

Assessment For Learning Policy John Randall Primary School

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning and also include children in assessment opportunities through the generation and use of success criteria and self/ peer marking. This enables them to understand what it is that they need to do better. We are then able to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Aims and objectives

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work;
- To help our children understand what they need to do next to improve their work;
- To enable our children to become independent learners who are excited by challenge:
- to allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents that enables them to support their child's learning;
- To provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

Planning and assessment systems

Our planning and assessment systems are manageable, creative, straight forward and age appropriate. The school's curriculum:

- Ensures continuity and progression incorporating the Foundation Stage, a Key Stage 1 and Key Stage 2 curriculum.
- Contains clearly identified learning objectives for each module of work
- Identifies cross-curricular links with other subjects
- Makes use of computing as a cross-curricular learning and teaching tool
- Makes use of National Curriculum objectives relating to higher order thinking skills

We use our school's curriculum policy to guide our teaching. In this we set out the aims, objectives and values of our school. In our planning we identify opportunities for assessment within each broad unit of work.

We use national curriculum guidelines to support our teaching. We use the assessment guidance within these to help us identify each child's stage of attainment and next steps.

We plan our lessons with clear learning objectives and success criteria. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are in line with age related expectations and appropriate to each child's stage of learning. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected stage for the lesson, and we use this information when planning for the next lesson and for specific flexible interventions. We also keep this information as a record of the progress made by the class.

We want the children to have a greater sense of ownership of their learning, progress and attainment in all subjects. We feel it essential that all the strategies we employ culminate in effective assessment for learning. Record keeping is clearly important but is kept to a minimum without creating additional paperwork. Key objectives for teachers are to be able to:-

- Set clear learning objectives based upon age related expectations
- Develop a bank of key questions for each subject to support assessment
- Be clear about success criteria for learning
- Support children to develop self assessment strategies
- Make accurate assessment judgements

- Use the children's self-assessment to make summative assessments
- Be clear about children's attainment and progress
- Set targets for future learning
- Give children an input into their personal assessment targets and next steps

Involving children in the learning cycle

We believe that in order for children to be well motivated to learn, they should be fully involved in the learning cycle. Strategies that we use include:

- Placing great emphasis on outlining the key learning objectives at the beginning of each topic to inform children about their future learning journey
- Highlighting the success criteria both verbally and visually to the children at the beginning and throughout each lesson
- At the end of a unit of work and in plenary sessions, self-evaluation in relation to success criteria
- Peer-evaluation in relation to success criteria
- Teacher-evaluation in relation to learning objectives, in plenary sessions and at the end of a unit of work .
- Marking that incorporates assessment for learning
- Differentiation by task (open-ended/child-led/teacher-directed)
- Encouraging a 'risk-taking' culture where children are encouraged to 'have a go'
- The use of summative tests when appropriate, to identify intervention strategies
- Adapting medium-term and weekly planning based on assessment analysis
- Formal/informal discussions and observations
- Oral feedback , both planned and impromptu
- Planning opportunities for feedback into weekly plans
- Planning time for reading and responding to feedback

Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

We plan our lessons with clear learning objectives and success criteria. In our marking we regularly give children next steps as part of our closing the gap marking, this helps them to achieve their objective or enables them to extend their learning. We use our lesson plans as a record of progress measured against learning objectives.

We take the objectives for individual lessons from the broad learning objectives of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the stages within our assessment model. This allows us to monitor the progress of each child.

Each teacher passes this information on to the next teacher at the end of each year, along with tracking grids, analysis and evidence of top, middle and bottom levels of work from all subjects (the books of two named children in each area).

Feedback to children and marking

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We use closing the gap marking as this ensures a high standard of marking and also ensures continuity throughout the school.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. Staff give written comments to children of all ages.

When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve or extend future work (comments written in green).

We encourage the children to make comments about their own work and the work of fellow pupils. We encourage older pupils to be response partners and to make written comments on some pieces of work.

We allow time for the children to absorb any comments written on their work and to respond to them. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Each term we offer parents the opportunity to meet their child's teacher. We explain how well their child is performing according to analysis based upon progress and attainment related to age related expectations and pitch. At the third meeting of the year we provide opportunities for parents' to review their child's written report.

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum and on religious education.

We offer parents of pupils in the Foundation Stage the opportunity to discuss the results of the Baseline Assessment and Foundation Stage Profile with their child's teacher.

Each term a newsletter, that identifies the main areas of study is sent out by each class to parents, this is also available on our school website. In this update the teacher identifies how parents can support any elements of the work during the term.

Consistency

All teachers use the national exemplification materials to make judgements about the stages of achievement of the children's work.

English and Maths work is monitored by staff during pupil progress meetings, and by senior members of staff with the relevant co-ordinators once a term. Lessons are monitored termly by HT or DH, again with relevant co-ordinator.

A selection of top, middle and bottom books are kept from each subject as evidence of the stages of attainment within groups.

Teachers discuss these stages, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

Monitoring and review

Our Deputy Head teacher is responsible for monitoring the implementation of this policy. We allocate special time for this vital task. This time is used to look at samples of the work with children and to observe the policy being implemented.

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