



Charmouth Primary School

Assessment for Learning Policy

Assessment for Learning

Rationale:

Current thinking about learning acknowledges that learners must ultimately be responsible for their learning. Teachers have an obligation to tailor this learning to best suit the needs of individual pupils (Personalised Learning). Assessment for Learning (AFL) involves using evidence and feedback to identify where pupils are in their learning, what they need to do next and how best to achieve this.

This policy sets out the strategies that practitioners at Charmouth Primary School will use in the assessment for learning process.

Responsibilities

The governing body is committed to the importance of effective assessment for learning. It is the responsibility of the Headteacher, supported by the Leadership Team to ensure the implementation of this policy and guidance. Teachers are required to:

- Provide feedback (written/oral) to children to encourage dialogue and develop the self-assessment skills of learners.
- Expectations should be shared with learners as learning objectives (often these will be linked to the criteria in the National Curriculum or Primary Strategies and translated into child-friendly language). These expectations will be reflected in the feedback teachers give.

Characteristics of Assessment for Learning

Recent research shows that effective assessment for learning is a key factor in raising pupils' standards of achievement. At Charmouth Primary School we aim to ensure that teachers:

- o embed this policy in the teaching and learning process.
- o share learning goals with pupils.
- o help pupils to know and to recognise the success criteria to aim for.
- o provide feedback which leads pupils to identify what they should do next to improve.
- o have a commitment that every pupil can improve.
- o involve both teachers and pupils reviewing and reflecting on pupils' performance and progress.
- o involve pupils in being able to assess themselves and their peers.
- o adjust teaching to take account of the results of assessment.

This will be done by:

- o observing pupils – this includes listening to how they describe their work and their reasoning.
- o questioning, using open questions, phrased to invite pupils to explore their ideas and reasoning.
- o setting tasks in a way which requires pupils to use certain skills or apply ideas.
- o asking pupils to communicate their thinking through drawings, artefacts, actions, role play, concept mapping, as well as writing.

Classroom Practice

At Charmouth Primary School, assessment for learning takes place using the following strategies:

1. By sharing the learning objective
2. Developing and sharing the success criteria
3. Using a variety of questioning
4. Modelling
5. Using self assessment and peer assessment
6. By providing effective feedback and marking

These strategies are carried out by:

1. Sharing the Learning Intention

The Learning Intention (LI) is what teachers expect most children will know, understand or be able to do by the end of the lesson or group of lessons.

Teachers:

Display the Learning Intention (LI) at the start of lessons, clarifying into child friendly language where appropriate.

Plan a series of differentiated tasks that will fulfil the learning objective.

Share the learning objective to enable the child to know the purpose of the activity, thus transferring much of the responsibility for the learning from the teacher to the child.

2. Develop and Share Success Criteria

To encourage children to take responsibility for their learning.

Teachers:

3. Explain and generate the success criteria (key learning points or LI – What I'm Looking For) for the planned task.

Ensure the children have interpreted the expectations so they can apply them as they are working, thus making their own judgements against the criteria before any teacher assessment takes place.

Describe what they are looking for in the lesson so that pupils know what they are aiming for and have key areas of focus when carrying out the task thus enabling them to begin the process of self-evaluation.

4. Develop Rich Questioning

Teachers use a variety rich questioning skills when working with children by:

- o Providing a high proportion of open questions.
 - o Providing time for pupils to think about and discuss their responses to questions.
 - o Providing supplementary questions to extend understanding.
 - o Providing questions that encourage pupils to reflect on their thinking.
 - o Providing opportunities for pupils to generate their own questions.
- Children will be given the opportunity to explain, clarify and discuss their ideas and to question and support their peers in all areas of the curriculum.

4. Self and Peer Assessment

At Charmouth Primary School, we aim to develop a variety of self and peer assessment.

If pupils are to learn they need to:

- Understand the criteria or standards that will be used to assess their work (through teachers sharing learning intentions and success criteria)
- Identify and celebrate what they have done well.
Identify any gaps between **what they did** and what they **should** have Done.
- Identify the strategies and implications for future learning that they
- might use to close the gaps.
- Reflect on their own work.
- Be supported to identify where they need to improve.
- Be given time to reflect on their learning.

5. Effective Feedback and Marking

Feedback is:

- o Any information that is provided to the child of any action, about their performance.
- o Is effective when it relates specifically to the learning objective of the task, is given regularly and while still relevant.
- o Effective when suggestions for improvement act as “scaffolding” i.e. pupils should be given as much help as they need to use and apply their knowledge.
- o Quality dialogue.
- o Focussed on the learning objective of the lesson.
- o Evaluative comments/targets/reminders/questions which indicate how to make improvements.

Oral feedback is provided during lessons and in plenary sessions, individually or collectively.

Children are given opportunities to act on the feedback and given time to improve their work.

In the light of AFL, teachers use all the information gathered to adjust their planning – for the next lesson or series of lessons.

For specific information on Marking see the school’s Marking Policy that is part of this policy.

Classroom Practice

Structure of lessons

- o Introduction
- o Learning intention (LI)
- o Differentiated tasks
- o Success criteria
- o Modelling
- o Feedback
- o Plenary
- o Marking when appropriate

Introduction

The focus of today's lesson is

It follows on from/ is linked to/ connects to our previous work on It is important to learn this because

The reason we are doing this is because

Learning intention (LI)

By the end of today's lesson you will all

- Know that.....
- Understand that/ how
- Know how to work out
- Know what strategies to use for
- Be able to.....

We are aiming to be able to....

We are aiming to get better at

Task

What you will be doing for your activity/ies today is..... (describe task)

By doing that task you will come to know how to/ you will know more facts about...(use words like know, understand, know how to work out, know what strategies to use)

Success Criteria

The key learning points are....

What I'm looking for is (refer to learning objective)

What I will see is....

You will need to know that/learn/think/use..... Skill in order to achieve the learning intention.

At the end of a lesson, children are asked to comment on how they found that piece of work. They may annotate their work in the following way:

I found this tricky and needed a lot of help. (amber)

I found this OK – I needed only a little bit of help. (green)

I completed this task without any help.

At the end of a Unit or series of lessons, children are given time to assess their work against the Success Criteria. This may be individually or of their peers. This may be written in purple pen in the books (SA) or on post its (PA)

Progress weeks

Each term, we have a 'Progress week'. Children throughout the school complete pieces of work which are used together with other pieces of work to assess children's attainment and progress. This information gathered is used to update Tracking Grids and inform individual targets.

Targets

Each child has Reading, Writing and Maths targets. These are updated at least termly and are discussed with children and clearly displayed. Parents are informed of these targets at Parents Evenings.

Signature of Chair of Performance and Standards Committee: Jan Coleman

Signature of Headteacher: Gillian Morris

Date Ratified: November 2013

Reviewed: Annually

Reviewed: September 2014

Next Review: September 2015

Other policies referred to: Marking Policy