

	<h2>South Bersted CE Primary Assessment for Learning</h2>
<b>Web and/or Internal</b>	<b>Web &amp; Internal</b>
<b>This policy should be reviewed every</b>	<b>Every three years</b>
<b>Policy approved by Governors</b>	<b>Spring 2017</b>
<b>Date of Review</b>	<b>Spring 2020</b>
<b>Member of staff responsible</b>	<b>Deputy Head</b>
<b>Policy created by</b>	<b>SBS</b>
<b>Signed by Chair of Governors and/or Headteacher</b>	

### Introduction

“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

Embedding an Assessment for Learning approach throughout lessons is essential in ensuring that feedback is given from pupil to teacher and from teacher to pupil about the learning, which is then used to monitor progress and inform curriculum planning.

Assessment fosters motivation by emphasising progress and achievement rather than failure in order to encourage learning.

Responses to pupil’s work needs to be regular, appropriate and improvement focused. Learners need information and guidance in order to plan next steps in their learning. Actively involving pupils in their own learning and enabling them to assess themselves and understand how to improve is a key factor in improving learning through assessment.

### Aims

At South Bersted CofE Primary School we believe that learning is enhanced when:

- Pupils are clear about what they are trying to achieve in a particular piece of work and when, through careful response, they have a strong picture of what they have done well and where they can improve their work as soon as possible to make it even better.
- Teachers use the results of their assessments to set work which is well matched to pupil’s capabilities. Responding to pupil’s work is part of all teachers’ everyday practice and provides a positive, learning focused dialogue between pupil and teacher.
- Pupils develop a positive attitude towards their learning because they recognise their next steps.

- The class teacher has an accurate picture of every child's attainment and progress.

### **Key Principles of Assessment for Learning**

- A 'growth mindset' learning culture where all staff and pupils believe that everyone can, and will, succeed and that mistakes are part of the learning process when handled skilfully.
- Using learning partners to increase pupil discussion about learning.
- Accurately differentiated work which secures progress for all pupils.
- The use of clear learning objectives, from which pupils can measure their progress.
- Clearly identified steps to success for skill-based learning, co-constructed when possible.
- Effective questioning to establish pupils' prior knowledge and current understanding.
- Clear marking and feedback, which is in line with the school's policy.
- Self and peer assessment to secure success within and between lessons.
- Clear modelling of desired outcomes so pupils can see where they are aiming.

**(Adapted from Shirley Clarke (2014), Outstanding Formative Assessment: Culture and Practice. Hodder Education)**

#### **1. Promoting a Growth Mindset**

At South Bersted CofE Primary School, we believe in the importance of creating a 'growth mindset' culture. We believe that pupils learn best when they are challenged and are given the opportunity to learn from their mistakes. Class displays, the classroom culture, marking and feedback and the use of clearly differentiated tasks, help to promote a 'growth mindset' approach across the school. In addition to this, pupils are encouraged to be critical thinkers and consider ways that they can improve their own and other's work through self and peer marking.

#### **2. Learning Partners**

In September 2016, the school reintroduced the use of 'learning partners.' Each class randomly selects their learning partners at the end of each unit of work in English, however some teachers may choose to change their 'learning partners' more regularly. Learning partners are used to promote discussions and a 'growth mindset' approach so a ceiling is not placed on pupils. The use of 'learning partners' helps to promote a learning dialogue and the use of a 'no hands' up culture.

#### **3. Accurately Differentiating learning**

During the independent part of a lesson, there will be three activities to choose from (red, orange and green). Pupils will select the task and are encouraged to challenge themselves. Teachers will also guide individuals and groups to complete set tasks. In addition to this, there will also be set 'challenges' for pupils to complete. As a school we use the NCTEM and White Rose resources for mathematics.

#### **4. The use of clear learning objectives**

As a school we use 'can I' which provides pupils with the opportunity to self and peer assess against the learning objective. To involve pupils fully in understanding learning outcomes teachers may;

- Explain clearly the reasons for the lesson or activity in terms of the learning objectives
- Share the specific assessment criteria with pupils-verbally or written
- Help pupils to understand what they have done well and what they need to develop.

#### **5. Clearly identified steps to success**

Success criteria, may be evident in:

- Planning
- Written form; in a pupil's book, copied or stuck in.

- Visual form; on a teacher's whiteboard or working wall.
- A verbal explanation to a class, group or individual.

Success criteria will link directly to the learning goal or intention. It is separate from the lesson content or activity. It relates more to the skills, concepts, knowledge of an activity or unit of work.

## **6. Effective questioning**

Teachers are encouraged to use the hierarchical models of Bloom's Taxonomy to elicit pupil's understanding.

Teachers will:

- Use questions to find out what pupils know, understand and can do.
- Analyse pupils' responses and their questions in order to find out What they know, understand and can do.
- Use questions to find out what pupils' specific misconceptions are in order to target teaching more effectively.
- Use pupils' questions to assess understanding.

Types of questions that should be used will develop critical thinking. Examples may include:

- Can you explain...
- Why is this the odd one out...
- Can you predict...
- Can you justify...
- Can you prove...

## **7. Marking and Feedback**

Feedback enables pupils to understand the strengths and next steps in their learning. Feedback can be both oral and written. Marking or oral feedback should explain clearly what a pupil's next steps will be.

As a school, we use a two stars and a wish approach to marking (green for great and pink for think). Each week pupils have RAR (read and respond) time. During which they respond to the Pink for Think comment, which secures or extends a pupil's understanding. In addition to this, pupils are also encouraged to mark their own work and they are encouraged to identify their next steps in learning.

## **8. Self and Peer Assessment**

As a school, we believe it is important to provide pupils with the opportunity to become reflective learners. Pupils do not find it easy to critique their own or other's work, therefore it is important that pupils are provided with the opportunities to develop the skills of self-assessing.

Pupils should be encouraged to use the following phrases:

- Develop a language for peer assessment
- You have met the criteria here by ....
- This is your best sentence because ...
- You could improve this further by .....
- You have not met this part of the criteria because ....
- To reach the next stage you need to include more of .....

At the end of each lesson or unit of work, pupils are encouraged to self-assess based on the 'can I.' Pupils self-assess based on the 1-3 scale in Years 2 – 4 and the 1-5 scale in years 5 and 6.

## **9. Clear Modelling**

It is important that pupils have a clear understanding of what the aims of the lesson or unit of work are. Examples of clear modelling will include:

- Showing pupils the learning strategies.
- Showing pupils how the assessment criteria have been met in some examples of work from children not known to the pupils.
- Encouraging pupils to review examples from anonymous pupils that do not meet the assessment criteria, in order to suggest the next steps to meeting the assessment criteria.
- Using examples of work from other pupils in the class highlighting the ways it meets the assessment criteria or standards.
- Use of quality texts that demonstrate the set skills, knowledge or understanding.