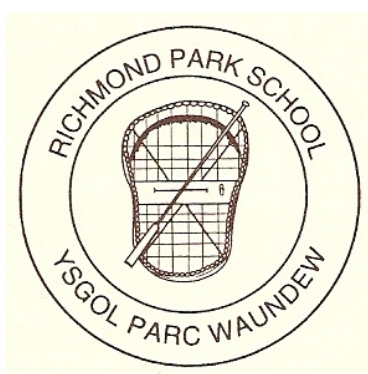


RICHMOND PARK PRIMARY SCHOOL

YSGOL PARC WAUNDEW



ASSESSMENT FOR LEARNING

(AFL), MARKING

AND FEEDBACK POLICY

Date of Policy	January 2017
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Approved at Governor's Meeting Dated:	
Signed by Chair of Governors:	

ASSESSMENT FOR LEARNING (AfL), MARKING AND FEEDBACK POLICY

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Please note; this Policy should be read in conjunction with other school policies involving teaching and learning.

1. Introduction

At Richmond Park Primary School we want all children to make good or better progress and develop positive attitudes to their learning. 'Assessment for Learning' is central to children recognising and achieving their potential.

Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.

The following policy outlines the key issues that ensure the teachers and the children at Richmond Park Primary School achieve high standards and have ownership over the learning and teaching that takes place within the school.

2. Aims

The intention is for Assessment for Learning (AfL) to occur in everyday lessons. AfL improves learning and raises standards. The way teachers mark and give feedback to pupils is central to the process.

The Welsh Assembly Government's definition of Assessment for Learning (AfL), contained in the document 'Why develop thinking and assessment for learning in the classroom?' (2009), is summarised as follows:

Assessment for learning (or formative assessment) is finding out where a learner is within a learning continuum (A), knowing and making explicit where the learner needs to get to (B) and most importantly showing the learner (or ensuring the learner knows) how to get there (C).



It is essential that the learner takes action in order to reach B for formative assessment to have taken place.

3. Assessment for Learning Principles in the Classroom

We ensure that the following AfL principles are implemented in the classroom:

- 3.1 Effective questioning and talk;
- 3.2 Learners generating success criteria;
- 3.3 Giving learners formative feedback;
- 3.4 Self and peer assessment;
- 3.5 AfL is made accessible to learners of all abilities.

In order for these principles to be implemented effectively, learners will:

- Be coached to self and peer assess through the modelling of processes and strategies;
- Be trained to work effectively in pairs and groups;
- Fully understand the learning objectives and the success criteria;
- Be involved in constructing success criteria;
- Have regular opportunities throughout the lesson to peer and self assess against the success criteria and make improvements to their work accordingly.

4. List of AfL Strategies used at Ysgol Parc Waundew / Richmond Park School

Learning Activities

Brainstorming
No hands up
Think, pair, share
Talk partners
Hot Seating
KWL grids

Teaching Activities

Range of questions/Thinking dice
Finding misconceptions
WAGOLL
Plickers/Choice of answers
Track the reader
Whiteboards
Increasing thinking time
Mind mapping

Assessment for Learning

Stars and a wishes
Pink & Purple pens
Traffic lighting
ICT Learning Conversations

5. Marking

We aim to ensure that marking and feedback are integral components of our learners' development. The emphasis will be on highlighting the child's successes (A) and identifying the steps they need to take (C) in order to progress (B).



Key principles and guidance for marking:

- Marking is only of value if comments are read and responded to.
- Time should be given to pupils to correct, redraft, edit, add and respond to developmental marking and teacher feedback (Dedicated Improvement and Reflection Time – DIRT).
- All work marked by a member of staff should be in a brightly coloured **green** that is easily identified from black or blue (initialled **TA** for teaching assistant, **ST** for supply teacher).
- Pupils use purple pens of progress to self-mark, self-edit, respond to the teacher’s comment and highlight successes.
- Pink pens will be used for peer assessment and initialled by the pupil who is marking.
- Pupils and teachers may use highlighters (in the appropriate colours) to draw attention to a positive or negative aspect of the work.
- All marking will be constructive and comments must relate to the Learning Objective and/or the Success Criteria.
- Marking will include a simple Welsh comment e.g. Da iawn, you have remembered to.....
(Appendix 3)
- ‘Stars and a Wishes’ should provide children with a target for improvement or an open-ended question allowing children to reflect and think. They should also acknowledge the learning objectives and/or success criteria that have been met.
- Maths and other closed tasks should be marked with a tick and an obvious dot (•) put next to incorrect answers. Children should leave incorrect answers and not rub them out.
- Punctuation marks and spelling relevant to the child’s National Curriculum levels or Foundation Phase Outcomes will be marked. Not all spellings will be corrected – a rule of thumb would be 3-5 in any one piece of work.
- It is a good rule of thumb that if you have worked with a group during the main part of the lesson then they will have received good quality oral feedback directly from you in order to improve their work, therefore annotating with ‘OF’ for oral feedback should be sufficient. However it would then be expected that more detailed marking would take place for the independent group and the group led by the TA in order for the teacher to ascertain progress and next steps.

**Appendix 1- marking codes

6. Marking and Feedback in the Foundation Phase (FP)

The majority of feedback will be given verbally whilst the child is working, or as soon after as possible. Feedback will be initiated by the member of staff along with an indication of the level of support received by the learner (see marking codes).

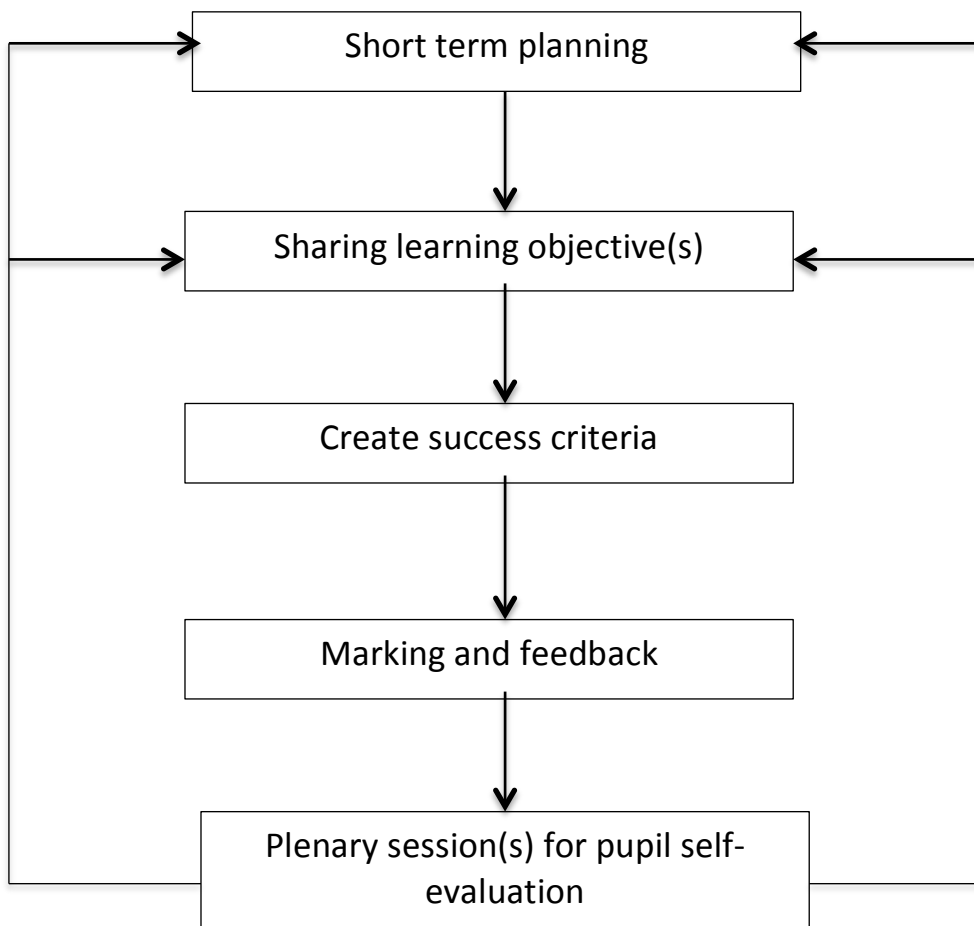
Learners will be made aware of the learning objective and success criteria before and during the activity. Verbal and written comments will relate to the learning objective and/or success criteria. Learners will use an increasing range of Mr. Men characters (**Appendix 2**) along with a variety of Assessment for Learning strategies to reflect on skills, attainment and identify next steps in learning. In Year 1, learners will be introduced to the purple pen of progress for self-editing (e.g. full stops and capital letters). Year 2 children will further develop their skills to include the pink pen of progress for peer marking. They will also show a traffic light fan to indicate their level of success in meeting the learning objective.

7. Marking and Feedback in KS2

Marking and feedback will be undertaken primarily by the class teacher and will consist of specific comments that relate to the learning objective and/or success criteria, and identify steps to move the learning forward. Regular and frequent written feedback will be given to learners and in an appropriate way for their age and ability. The nature and detail of the written feedback will reflect the teacher's professional judgment as to how the comments will move a learner along their learning continuum (A to B by undertaking C).

i.e. *How does my comment help this child make progress?*

8. Assessment for planning



Marking Codes

Use green ink to mark



Success criteria and/or learning objectives that have been met



Improvements to be made/open-ended questions to move learning forward.

** Learners should respond to this verbally or in writing.

OF

Verbal feedback



Calculations or closed questions that need to be revisited

H

High level of support

M

Moderate amount of support

I

Independent work

//

New Paragraph



Spelling error (correction inserted)



Punctuation error

^

Missing word

ST

Supply teacher

TA

Teaching assistant

'Purple Pen of Progress' Self assessment

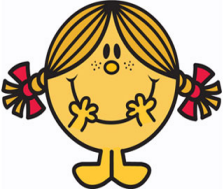

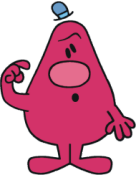

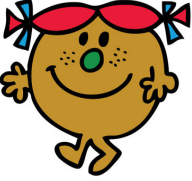










'Pink Pen of Peer Progress' Peer assessment (initialled by pupil)

RWInc: Tick above correct sound

Purple line through incorrect sound and write correct sound above
(self assessment)

Appendix 2

Mr Men Codes and Progression

 <p>I am happy with my work. (N)*</p>	 <p>I am happy with my work. (N)</p>
  <p>I think I could do better. (N)</p>	 <p>I could have tried harder. (R)</p>
 <p>I tried my best. (R)</p>	 <p>I am proud of my work. (1)</p>
 <p>I need to take part more. (1)</p>	 <p>I need to take part more. (1)</p>
 <p>I had lots to say. (1)</p>	 <p>I had lots to say. (1)</p>
 <p>I need to slow down and take more care. (2)</p>	 <p>I need to slow down and take more care. (2)</p>
 <p>I didn't give up and I finished the task. (2)</p>	 <p>I need to improve my presentation. (2)</p>

*(Year) Indicates when each character will be introduced.

Appendix 3

Welsh Comments



Cymraeg	Saesneg
Gwych/Ardderchog	Excellent
Bendigedig	Fantastic
Ymdrech dda	Good effort
Da iawn	Very good
Gwaith da	Good work
Dal ati	Keep at it
Gwaith taclus	Neat work
Dyna welliant	Better
Rhaid canolbwyntio	You must concentrate
Cofia	Remember
Gwaith anniben	Untidy work