learners

Assessment for learning:

- provides students with information and guidance so they can plan and manage the next steps in their learning
- uses information to lead from what has been learned to what needs to be learned next.

NB: Please note that in our next message, we will look at a wide range of approaches in which AfL can be used to guide classroom practice and home-schooling.