

Assessment for Learning Procedure



Rationale

Assessment for learning is the process of identifying what the pupil has or has not achieved in order to plan the next steps in their teaching or learning. It involves using assessment in the classroom to raise pupils' achievement and is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve them.

Aims

At Our Lady of Peace Catholic Primary and Nursery School we aim to:

- Make a judgement about a child's attainment based on knowledge gained through Baseline assessments and techniques such as observation, questioning, marking, testing and tracking
- Help children develop positive attitudes to work
- Provide an accurate picture of every child's achievement and progress
- Show children how they are going to make the next steps of improvement and achieve greater attainment
- Provide assessment information for use with the whole class, groups within the class and individuals

Principles of Assessment for Learning

Effective assessment for learning involves:

- The sharing of learning objectives of the pupils
- Helping pupils know and recognise the criteria for success
- Providing feedback and marking that helps pupils to identify how to improve
- Pupils learning self-assessment techniques to discover areas they need to improve
- The use of effective questioning to assess progress
- Both the teacher and pupils reviewing and reflecting on pupils performance and progress and setting targets for improvement
- Recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

Formative and summative assessments

At Our Lady of Peace Catholic Primary and Nursery School we recognise that:

- Assessment for learning is formative based on every day provision, observations, marking and feedback
- Assessment of learning is summative and involves judging pupils performance against age related expectations

Key Characteristics of Assessment for Learning:

- EYFS Baseline using Development Matters criteria
- Shared learning objectives.
- Clear success criteria (written or verbal)
- Consistent feedback and marking strategies (see Appendix A)
- Pupils self-assessment and peer self-assessment
- Effective questioning
- Target setting & tracking



Sharing learning objectives.

Pupils will be taught to recognise the difference between a task and its learning objective (separating what they have to do, from what they will learn).

To involve pupils fully in understanding learning outcomes teachers may:

- Explain clearly the reasons for the lesson or activity
- Share the specific assessment criteria with pupils
- Help pupils to understand what they have done well and what they need to develop

Teachers will type the Learning Objective and Success Criteria which pupils will stick into their books. This will be in relation to English, Maths and R.E. books. Teachers can use their professional judgement as to whether this approach is used in other subjects.

Clear Success criteria

Success criteria will link directly to the learning objectives, it is separate from the lesson content and it relates to the skills, concepts or knowledge of an activity.

This may be evident in:

- Planning
- The pupils book
- A visual form e.g. smart board, whiteboard, or working wall
- A verbal explanation

Feedback and marking

Giving feedback involves:

- Oral/verbal – staff making the time to talk to pupils and teaching them to be reflective about their work and responses (when verbal feedback has been given the letters VF should be used)
- Self-marking – pupils being encouraged to see for themselves what they need to do to improve and discuss this with their class teacher
- Peer assessment/marking – pupils looking at each other's work and looking for strengths and areas to improve.
- Teacher marking – using the success criteria which has been stuck into books, teachers will when marking, highlight one element of the success criteria which is deemed to move learning forward. This will be seen as the pupil's next step/ area of development. Using their professional judgement if all success criteria statements are completed by the pupil, a comment will then be written to extend the pupil's learning.

Characteristics of effective feedback:

- When it confirms that pupils are on the right track
- When it instigates correction or improvement of a piece of work
- When it acts as "scaffolding" (i.e. pupils not being given the complete solution as soon as they get stuck, where they learn to think learning through for themselves)

- Where pupils are encouraged to find alternative solutions if repeating an explanation leads to a lack of understanding
- Where the quality of dialogue is considered (i.e. deciding whether oral or written feedback is more appropriate)

Teacher and support staff should encourage children to become independent and resilient learners. Pupils should be encouraged to use the classroom resources confidently and independently. Pupils should be given appropriate opportunities to respond to next step feedback comments. Teachers must incorporate time for feedback and reflection into their planning. This time may take place as a whole class, during a guided group or through 1:1 pupil conferencing.

Self-assessment and evaluation:

Opportunities for self-assessment and evaluation may be evident in planning or may be used during lessons where relevant. Once pupils understand how to assess their current knowledge and where improvements need to be made, they will have a clearer idea of how they can make progress. Pupils will be taught what they need to learn and why (the bigger picture articulated by teachers) and then actively assess their understanding, gaps in their own knowledge and areas which require further improvement.

Teachers use the following colours in their feedback and marking:

EYFS

Green – This provides a positive response to children's work

KS1/KS2

Green – This work meets the Learning Objective and Success Criteria

Pink – The Success Criteria has not been met and will be the pupil's next step.

Teachers may accompany this with a comment on how the improvement can be made.

Purple Polishing Pen (Pupil's Response)

Children use their purple polishing pen or purple pencil to respond to the marking of the teacher. This will also be used by pupils to edit their work.

Teachers must use their professional judgement and ensure that the marking is meaningful to pupils and move the learning forward.

When independent work has been completed by pupils the word 'independent' will be written at the top of the page.

Questioning

Teachers may:

- 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

Consideration of how a question is phrased will be based on:

- The age of pupil/cohort
- The thought processes pupils need to go through
- The language demands made on pupils
- The extent to which pupils reveal their understanding
- The number of questions needed to make an assessment of pupils current understanding

Pupils will be given opportunities to:

- Reflect on their own work
- Be supported to recognise where they require further support without risks to self-esteem
- Be given adequate time to formulate answers to problems
- Evaluate and assess examples of pupil work

Analysis of data

Pupil's progress is monitored through the use of Classroom Monitor, EYFS Development Matters criteria, children's books, summative testing, KS1/KS2 SATs, Interim Teacher Assessment, Phonics Screening and termly Pupil Progress meetings.

Presentation of children's work

Early Years: An individual folder is provided to collect children's independent pieces of work.

KS1/KS2

The following abbreviations will be typed at the top of the Learning Objective and Success Criteria

Marking Abbreviations

ST – Supply Teacher

LSA – Learning Support Assistant

G – Group work

I – Independent

VF – Verbal Feedback

√ – objective achieved

▪ - objective not achieved

Where possible a supply teacher will mark the books using the marking abbreviations.

Books should show evidence of high expectations. There should be no 'doodling' on the front or inside the children's books. Teachers will set high expectations for book presentation so that children are encouraged to take pride in their work.


Maths Non - Negotiables

- Work must be completed with a sharpened pencil.
- Children should correct their mistakes by drawing a straight line through them. In Maths corrections can form part of 'next steps'. Mistakes should be corrected at the end of the marked work.
- The title 'corrections' should be written by the pupil (KS2) and mistakes corrected at the end of the marked work.
- For both KS1 and KS2 all maths calculations should be ticked in **green** and errors marked with a **pink** bubble (KS1) or a dot (KS2) – the maximum number of errors that should be identified for the pupils to correct is three.

Non – Negotiables for all other subjects.

- Work must be completed in pencil from Years 1 – 4, however, if children have shown consistency in using the correct handwriting style and writing is consistently legible, children can use a handwriting pen, starting in Year 3
- Work must be completed in a handwriting pen for Years 5 and 6 (teachers will use their own discretion to decide if this is appropriate for pupils with SEN)
- A maximum of three incorrect spellings and three punctuation errors corrected.

K.S.1. marking symbols

Symbol	What does it mean?
	This work meets the Learning Objective and Success Criteria
	Next Step
! ? , ' .	Remember your punctuation. Go back and correct them inside my little pink bubble.
CL	Remember your capital letters. Go back and correct them inside my little pink bubble.
	Remember your finger spaces.
Independent	This work has been completed independently by the pupil.

K.S.2. marking symbols

Symbol	What does it mean?
	This work meets the Learning Objective and Success Criteria
	Next Step
<u>The following abbreviations will be circled and written in the margin of books.</u>	
G	Grammar
C	Capital letter needed
P	Punctuation
//	New paragraph needed
SP	Spelling mistake – a straight line will be placed underneath the incorrect word/s
Independent	This work has been completed independently by the pupil.