Assessment for Learning Policy

Approved by:	**Curriculum Committee**
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Introduction

This policy aims to give all members of the school community clear guidance with regard the Intent, Implementation and Impact of effective assessment for learning at St Leonard's Primary School.

Intent

Assessment for Learning (AFL) involves the use of classroom assessment to improve learning. It differs from assessment of learning which measures what learners know and can do.

Through AFL, guidance about progress can be made, work can be planned to suit pupils' stage of development, pupils will become involved in their own learning, and parents can be encouraged to contribute.

At St. Leonard's CE Primary School, we believe that effective AFL is crucial to good pupil progress and raising attainment. It also contributes to the motivation and aspirations of our pupils. It is a whole school strategy, involving all staff, pupils and parents. The key elements of Assessment for Learning are:

1. Questioning
2. Giving appropriate feedback (written and oral)
3. Sharing success criteria with pupils (and other adults in the classroom)
4. Peer and self assessment
5. Making formative use of summative assessment

Implementation

Learning objectives and success criteria:

Children need to know what a successful piece of work/task looks like, whether it is a piece of art work, gymnastics, maths or literacy. The learning objective needs to be very clear in all lessons; Reception, Key Stage 1 and Lower Key Stage 2 children will use WALT (We Are Learning To), Upper Key Stage 2 children will use LO (Learning Objective). Modelling a successful piece of work by the teacher/other adult/or in some cases children, is crucial, and the use of photographs and videoing can also be very helpful and motivating.

Working walls are used to show children good examples of what is expected from them in English 3 and Maths and to remind them of key learning points.

Regular review of learning:

Each lesson will begin with a review of previously learned material to establish children's individual and collective starting points. Understanding what our children already know is

one of the most important aspects of assessment for learning. At St Leonard's, we refer to this as 'Sticky Knowledge' and use the mantra: 'know more, do more, remember more' to encourage children to take responsibility for their learning.

Questioning:

In AFL, questioning provides opportunities to explore children's thinking and to check for understanding. For this to be effective, questioning needs to be carefully planned and children need to be given time to think and respond. Responses may be scaffolded by a teacher or teaching assistant to support and extend learning. Well-planned questions that are designed to target the needs of individual learners are used to quickly identify children's understanding, flush out misconceptions and encourage engagement and deep learning for all pupils.

Giving appropriate feedback: (Please also see Marking and Feedback policy)

Effective feedback focuses on learning objectives and/or children's individual next steps. Teachers use a combination of verbal explanation and brief written prompts (following our marking code) to show children what they have done well and what they need to do to improve further; this will be broken down into precise, small steps to enable each child to succeed. Where required, models, scaffolds and other support will be provided. Feedback is given alongside the child wherever possible.

Peer and self-assessment:

Time must be given to teach children how to reflect upon their learning and to successfully assess their own and others' work. This may be at the end of teaching sessions or partway through in the form of a mini plenary. We have agreed guidance on the progression of how peer and self assessment should be used through the school - see separate guidance attached.

Making formative use of summative assessment:

PiXL assessments will be used up to four times a year to assess children in Maths, Reading and Grammar, Punctuation and Spelling. Teachers will use diagnostics to find areas of strength and weakness within the class and for each individual child. They will then use this to inform learning targets and to plan further work to eliminate gaps. For writing, teachers will use the school writing grid to assess writing and to inform planning.

Teachers will enter teacher assessments for maths and reading up to four times a year into PiXL, according to the PiXL Primary Assessment Calendar. Writing Assessments will also be completed three times a year and put into the school system. Assessments for other subjects within the curriculum will be completed throughout the year, usually after a unit of work. These 4 assessments will be used by teachers, leaders of learning and SLT to identify children who are falling behind or not on track to reach their end of year target so that action can be taken to support children to 'keep up'.

The Foundation Stage uses the Foundation Stage Profile to assess progress in the Early Learning Goals. An initial baseline is taken in Reception within their first six weeks of starting.

Children in Year 6 are formally assessed in the summer term through the statutory Standard Assessment Tests and writing teacher assessments.

Children in Year 1 will sit a phonics check and children in Year 4 will also complete a multiplication check in the Summer Term.

Written reports are sent out once a year for all children. These reports include "brief" accounts of a child's progress in subjects and activities studied as part of the school curriculum and results of formal assessments in Years 1, 4 and 6. "Next Steps" are included, children are also involved in assessing their own progress and commenting on what they enjoy, find difficult, and need to improve on. Parents are invited to reflect upon the report and discuss aspects with staff, as necessary.

Children with special needs

Children with SEND have Pupil Profiles that state strategies and outcomes to overcome barriers to learning. Children with SEND have access to our SEND Nests where they access a curriculum targeted to their needs. Looked after children will have Personal Education Plans (PEPS) for their individual targets.

Equal Opportunities

We aim to ensure that all children regardless of race, gender, physical ability, and special needs, are given the right to be assessed in the ways described. It may mean that extra support or resources are required or adapted to fulfil the assessment requirements e.g. EAL support staff, TAs, extra time in assessment tasks if they have a specific learning disability.

Other related documents and policies:

Assessment for Learning Guidelines (attached), Marking and Feedback Policy, Teaching, Learning and Assessment Policy

Impact

Assessment for learning will:

1. Improve standards by ensuring teachers can diagnose gaps in learning and misconceptions quickly and use this information to plan and teach sessions accordingly.
2. Develop children's ability to take responsibility for their own learning through peer and self-assessment.
3. Create opportunities for deep thinking.
4. Allow staff to build on prior knowledge, so that children know more and can remember more.

GUIDELINES FOR ASSESSMENT FOR LEARNING

Assessment for Learning processes are now well embedded in all classrooms. New staff are given support and guidance by their mentors in our approach to AFL. We need to ensure there is consistency throughout the school and within year groups. Staff have agreed on the following guidance for each year group/department:

Foundation Stage

1. Review of prior learning and sticky knowledge at the beginning of each learning session – "What do you remember from last time/ week /year?"
2. Children are introduced to appropriate vocabulary - "You are going to learn about....."
3. Review of learning at the end of each learning session "What do you know now / what can you do now that you couldn't do before?"
4. Thumbs up and thumbs down to show level of understanding.
5. Peer assessment "How could Amy improve this?"
6. Self assessment "What do you think you could do to improve this.....?"

KS1 (Years One and Two)

1. As above
2. Symbols, from the marking code introduced
3. During live feedback, teacher/TA to use marking code, record praise. Next steps will be explained orally with a brief written prompt
4. Develop the language of peer and self-assessment - model this where necessary
5. Use WALT and WILF
6. Which Learning Powers will you try to use more next time?

LKS2 (Years Three and Four)

1. As before
2. Display and use the marking code
3. Dot, tick, two ticks used with appropriate comments and next steps
4. Children will be encouraged to reflect upon their strengths and next steps at the end of each lesson.
5. Introduce "hands down"
6. Learning outcomes to be evident in planning
7. Peer and self-assessment regularly planned in

UKS2 (Years Five and Six)

1. As before
2. Most children should now be familiar with the marking code and editing their own work where appropriate
3. Children will be encouraged to reflect upon their strengths and next steps at the end of each lesson.
4. Learning objective made explicit

5. Peer and self-assessment regularly planned for
6. Next steps (NS) well-embedded and understood by all children