

THE BRIDGE EDUCATION CENTRE

Assessment for Learning Policy:

individual feedback and learning dialogue

Principle:

Promote learning in order to accelerate pupil progress, and develop pupils as confident and independent lifelong learners.

All assessments will lie at the heart of this process and be incorporated into planning, teaching and learning strategies, and monitoring processes.

Assessment is the process by which a learner's knowledge and understanding is reviewed in order to evaluate learning and progress. Assessment will:

- provide diagnostic information that assists staff and learners in identifying appropriate support to enable the achievement of learning outcomes
- provide evidence of progress and achievement
- enable a dialogue between learners and teachers to ensure progression
- support learners to monitor their own progress
- enable teachers to review and develop their learning programmes to achieve their intended learning outcomes

Aims:

1. To build an open relationship between learners and teachers, where learners are not afraid to take risks when learning, and teachers provide positive feedback.
2. To involve learners in the learning intention in all lessons.
3. To allow learners and teachers to identify success criteria.
4. To give learners the opportunity for self evaluation and peer evaluation.
5. To promote learner's active listening and questioning skills.
6. To celebrate success and recognition of every learner's achievement.

Effective use of assessment for learning:

1. **Effective planning** - the teaching of specialised subjects across the curriculum will ensure that learning experiences are varied, and targeted at 'closing the gap', tracked against baseline assessments. The pupils' IEPs will identify the appropriate strategies most effective at assisting teachers in planning, and involving learners in the learning intentions. All good planning will be based on the use of academic data and teacher support information on behavioural, emotional and social difficulties.
2. **Sharing learning objectives** – will focus on the aims of acceptable progress during lessons. Lesson objectives will be shared and recorded by pupils at some point during each lesson (learning objectives may cover more than one lesson).
3. **Shared success criteria** - agreed success criteria will be used to identify the steps needed to complete tasks; these will be reviewed through recorded learning codes each lesson. The use of modelling and shared activities will make success criteria explicit.
4. **Effective questioning** – eg. by use of open ended questions, giving thinking time, using 'paired-sharing' to help pupils feel more confident to put forward new ideas, 'thinking out loud', explaining reasons to explore understanding ...
5. **Feedback** – written and verbal feedback is essential for effective learning and teaching. Strategies such as, comment only marking or providing prompts for improvement will be used to help plan the next steps in learning. Teacher feedback to learners will be varied and timely to enable learners to advance their learning. It will include 'prompts' to support learners to reflect on the desired learning goal, and how they can move forward.
6. **Self-evaluation** – during plenary sessions, self-evaluation will allow learners time to reflect on what they have learned and how they have learned it, as well as supporting learners to make explicit links between what they have learned and the success criteria.

Forms of assessment:

assessment is developmental, supportive and encouraging and ongoing. It is used to give feedback. • **Initial/Diagnostic** assessment usually takes place at the start and is used to identify the current learning needs in order to provide appropriate support.

• **Formative** and support to the learner on progress to date and to inform the learner of action to take to maintain/improve performance.

• **Summative** assessment takes place at the end of a course and counts towards a final assessment decision. It is used to measure how much learning has taken place. It is a judgement on whether the learner has achieved all or some of the learning outcomes for a given level.

• **Formal** assessment is structured and usually takes place in clearly stated conditions, e.g. the completion of a practical task, or presentation. It may be undertaken by the whole group or by an individual. It is usually summative in nature and may be assessed externally.

• **Informal** assessment is ongoing integrated and flexible. It is varied and may be recorded by the learner and the teacher. It can include self-assessment or verbal feedback given by the teacher. It can be formative or summative or both.

Monitoring

Monitoring will take place through regular Line Management meetings. Teachers will be asked to provide feedback on how Assessment for Learning techniques and strategies are being implemented.

Contents -

1. Formative assessment
2. 'feedback and marking for individual progress'
3. Introducing SOLO Taxonomy

1. Formative assessment = assessment for learning

What is formative assessment?

"Formative assessment provides information to direct teaching and learning whilst it is still happening."

Summative assessment is:

- used for judgement
- assessment **of** learning

Formative assessment is:

- used for improvement
- assessment **for** learning

Formative assessment

"Any task or activity which creates feedback (or feed forward) for pupils about their learning. Formative assessment does not carry a grade which is subsequently used in a summative judgement."

Formative feedback

Formative feedback is any information, process or activity which affords or accelerates pupil learning based on comments relating to either formative or summative assessment activities."

Why do we assess pupils?

- to identify the gaps in learning
- help learners to identify important information
- connect errors/misconceptions

Formative assessment – research indicates five basic principles

- the provision of effective feedback to pupils
- the active involvement of pupils in their own learning through questioning
- adjusting teaching to take account of the results of assessment
- a recognition of the influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning
- the need for pupils to be able assess themselves and understand how to improve.

At the same time, several inhibiting factors can be identified. Among these are:

- a tendency for teachers to assess the quantity of work and presentation rather than the quality of learning
- greater attention given to marking and grading, much of it tending to lower the self-esteem of pupils, rather than to providing advice for improvement
- teachers not knowing enough about their pupils' needs.'

(Black and William, 1998)

Hattie's (1987) review of 87 meta-analyses of studies what affects pupil achievement, found that the most powerful single influence is high-quality feedback.

Elements of the Formative Assessment Process

Several researchers (e.g., Black & Wiliam, 1998, Sadler, 1989) have identified essential elements of formative assessment.

These include:

(1) identifying the gap, (2) feedback, (3) learning progressions, and (4) pupil involvement:

1. *Identifying the gap* is the process of defining the difference (the "gap") between what pupils know and what they need to know; it includes collaboration between teacher and learner to identify learning goals and outcomes and criteria for achieving these.

2. *Feedback* gives the teacher information needed to identify the current status of a pupil's learning as well as the specific next steps that he or she can take to improve. Teacher feedback to pupils must be both constructive and timely to enable pupils to advance their learning. It must include a description of how their response differed from that reflected in the desired learning goal and how they can move forward.

3. *Learning progressions* are used by the teacher to break a learning goal into smaller, more manageable subgoals.

4. *Involving pupils* in decisions about their own learning and in self-assessment helps pupils to engage in reflection and build their metacognitive skills.

‘Feedback and marking for individual progress’

Feedback will be made in a variety of ways –eg. verbal, written and reflection. Written feedback will be based on five types of comment based marking strategies:

- organisational comments
 - basic presentation and writing (including literacy, unless literacy is the focus of the lesson).
- encouraging/supportive comments
 - feeling good comments/showing your appreciation
- constructive comments
 - showing how it should be done, leading to the improvement of knowledge, understanding and skills
- think comments
 - not giving an answer, but reflecting the work back to the pupil
- challenging comments
 - taking learning further, extending.

Feedback and marking will aim to promote thinking and challenge pupils in their learning.

‘Thinking marking’

Examples of –

English - film review

- what have you written to inspire?
- what persuasive language devices have you used?
- which elements of your review persuade your reader to watch, engage with and enjoy this film?
- why did you not reveal the ending of the story? Would this encourage your reader to watch the film?
- what does the music contribute to the film?
- how could you develop ideas for the message this film gives out?

Maths – transformations

- (well done ‘x’). How could you explain what you did to another/new pupil?
- how can you use what you know in our parking game on the computer?
- (does it matter what order you do the instructions in?) Prove it.

Science – electricity circuits

- (great start), what would you use this circuit for?
- what would happen if you left the switch on all the time? (Hint – what happened when you left your phone on all day the other day?)
- is it important that batteries are this way round? What would happen if ... different diagrams modelling..
- what would happen if we moved the switch to here?
- great fact; why is this important?

Science - Solar systems

- why is Earth the only planet that can support human life?
 - if you were an astronaut, how long would it take to travel from Earth to Mars?
 - if you were 12yrs old living on Neptune, how many Christmases have you had?
 - you are going on a voyage, which direction would you go?
 - can you come up with a question?
- how can you use this writing frame to link ideas and other films in the future?

‘Challenging marking’ – the aim is to move from thinking to challenging feedback.

These examples illustrate how we move thinking feedback to challenging..

Examples of –

Maths – transformations

Thinking

- ‘where would you find this outside the classroom?’

Challenging

- ‘how could you apply this to practical activities outside the classroom?’
- what happens when the scale factor is less than one and/or negative?

English – ‘Romeo and Juliet’

Thinking

- what other emotions can you link?
- why do you think they feel in love at first sight?

Challenging

- does fear and love link?

Why would these link?

What started the hate?

What happened after the death of R&J (creative as not written...?)

English – ‘Of Mice and Men’

Thinking

- how does Curly’s bullying impact on other characters?

Challenging

- what does Curly’s wife gain from bullying other crooks?
 - can you structure this writing using different levels of fear?
- How would this help your audience?

Appendices of exemplar work available.

The Bridge Education Centre

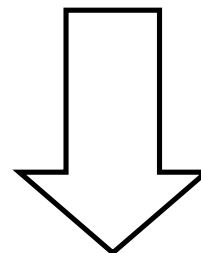
Learning verbs

• Uni-structural

Define – e.g. explain one idea

- | | |
|---------------|---------|
| - What is it? | Tell me |
| - Draw it? | Show me |
| - Find it? | Name it |

'Constructional marking'



• Multi-structural –

Describe –

say what you see
write what you know
what is it like?
how did/do you do it?

List –

what is there?
what do you have?
what can you do?

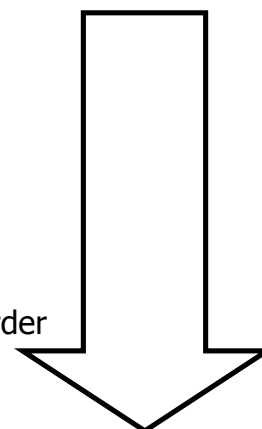
Outline –

bullet points
key facts
sketch

Follow a rule –

use a method and follow steps in the correct order

'Thinking marking'



• Relational

Sequence

to find the next 'thing'

Compare and contrast

to show similarities and differences

Analyse

to show why things happen

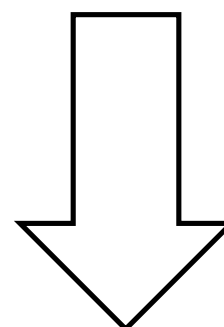
Explain causes

what started the action?

Explain effects

to look at how something feels and how
it has an impact; what happens afterwards?

'Challenging marking'



References

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Bloxham, S. and Boyd, P. (2007) *Developing Effective Assessment in Higher Education: a practical guide* Maidenhead: Open University Press

Irons, A. (2008) *Enhancing Learning through Formative Assessment and Feedback* London: Routledge

Knight, P. *Formative and Summative, Criterion and Norm-referenced Assessment*, LTSN Generic Centre, Assessment Series No. 7

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Useful for the 'Fifty Assessment Techniques'

Knight, P.T. and Yorke, M. (2003) *Assessment, Learning and Employability* Maidenhead: Open University Press

Further reading and sources of information

Fry, H., Ketteridge, S. and Marshall, S. (eds.) (2009) *A Handbook for teaching and Learning: Enhancing Academic Practice* (3rd Ed.) London: Routledge

Chapter 10 Assessing Pupil Learning. Very good on feedback

Jaques, D. and Salmon, G. (2007) *Learning in groups: a Handbook for face-to-face and online environments* Abingdon: Routledge

Very good on the formative value of seminars and tutorials

QAA Code of Practice. Section 6: Assessment

http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/COP_AOS.pdf

Scales, P (2008) *Teaching in the Lifelong Learning Sector* Maidenhead: Open University Press

Chapter 7 Assessment for Learning

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