



HALL GREEN SCHOOL

ASSESSMENT FOR PROGRESS POLICY October 2015

Adopted:	October 2015
Next Review:	October 2017
Governing Committee:	Full Governing Body
Responsibility:	Mr D Adams - Headteacher Mrs J Owen - Chair of Governors

Assessment for Progress Policy

Rationale

The best available research evidence suggests that one of the most powerful ways to help pupils to make more rapid progress is by giving quality feedback on their work. AFP gives a simple format for doing this, which includes a procedure, known as the “gap task” which enables pupils both to reflect on that feedback and to take first steps towards acting on it. This is described in more detail in the document “Why assessment for progress?”

A simple guide to “Assessment for Progress”

Teachers should aim to give quality formative feedback on a piece of work on average one lesson in six/seven* – it could be homework or classwork, either informal work or a formal assessment. Marking in between would be very “light touch” just to monitor completion and presentation of work. The theory is that it is better to devote time to giving detailed feedback, that will be acted upon, to a restricted number of pieces of work than to attempt to give less detailed feedback, that is less likely to be acted upon, to all pieces of work.

(*Half terms are six or seven weeks long, so if a group is seen once per week, feedback would be expected once per half term, twice per half term if seen twice per week and so on.)

When pupils receive the work back, they work on a short “gap” or extension task in class. This might typically take 5 to 10 minutes.

Feedback is to be given by means of a marking stamp, which has the following wording:

- ***I am pleased that you have...***
Praise based on what has been done well by the pupil. It should relate to the success criteria for the task or the learning outcomes of the lesson.
- ***You could improve your work by...***
This statement may talk about a skill or an area of knowledge or understanding that the pupil needs to focus on.
- ***So now, your gap or extension task is...***
This is a very specific task that the pupil can do straightaway, which will help them to move forward in the area described above. (It does not necessarily mean correcting everything they got wrong but is enough to move them forward in one area.) If the success criteria have been met, it will be an extension task.

Typical gap tasks (depending on age, ability and subject) include:

- Correct some aspect of spelling, punctuation or grammar
- Write a short paragraph to explain...
- Repeat a particular sum/problem
- Response question – what do you think about...?
- Re-work your picture/product in a certain way...
- Set yourself 2 more questions to research
- Write a short reflection on what you have learned from your mistakes in this task

The aim of the gap task is to improve the piece of work by raising some aspect of it to a **higher standard**. Gap tasks should not normally be set to complete missing work. (Teachers should manage incomplete work in the normal way!)

The following ideas have been found to keep the process manageable in terms of teachers' time

- Keep gap tasks short, well-defined and related to one specific task
- Use peer assessment to monitor completion of the gap task
- Only re-mark the work for those pupils who are below target or where you have specific concerns
- Ask pupils to leave a full page for the gap task after a piece of work that will be assessed in this way (or do it on paper or at the back of the book) so that the gap task is not separated from the original piece of work.
- In many cases, the majority of pupils may make similar errors. A simple bank of numbered gap tasks (or areas for improvement) could be written on a power point slide (as the teacher is marking the books). The teacher could then write the number of the task in the pupils' book. They then copy in the detail of the task and carry it out.
- Some departments find it helpful to specify in the scheme of work which pieces of work should be marked with a gap task, so that the detailed feedback is deployed where it can be used most strategically. This also helps teams of teachers to reflect on what are the key skills, knowledge and understanding that are needed for pupils to make progress in their subject.
- As an extension to this, some departments have then produced sheets of targets and gap tasks which accompany each specific piece of work. In key stage 3, these sheets have been linked to the AWL progress statements.

The policy does not apply to every subject in every year group

- At key stage 4, some work has to be carried out according to the regulations of an exam board – ie controlled assessment at GCSE or assignments in vocational courses.
- In some practical subjects, it is only really applicable on those occasions when a formal written task is set. Feedback on assessment may given in other ways or formats which still encapsulate the idea of giving quality feedback, which pupils then have the opportunity to reflect and act on.
- An appendix to this document gives details of where in the curriculum the standard AFP model is expected and where a different form of feedback is more appropriate.

Appendix to Assessment for Progress policy

Where in the curriculum is AFP the expected model for assessment?

General exclusions:

- Controlled assessment at KS4
- Vocational assignments at KS4
- Past exam papers (including mock exam papers). It is recognised that marking past papers is very time consuming. Whilst the AFP approach would be very beneficial, the extra time it takes to write the comments, may militate against pupils getting the rapid feedback that they need at a time of exam preparation. It may be more practical to mark the paper, return it as soon as possible and then go through the common weak areas with the class and set various group follow tasks in response.

Exclusions by subject (in addition to the above)

Subject	KS3	KS4
English	AFP	Not used in 2011 GCSE courses due to emphasis on controlled assessment. Feedback on past papers given as described above.
Maths	AFP	Not used in year 11, where regular past papers are set and feedback is given as described above. PLCs used to drive feedback.
Science	AFP	AFP
Art	AFP on some tasks which are applicable – on some practical tasks, it is not appropriate	Pupils have a log book of feedback on their ongoing art work
Business Studies	n/a	AFP
Design and Technology	AFP (written into evaluation sheets)	AFP where applicable – mostly controlled assessment
Geography	AFP	AFP
History	AFP	AFP
ICT	Gap tasks carried out verbally. Gap tasks being written for year 9 which follows KS4 pattern.	Gap tasks where the work is not controlled assessment (mostly year 10)
Media Studies	n/a	Ongoing portfolio work – regular feedback
MFL	AFP	Not used as most work is either controlled assessment or preparation for controlled assessment
Music	AFP only expected on half-termly written homework tasks (eg Year 7 Gamelan homework)	Majority of work is practical or controlled assessment and suitable feedback is given, but not in AFP format
PE	Not applicable – all practical	Used for written work on GCSE course. Not used with OCR Nationals course (board set assignments) or Passport to Fitness (mostly practical work, non-exam)
RE	AFP	AFP (used on the exam practice/revision book rather than general classwork)