

### DUNMURRY PRIMARY SCHOOL

Assessment for Learning Policy

(Feedback and Marking)

**Our Aims**

* To create a nurturing educational environment in which every child feels safe, happy and secure.
* To develop in each child independence and self-confidence while showing respect and understanding of others.
* To provide a high quality learning environment in which pupils are motivated, challenged and supported to empower them to achieve and become life-long learners.
* To provide a broad and balanced curriculum, appropriate to each child’s needs, which takes into account our rapidly changing society.
* To work together with pupils, parents and the wider community in an atmosphere of mutual respect, so that all can thrive.

**Nurturing, Empowering, Thriving**

In Dunmurry Primary School teachers use summative assessment regularly to inform their planning and teaching (see Assessment, Recoding and Reporting Policy 2017), however formative assessment is used on a daily basis and informs teachers and pupils about the learning taking place. This comes under the heading **Assessment for Learning (AfL)**. The key characteristics of AfL are;

* Sharing Learning Intentions
* Questioning
* Giving Feedback
* Peer and Self-Assessment

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| **Key characteristics of AfL** | **Ideas and good practice** |
| **Sharing learning Intentions**  All learners need to understand what they are learning and why.  Useful Feedback can be related to learning intentions.  Understanding how a particular activity fits into long term aims is important in connecting learning.  Peer and self-assessment can only be carried out when pupils know what is expected of them. | * Learning intentions displayed at the beginning of a lesson * Learning intention written/stuck into pupil books * Make links with previous/future topics * Success criteria agreed with the class * Pupils contribute to success criteria to take ownership of them * Use of good examples of tasks * Teacher modelling of correct and incorrect work * Pupils identify key words in learning * Return to learning intentions in plenary * Marking strategies used to highlight intentions met * Self-assessment to highlight understanding of learning intentions |
| **Questioning**  Developing pupils’ capacity for thinking and independent learning can be promoted through asking more open ended questions.  Wait time to be increased to allow pupils to think about the question and make a considered response. | * Involving pupils at the start of the lesson through open and closed question starters * Different types of questioning, i.e. open, closed, higher order * Explicit teaching of how to ask questions * Clear listening rules * Use of lollipop sticks with names * Think/pair/share * Introducing wait time * Hot seat questioning * Pupils asked to extend answers * Questions on post-it notes * Include every child through peer questioning * Pupils ask questions about each other’s work * Mini quiz/questioning games * Use of reflective learning logs |
| **Feedback**  Providing feedback should lead pupils to recognise their next steps and how to take them.  Good feedback involves good planning.  Pupils need to be informed of what they have achieved and what they need to do next to improve.  Feedback that focuses on what needs to be done can encourage all to believe that they can improve. | * Distinguish between day to day marking and more in depth marking which merits verbal/written comment with target for improvement * ‘Two stars and a wish’ * Comments include ‘next steps’ related to learning objectives both oral and written * Show examples of previous work and what contributes to a good piece of work * Focus marking on learning intentions which have been made explicit to the pupils in advance * Feedback lessons, recapping work the whole class needs guidance on * Thumbs up, thumbs down * Traffic light system of understanding * Colour to highlight what has been done well/needs improvement * Checklists * Use of incentives – stickers, stampers, star of the week |
| **Involving pupils in peer and self-assessment**  Peer and self-assessment are powerful tools.  In order for pupils to engage in self-assessment they have to be trained in peer assessment first. This will involve using appropriate assessment criteria.  Peer assessment is valuable as students may more readily accept constructive criticism from each other.  Peer work involves the interchange of language that the pupils themselves naturally use.  Links to the learning intentions will form a significant part of the discussion.  Feedback from a group can command more attention than that of an individual. | * Pupils have access to and understanding of learning intentions and success criteria * Success criteria are displayed in classrooms in pupil friendly language * Consideration of groupings/pairings for peer assessment in light of ability * Colour coding in pupils marking in each other’s work * Pupils given mark schemes to peer assess * Peer proof reading of drafts * Peer observer of group work elected to assess and provide constructive feedback * Self-assessment in a learning log * Develop self-assessment checklists to illustrate how far pupil has met learning objectives * Word bank or prompt cards for self-evaluation * Target setting by both teacher and pupil |

Research (visiblelearningplus.com) has been done on the impact of home and school factors on learning and anything above the figure 0.4 will have a greater positive effect on student learning. The research has shown that the following areas have potential to considerably accelerate student achievement;

* Feedback 0.74
* Setting Standards for self-judgement 0.75
* Teacher clarity 0.75
* Evaluation and reflection 0.75
* Help seeking 0.72
* Classroom discussion 0.82
* Transfer strategies 0.86

All teachers are aware of the impact of feedback on pupils’ learning and use a range of the above strategies to provide it.

As pupils move through the Key Stages teachers will use the **Instructional Feedback Model.**

The levels

Praise

How well has the task been performed; is it correct or incorrect?

Pupils acquire new or more information.

Pupils build more surface knowledge.

Task

Self

What are the strategies needed to perform the task; are there alternative strategies that can be used?

Pupils are developing relationships between ideas.

Pupils have strategies to detect errors and learn from them.

Process

Self-monitoring to achieve a goal.

Pupils have the ability to create internal feedback and to self-assess.

Pupils are willing to invest effort into seeking and dealing with feedback information

Self - Regulation

Teachers aim to provide positive feedback, however all pupils are encouraged to take risks in their learning and make mistakes, meaning feedback is also about letting pupils know how they can improve their work. Teachers will demonstrate making mistakes to help create this culture and show we are all learners.

We want to create ‘visible learners;

Where am I going? - Learning Intentions and Success Criteria act as the guide.

How am I doing? – Oral or written feedback show the progress made.

Where to next? – Feedback provides the next steps in learning.

**Marking**

**Aims**

* To provide pupils with feedback
* To check for understanding of learning
* To identify areas not understood
* To identify next steps to extend learning

**Who we are marking for**

* Pupils – to provide feedback on their learning
* Self – to inform planning on how to extend pupils learning and/or identify areas of lack of understanding
* Parents – to inform them of pupil progress and provide opportunities for them to help their children at home

**What we mark**

* Subject specific content
* Pupil’s achievement of expected learning outcomes
* Methods used to demonstrate understanding of learning

**Who marks**

* Teacher marking
* Peer assessment
* Pupil self-assessment
* Parents – through signing homework to ensure they know their child has completed it

**How we mark**

* Verbal feedback
* A range of positive feedback methods - ticks / stampers / stickers / stars / smiley faces
* Written comments – both positive and tips for improvement
* Self-assessment – traffic lights (red, amber, green) or thumbs up / down