

Worsthorne Primary School



Assessment for Learning Policy

'Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.'

Assessment Reform Group 2002

At Worsthorne Primary School, 'Assessment for Learning' (formative assessment) describes the processes we use every day during our teaching in order to gather feedback on the pupils' learning. The evidence we glean is used to inform our future teaching, thus ensuring that tasks are carefully matched to the developing needs of our pupils.

The process of 'Assessment for Learning' is cyclical, following an ongoing 'plan – do – review' pattern. The elements within the cycle are described below.

Planning

At Worsthorne Primary School, we:

- take the pupils' prior attainment into account when planning individual lessons and units of work, using all the formative and summative assessment information available to us. For example, this might include evidence from within the previous lesson, unit of work or the end of the last year group or Key Stage;
- view our planning formats as working documents and annotate or adapt them to meet the developing needs of the children;
- have agreed formats for planning in English, mathematics, science and Topic lessons;
- aim to plan coherent series of lessons, which are engaging, interactive and provide the appropriate level of challenge.

Sharing the learning objective and generating success criteria

At Worsthorne Primary School, we:

- believe that sharing learning objectives with pupils helps them to recognise what they are trying to learn and why;
- draw our learning objectives and success criteria from the national curriculum expectations for the year groups, taking into account the pupils' own prior attainment;
- share the learning objective with the pupils during the course of each lesson and may choose to display them in the classroom during the lesson to enable the pupils to refer back to them or record them in their books;
- record the learning objective for each lesson in the pupils' books so that we are able to track and monitor the attainment and progress of each pupil;
- use 'success criteria' so that our pupils know and recognise the standards for which they are aiming;

- use our professional judgement to decide whether to generate the success criteria with the pupils during the lesson or devise the success criteria ourselves in preparation;
- ensure that success criteria are clear and will support the pupils to achieve the learning objective;
- share the success criteria in writing, pictures, diagrams, or verbally.

Providing Quality Models

At Worsthorne Primary School, we:

- believe that pupils benefit from seeing good quality examples of how the learning objective and success criteria can be met;
- use the lesson exposition to clearly demonstrate the process being learnt and the standard expected;
- with permission from pupils, use their work to show their peers 'what a good one looks like' (WAGOLL);
- keep anonymised examples to demonstrate quality to subsequent classes.

Interactive teaching strategies

At Worsthorne Primary School, we

- believe that pupils learn best when they are actively involved in their learning;
- teach pupils what good learning looks and feels like, and what the characteristics of good learners are;
- make reference to the characteristics of learning within our lessons and in our classroom displays;
- provide pupils with time to discuss with their Learning Partners before responding;
- use group discussions within lessons so that all pupils are involved, explicitly teaching them about the different roles they can take on in group discussions;
- encourage all pupils to engage in whole-class teaching by using lollipop sticks to randomly generate who will respond, rather than using a 'hands up' approach;
- use a 'think, pair, share' approach to allow pupils to rehearse their thoughts and responses prior to sharing with the group or class;
- target questions at particular pupils to ensure that they have had opportunity to respond;
- use open-ended questioning to elicit more developed responses;
- use extended questioning to find out more about what a pupil knows and understands, and to demonstrate extended thinking to the other pupils.

Feedback during lessons

At Worsthorne Primary School we:

- believe that feedback is best given at the point of learning;
- address misconceptions immediately with the class, group or individuals;
- provide adult support in a timely manner within lessons when it becomes evident it is required;
- withdraw children or groups who require further support or challenge;
- instantly adapt tasks or objectives to meet the pupils' emerging needs;

- give verbal feedback within lessons to challenge, support, explain, praise, reward, etc;
- ensure effective liaison between adults in the class takes place during lessons so that we are quickly able to respond to pupils who require further challenge or support;
- use the information gleaned during lessons to inform our planning for the next day, and our intervention plans.

Peer and Self-Assessment

At Worsthorne Primary School we:

- believe it is important for pupils to reflect on their own work and that of their peers, in order for them to make improvements and become self-driven learners;
- teach pupils to consider their own work or that of their peers against the success criteria, using structural scaffolds such as Marking Ladders;
- allow the pupils to show where they believe they have met the success criteria by highlighting their own work, for example by using different coloured pencils;
- use strategies such as 'thumbs up/down' to gather pupils' responses to their learning;
- support pupils to reflect on their learning by providing them with sentence starters, either verbally or in writing, e.g. 'Today I have learnt...', 'I will remember today's learning by...';
- provide opportunities for pupils to respond to each other's work on a sticky note in their partner's book.

Written Marking

At Worsthorne Primary School we:

- believe that any written marking should be purposeful and support the pupils to move on in their learning;
- acknowledge the effort involved in carrying out tasks by using ticks, stamps, smiley faces, team points, positive words, etc;
- highlight the learning objectives in pink if they have been achieved;
- indicate where adult support has been given using the code 'AS';
- highlight up to three spelling errors for correction;
- use more in depth marking when we wish to give more detailed feedback and show pupils how to make improvements in an existing piece of work by
 - ~ highlighting in pink to show where the pupil has met the learning objective or success criteria;
 - ~ highlighting in green to show where an improvement can be made, in line with the learning objective or success criteria;
 - ~ using improvement prompts such as reminders, scaffolds or examples to support the pupil to make the improvement;
 - ~ providing pupils with sufficient time to respond to improvement prompts as soon as possible after the lesson;
- agree not to annotate our pupils' sketch books with marking of any kind but instead to make notes about achievement in art on our planning.