

Diagram

Description automatically generated

**New Start Centre**

(PRU South)

Silver Street,

Brecon,

Powys

LD3 8BL

**Pathway Education Centre**

(PRU North)

The Old College

Off Station Road

Newtown

Powys

SY16 1BE

Powys pupil referral service

Assessment for Learning Policy

**Powys PRU Assessment for Learning**

**Policy**

**Central to 'Assessment for Learning' is that it:**

* Is embedded in the teaching and learning process of which it is an essential part
* The learning environment reflects the importance of AFL in teaching and learning at Powys PRU (AFL Interactive boards)
* Shares learning goals with pupils
* Helps pupils to know and to recognise the standards to aim for
* Provides feedback which leads pupils to identify what they should do next to improve
* Has a commitment that every pupil can improve
* Involves both teacher and pupils reviewing and reflecting on pupils' performance and progress
* Involves pupils in self-assessment

**To improve the quality of assessment for learning we need to:**

**Involve pupils in their learning**

* Explaining clearly the reasons for the lesson or activity, in terms on the learning objectives
* Sharing the specific assessment criteria with pupils
* Helping pupils to understand what they have done well and what they need to develop
* Showing pupils how to use the assessment criteria to assess their own learning

**Model quality: show pupils the learning strategies and goals**

* Encouraging pupils to listen to the range of pupils' responses to questions
* Showing pupils the learning strategies
* Showing pupils how the assessment criteria have been met in some examples of work from children not known to the pupils
* Encouraging pupils to review examples from anonymous pupils that do not meet the assessment criteria, in order to suggest the next steps to meeting the assessment criteria
* Using examples of work from other pupils in the class highlighting the ways it meets the assessment criteria or standards

**Give feedback to pupils on their work**

* Focusing on the task, giving regularly and while still relevant
* Confirming pupils are on the right track and stimulating the correction of errors or improvement of a piece of work.
* Giving suggestions for improvement and act as "scaffolding" i.e. give pupils as much help as they need to use their knowledge. Do not give the complete solutions as soon as they get stuck so that they must think things through for themselves
* Help pupils find alternative solutions if simply repeating an explanation continue to lead to failure
* Give feedback on progress over a number of attempts rather than feedback on performance treated in isolation
* Oral feedback is usually more effective than written feedback
* Give pupils the skills and confidence to ask for help

**Develop self-assessment and peer assessment**

**In self assessment:**

* Help pupils reflect on their own work
* Support pupils to admit problems without risk to self-esteem
* Given time to work problems out
* Help pupils understand the criteria or standards that will be used to assess their work
* Give pupils the ability make judgements about their work in relation to these and any feedback from the teacher
* Help them work out the implications of this for future action.

**For peer assessment:**

* Give pupils the ability to explore each others’ work to allow them to see different ways of tackling the same task and, as a result, extend their own repertoire
* Help pupils work with others to look at a range of imperfections and misconceptions through which they can explore their own understanding and misunderstanding
* Help pupils to become clearer about their own expectations through trying to explain strengths and weaknesses to others. This may result in the learning of new and more efficient strategies

**Practical Strategies and Advice from Research**

**Sharing Criteria with Learners**

Explain learning objectives at start of lesson/unit

Give criteria in pupils’ language

Have posters of key words to talk about learning eg describe, explain, evaluate

Use planning/writing frames

Have annotated examples of different standards to ‘flesh out’ assessment criteria

Use examples of pupils’ work to show pupils what criteria look like in practice

Share marking schemes with pupils and give time to think through, in discussion with others, what this might mean in practice, applied to their own work

Pupils often learn best from seeing work that is just a little better than the standard they currently achieve

Pupils learn to judge quality by discussing how examples of weak work could be improved

Give opportunities for pupils to design their own tests

**Effective questioning**

The *kinds* of question asked, the *way* they are asked and the responses given influence both the self-esteem and the level of participation of pupils. We should aim to cultivate a supportive environment in which pupil contributions are valued highly

*Lead questions* should be carefully thought through and planned as should the direction (to whom) and distribution (across the class or groups) of the questions

*Prompts and cues* should be used to guide pupils step-by-step towards a higher level of participation and learning

*Grouping*strategies should be designed to maximise pupil involvement and minimise the feeling of intimidation which sometimes constrains pupils at whole class level.