

# Balmalloch Primary School



## Formative Assessment Policy

	1	2	3	4	5	6
1	Write a text message explaining your learning.	Create a paper chain containing key words and why they link.	Draw what you have learnt today.	Tweet what you have learnt using 140 characters.	Describe your learning in the form of a rap/song/poem.	Create a storyboard/comic strip based on your learning.
2	Make a model of your learning using any available resources.	3-2-1 Write 3 things you did, 2 you learnt, 1 question you still have.	Choose an object from the mystery bag and explain how could relate it to today's learning.	High five your learning using the yellow laminate hand on the wall.	Write the 3 main learning points for someone that missed the lesson.	Give me a . and a ? Use the sheet on the learning wall.
3	On the post it write a sentence of what you have learnt and a question for class.	Pick three key words learnt and provide a definition for them.	Summarise your learning in 5 sentences on the window/board.	Award 3 stickers to 3 students that have showed good learning today.	Create a set of anagrams with clues based on key words and descriptions	Write your partner a target for next lesson to help them learn better.
4	Pick 5 key words from the lesson and write a question for them.	Write 5 quiz questions for somebody to answer.	Use the scrabble to write as many key words as possible.	Create quiz cards, questions on front answer on the back.	Draw your brain and fill it with what you have learnt.	Write a Facebook status update of your learning.
5	Condense your learning into a mini mind map on the boards/windows.	Taboo – write key words and 3 words you cannot say to describe it.	Collect 5 students' opinions on where they are on the evaluation tree and why.	3 stars and a wish 3 things you understood 1 thing you need to improve.	Use the pizza wheel to show how much you understand and don't understand.	Design a poster advertising your learning from the lesson.
6	Design the next lesson that should follow this learning.	Pictionary- draw a picture of a keyword from the lesson- you partner guesses the word.	Write a newspaper headline for the lesson, and a quote from a member of the class.	Summarise your learning by writing 3 bullet points on the table with white board pen.	Write a lesson recipe; what you did and what you learnt in order.	Review your neighbour's learning- 2 things they learnt, what are they unsure about.

responsi **B**ility

gr**A**ttitude

**BELIEVE IN YOURSELF**

humility and forgiveness

persever**A**nce

**L**ove

**ACHIEVE YOUR GOALS**

h**O**nesty and gener**O**sity

respe**C**t

friends**H**ip & family

**A Place of Enthusiastic Learning and Achievement!**

At Balmalloch Primary School we recognise the role of AifL strategies in enhancing learning and teaching for our pupils. We have evaluated the strategies used throughout the school and agreed strategies that are consistently used taking into account the needs and learning experiences of our pupils. All practitioners are committed to ensuring our pupils are actively involved in the learning process.

'In order to gather good quality evidence of learners' progress through relevant experiences, staff will plan to use a range of approaches that reflect the breadth, challenge and application of learning and the wide range of skills being developed. The active involvement of children and young people in assessment is essential to ensure they have a well-developed sense of ownership of their learning and help one another.'

(Building the Curriculum 5, A Framework for Assessment)

'Formative assessment describes all those processes by which teachers and learners use information about student's achievement to improve their achievements. So it's about using information to adapt your teaching, to adapt the work of your pupils to put the learning back on track ... to make sure the learning is proceeding in the right direction and to support that learning.' (Dylan Wiliam, Nov 2006)

**We share our Learning Intentions ('We are learning to...') and Success Criteria (I can...) with pupils:**

- LI is shared orally or written on the board.
- Pupils are regularly involved in co-constructing SC.
- SC shared orally or written on the board.

**We use effective questioning to structure and provoke thought in our pupils:**

- Open and closed questions
- BLOOMS

**We use 'No hands up' to engage all pupils:**

- All children are encouraged to think of an answer
- Name randomiser may be used/Lolly Sticks
- Phone a friend option to support children who may not have an answer

**We use talking partners to encourage thinking in our pupils:**

- Children are encouraged to work collaboratively to share their ideas and create a combined answer

**We use increased wait time to support all pupils to provide an answer:**

- Teachers provide 5 second wait time to encourage all children to think of an answer.

**We use pupils' responses to structure and build on their previous ideas:**

- Used together with effective questioning, no hands up and talking partners.

**Children are regularly involved in peer and self-assessment activities:**

We use feedback that is focussed on the task:

- The focus is on the LI and SC.
- It focuses on positives as well as area for development (e.g.) Kind, Specific and helpful.
- Balance of praise of effort and technique and prompting and probing (e.g. What do you think about...? Can you show me...?) This is a balance of written and oral feedback.
- Traffic lighting to enable pupils to indicate how they feel they have coped with their learning.
- Thumbs to provide instant assessment of learning.

**We use thumbs to inform teachers of next steps in the lesson:**

- Strategy is used before sending children to complete task to ensure they have understood instructions/ learning.
- Thumbs up when children are clear about task/learning.
- Thumbs in the middle when children are unsure of how to complete task/learning.
- Thumbs down when children do not understand task/ learning.

**We use Checklists to inform pupils of expectations to achieve success in their learning:**

- Sharing marking criteria during writing lessons.

**We use Learning Stories to reflect on learning achieved and next steps  
Learning stories reinforce learning achieved:**

- Support pupils to identify next steps in their learning.

## **Formative Assessment - Practical Ideas for the Classroom - Dylan William**

### **Technique 1:**

#### **Start with samples of work, rather than rubrics, to communicate quality**

As an adult in the professional world, if someone were to ask you to write a business plan or create a product brochure and the task was somewhat unfamiliar to you, what's the first thing you might do to get help? Perhaps you would search the Internet for examples of business plans or product brochures that other professionals have created.

As you examine these examples, you might be able to pick out the high-quality vs. low-quality ones, and even identify why you think this is so. Viewing samples of work in this way can help you as you create your own piece of work and, hopefully, result in a higher-quality product than if you had just started from scratch.

While rubrics have a role to play in your classroom, we believe they are best regarded as the culmination of a developmental process that begins with examination of samples of students' work. So, before your students do a laboratory report, before they write a ghost story, spend some time getting them to look at other students' attempts at similar tasks.

Some teachers believe that it is wasteful to take time that students could be generating their own work to look at the work of others, but there are two immediate benefits of getting students to look at samples of student work. First, we are all better at spotting mistakes in the work of others than we are in our own work. Second, when we notice mistakes in the work of others, we are less likely to make the same mistakes in our own work.

### **Technique 2: No hands up, except to ask a question**

Walk into a classroom almost anywhere in the world, and you will see the same script being played out. The teacher asks a question, and a number of students raise their hands to signal they wish to respond. Then, the teacher almost always selects one of the students with his or her hand raised, and that student responds to the question. But if the aim of questioning is to help the teacher find out what the students know, it makes little sense to select a respondent from the volunteers, because generally, students only raise their hands when they are confident they have the correct answer. Instead, if the teacher is asking the question, students should be given time to think about the question, and then it should be the teacher who selects the student or students to respond, at random.

### **Technique 3: Focus on the reaction of the students—not the feedback**

The only thing that matters with feedback is the reaction of the recipient. That's it. Feedback, no matter how well designed, that is not acted upon by the student is a waste of time.

This may seem obvious, but hundreds of researchers have ignored this basic truth, and have tried instead to find out whether feedback should be immediate or delayed. Should it be specific or general? Should it be verbal or written? Ultimately, it just comes down to the simple truth that the most effective feedback is just feedback that our students actually use in improving their own learning.

### **Technique 4: Peer feedback—two stars and a wish**

Group students into pairs. When students are giving feedback to each other, they identify two features of the work that are positive (the "stars") and one suggestion for how the work could be improved (the "wish"). What teachers typically find is that students are much tougher on each other than the teacher would feel able to be, because the power relationships are different.

This is an important observation, since it suggests that, done appropriately, peer feedback may be more effective than teacher feedback, because students are more likely to act on feedback from their peers than they would on feedback from a teacher.

### **Technique 5: Make self-reports consequential**

Provide each student with three coloured paper or plastic cups (red, yellow, and green). At the beginning of the lesson, nest the cups so that the green cup is showing. Tell students they can display their yellow cup to signal that the lesson is going too fast or their red cup to stop the lesson in order to ask a question. Accountability is built in by the fact that as soon as one student shows a red cup, the teacher selects another student at random from among those showing green cups, and that student is expected to answer the question being posed by the student who showed the red cup.

## 10 Feedback Techniques that make Pupils Think

### 1. **Marking for improvement**

When grading student work, record a grade in your grade-book, but only give students written comments on how to improve. Give students time to read the comments in class and one week to resubmit the work. The final grade is the average of the first and resubmitted grade.

### 2. **Mastery marking**

Only accept student work when it is of a specific quality. You might only give one grade, an A. Students are expected to continue to redraft and resubmit their work as many times as necessary in order to achieve an A. The overall grade is then determined by the number of As.

### 3. **+, -, = (Plus, Minus, Equals)**

Mark student work in relation to previous work. If the latest work is of the same quality as the last, it receives an '=', if it is better than the last, it receives a '+', and if it is not as good as the last, it receives a '-'.

### 4. **Responding to marking**

Write your teacher feedback, signed and dated, at the start of the exercise book.

Students then make an appropriate response below the teacher feedback, including where to find any redrafting. Do not mark the next piece of work until the student has responded to the last feedback provided.

### 5. **Focused marking**

Mark student work against one or two specific criteria, even though there may be many criteria that could be marked. This allows you to provide more focused and detailed feedback on these criteria than if everything was marked. The grade-book contains the skill marked rather than the title of the work set.

### 6. **Find and fix your mistakes**

Instead of marking answers as correct or incorrect, tell the students the number of answers that were wrong. Give them time in class to find and correct their mistakes, either individually or in groups.

**7. Margin marking**

Instead of marking each spelling or grammar mistake on essays, place a mark in the margin. Students then find their own mistakes and correct them.

**8. Traffic lights**

Give students a RED, AMBER or GREEN mark for a piece of work. All RED and AMBER work can be redrafted in an attempt to achieve a GREEN mark. The final grade is calculated from the number of GREEN and AMBER marks.

**9. Aim for the next level**

Students identify areas of improvement by comparing their work to exemplars at the next level of achievement. Students realize that they need to set themselves higher standards. Able students find that they can improve a good piece of work.

**10. Match comments to work**

Write comments about students' work on strips of paper without names. Sit students in groups of four. Each group of four students gets back their four pieces of work and their four comments. The group needs to decide which comment goes with which piece of work.

R. McCarthy  
Head Teacher  
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Review Schedule:  
March 2021