

## Assessment for Learning Policy

At Tewkesbury C of E Primary we believe Assessment for Learning is integral to promoting and measuring learning within lessons, developing their self-esteem and understanding of what successful learning looks like, as well as raising standards and moving children forward.

### What is Assessment for Learning?

Assessment *for* learning is not the same as assessment *of* learning.

Assessment *for* learning is **formative** and takes place all the time in the classroom.

AfL has been defined as ‘the process of seeking and interpreting evidence for use by learners and their teachers to decide where their learners are in their learning, where they need to go and how best to get there’ (Assessment Reform Group 2002)

It helps identify the next steps in order to make progress. It takes account of strengths and weaknesses and therefore promotes future learning.

### Purposes of AfL

- Provides insight in to pupil’s learning for both children and teachers
- Promotes success for all
- Supports the target setting process
- Enables continuous reflection on what pupils know now and what they need to know next
- Measures what is valued
- Promotes immediate intervention and links judgements to success criteria
- Raises standards by taking pupils to the ‘edges of capability’ to both challenge and support
- Motivates children as active and independent learners.
- Promotes active listening and questioning skills

## **Implications for teachers**

### **The teacher will:**

- Share & display Learning intentions & Success criteria - What the children are learning to do with a focus on transferable skills, why they are doing this followed by explaining and generating what success will look like – both to be explicitly shared at the beginning of every lesson.
- Develop effective questioning with the children and give thinking time
- Promote pupil involvement in self and peer assessment
- Plan effectively against what children know/can/do/understand and identify gaps in knowledge ensuring learning experiences are varied and sufficiently challenging for all groups of learners. Self-review by both teachers and children is built into the planning.
- Promote inclusion by attending to all pupils' learning needs, particularly those at risk of underachievement
- Build in time for children to actively reflect on their own learning by methods most suitable for that age range (see below)
- Give effective feedback (using strategies below) and marking (see marking policy)
- Act on targets set

If teachers do not feel confident in AfL it is their responsibility to seek support and develop their skills, knowledge and understanding in this important area of teaching and learning.

## **Impact on the learner**

### **The pupil will:**

- Know what standards / success criteria are required to be successful
- Know what to do to improve
- Know what has been achieved against success criteria and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Learn the skills need to become an active learner
- Improve own self-evaluation and reflection skills, and develop their voice as a learner further
- Make progress

## **Issues for the leadership team**

### **Leaders will:**

- Monitor the quality of teacher assessment, particularly through oral interaction with the class
- Use assessment information to inform the SIP, identify learning and training needs
- Define the roles and responsibilities are clear in relation to assessment activities
- Engage in pupil progress meetings to discuss progress and targets as well as support teachings in identifying underachievement of individuals /groups and review targets to ensure they are challenging

## Assessment for Learning Strategies used at Tewkesbury C of E Primary School

We recognise that the needs of learners and their involvement in the AfL process will vary depending on the age and needs of the individual learner.

### Features of good practice all teachers follow:

- All children **know** and **understand** what are learning to do, why and how they can be successful which is explained/shared explicitly at the beginning of every lesson. Children know what the teacher is looking for in the lesson and know what equals “good”
- Success will be different for different groups of learners
- All teachers mark the work to the success criteria of the lesson
- All teachers use questioning and refer to next steps in their marking to challenge children’s thinking
- All teachers encourage children to make evaluations on their learning
- Time is built into teaching for reflection of learning
- Children are actively taught how to engage in the learning and assessment process
- All teachers use a range of strategies to involve children in the reflection of their own learning and these are adapted to meet the needs of the children in any given phase.
- Teachers use the ‘Traffic Light System’ to support feedback between child and teacher to identify success against the learning objective.
  - Green – You were successful
  - Orange – You are beginning to get this, just a little more work
  - Red – This was hard – we need to work on this

**Target setting** is also central to develop AfL and improving standards. All teachers actively encourage children to reflect on targets, celebrate their success and achievement and identify further next steps to improve. We use layered curricular targets phrased as ‘I can’ statements as a basis for setting targets.

Writing – Targets set using Ros Wilson

Reading – Targets from in-house Materials (Modified APP/ Essex materials)

Maths – Targets from APP materials

## **How phases develop AfL practice to meet the age related needs of our children**

### **AfL in Foundation Stage**

- Daily initiated sessions provide opportunities for staff to observe and assess children's learning in self-initiated activities
- Immediate verbal feedback about learning and achievement is given about their learning and achievement
- Formal observations are notated to link to achievement and EYFS measure in the relevant learning area, so that teachers can plan next steps and this can inform their planning
- Children's targets are displayed in the learning environment and steps towards achieving their targets are displayed. This is done by the child to reinforce a sense of pride in their achievements.
- In adult directed activities, teachers provide feedback to children linked to their learning activities. This can take the form of annotation on their work where appropriate, praise for what they have achieved and verbal feedback to inform the next step in their learning journey.
- Peer assessment and self assessment are strategies used when appropriate.
- Throughout FS all children know what are learning to do, why and how they can be successful which is shared explicitly at the beginning of every lesson

### **AfL Key Stage 1**

**As well as using the traffic light system as a tool to respond and gain feedback about work and learning, other strategies include:**

- Use carpet time to share work and comment on what is good and how it can be improved
- Engage children in talking about and reflecting on their own learning
- Review learning regularly either during or after lessons against learning objectives / success criteria
- Support children in taking ownership of their targets and getting involved in the review of success and setting next steps
- Peer evaluation is used as a tool to assess learning and success in an activity against clear success criteria

### **AfL Lower Key Stage 2 (Years 3 & 4)**

**As well as using the traffic light system as a tool to respond and gain feedback about work and learning, other strategies include:**

- Children are involved in verbally creating their own success criteria to measure their work, and use these to reflect and set targets
- Children are involved in marking their own work
- Peer evaluation is used as a tool to assess learning and success in activity
- The following language is used consistently:
  - I can
  - Next I will
  - I am proud of

### **AfL Upper Key Stage 2 (Years 5 & 6)**

**As well as using the traffic light system as a tool to respond and gain feedback about work and learning, in addition to strategies outlined in LKS2, other strategies include:**

- Children work collaboratively and independently to evaluate work
- Children are involved in creating their own success criteria to measure their own work against
- Children can create their own targets (with support from the teachers) based on their own self reflection of learning, and are able to identify how to improve their own work. Children are encouraged to identify small ‘next’ steps needed to work towards their target.

## **Equal Opportunities**

The Feedback and Marking Policy and Marking Procedure, encourages the practice of inclusion for all.

## **Safeguarding Children**

The school's legal responsibility for safeguarding and the welfare of children goes beyond basic child protection procedures.

The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports the safeguarding policy.

### **Related policies**

Assessment	Marking
Curriculum	Inclusion
SEN	G, T & More able
English	Maths
Safeguarding	

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Approved: