Assessment for Learning

Updated: April 2014 April 2016
Reviewed October 2019
Review date October 2021

Staff Responsible: R Barton, Dave Short, N Sentance
Intent

Feedback for pupils about their work can have different roles and purposes at different times. It can involve verbal, visual and written feedback as well as communication using a range of total communication strategies.

We observe and record pupil learning using a variety of strategies including observation records, photographs and videos.

We record our observations of learning in order to:

- Show that we value pupil work in all its forms
- Evidence learning against pupil targets
- Evidence more generalised learning, for example against the Early Years characteristics of effective learning or the Engagement scale
- Support ‘planning in the moment’ in Early Years
- Provide a basis for both summative and for formative assessment;
- Provide the ongoing assessment that should inform our future lesson-planning.
- Provide ongoing individual assessment that should inform a pupil’s next steps

We mark pupils’ work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and where the way ahead lies;
- offer them specific information on the extent to which they have met objectives, and/or the individual targets set for them;
- promote self-assessment and peer assessment whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis for both summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.
- Provide ongoing individual assessment that should inform a pupil’s next steps

Principles of observation

PRINCIPLES OF MARKING

- The process of marking and offering feedback should be a positive one, with recognition given to the efforts made by the pupil.

- The marking should be in accordance with the lesson objective and when appropriate, the pupil’s own learning targets.

- The pupil must be able to understand feedback and be given time to do so.
• Comments should be appropriate to the age and ability of the pupil, and may vary across year groups and Key Stages.

• Comments will focus on only one or two key areas for improvement at any one time.

• The learning objectives and the key expectations for the task should be shared with pupils’ right from the outset.

• The learning objective should be evident on all learning tasks as should the date.

• Whenever possible, marking and feedback should involve the pupil directly.

• The marking system should be constructive and formative.

• Feedback may also be given by a teaching assistant, or through peer review.

• Feedback may also be provided through plenaries or group sessions.

• Common errors should be noted in planning and addressed as appropriate.

• Marking should wherever possible, be done before the next lesson in that subject.

GUIDANCE

• The main objective of marking and feedback is not to find fault, but to help pupils learn. If pupils’ work is well matched to their abilities then errors that need to be corrected will not be so numerous as to affect their self-esteem.

• A delicate balance has to be achieved. Pupils should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised. Pupils should be encouraged to accept that making mistakes is a necessary part of the learning process for everyone.

• Wherever possible, those marking work should establish direct links between oral or written praise and the class or school rewards systems.

• Where pupils interact in the marking process, they will be all the more engaged and receptive to correction.

• Pupils may mark their own or another pupil’s work, but the teacher should review this marking where appropriate.

• Pupils should be encouraged to assess their work ahead of final marking, using success criteria provided by the teacher/TA. This helps the pupils to self-reflect at each step of the learning process.

• In addition, the pupils could indicate where they think a particular target has been achieved.

 Teachers will comment on spelling and grammar usually in the following cases:-
- if spellings and grammar were part of the lesson focus
- if it is a spelling that the pupil should know
- if it is something related to the pupil’s target

Where appropriate staff should use a contrasting pen colour when responding to the pupil’s work and write neatly and legibly as an example to the pupils.
<table>
<thead>
<tr>
<th>Symbols to be used</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Work is correct</td>
</tr>
<tr>
<td>I / VP / GP / PP</td>
<td>Level of support – Independent, verbal prompt, gestural prompt, physical prompt</td>
</tr>
<tr>
<td>VF</td>
<td>Verbal Feedback – record of conversation with pupil</td>
</tr>
<tr>
<td>AFL</td>
<td>Assessment For Learning – an annotation to inform other professionals and parents/carers.</td>
</tr>
<tr>
<td>😊</td>
<td>Good learning or effort</td>
</tr>
<tr>
<td>★</td>
<td>Good learning – good</td>
</tr>
<tr>
<td>?</td>
<td>I don’t understand</td>
</tr>
<tr>
<td>—</td>
<td>Next step is …</td>
</tr>
<tr>
<td>sp</td>
<td>Spelling mistake to work on now - write out and look up - underline word</td>
</tr>
<tr>
<td>gw</td>
<td>Group work</td>
</tr>
<tr>
<td>H</td>
<td>Homework</td>
</tr>
</tbody>
</table>