



FULMER INFANT SCHOOL

ASSESSMENT FOR LEARNING POLICY

Introduction

Assessment for learning involves using evidence in feedback to identify where pupils are in their learning, what they need to do next and how best to achieve this. We aim for our pupils to be as responsible for their own learning and to be involved in their assessment as possible. Research shows that effective assessment for learning is a key factor in raising children's standards of achievement.

Responsibilities

At Fulmer Infant School, we aim to ensure that teachers:

- Embed this policy in the teaching and learning process
- Share learning goals with pupils in every lesson
- Help children to know and recognise the success criteria to aim for
- Provide quality feedback which leads pupils to identify what they should do next
- Have high expectations of all pupils and a commitment that every child can improve
- Involve both teachers and pupils reviewing and reflecting on children's performance and progress
- Involve children in being able to assess themselves and their peers
- Adjust teaching to take account of the results of assessment.

This will be achieved by:

- Observing pupils, including listening to how they describe their work and their reasoning
- Skilled questioning, using open questions phrased to invite pupils to explore their ideas and reasoning
- Setting tasks in a way which requires pupils to use certain skills or apply ideas.

Classroom Practice

At our school, assessment for learning takes place using the following strategies:

- Sharing the learning objective in every lesson
- Developing and sharing the success criteria
- Using a wide variety of questioning
- Using self-assessment and peer assessment
- By providing effective verbal feedback and marking.

These strategies are carried out by:

Sharing the Learning Objective

The Learning objective, sometimes known as WALT (We Are Learning To) is what teachers expect most children will know, understand or be able to do by the end of the lesson or group of lessons. Sharing the learning objective enables pupils to know the purpose of the activity, thus transferring much of the responsibility from the teacher to the child.

Develop and Share Success Criteria

Teachers explain what they are looking for in the planned task so that pupils interpret the expectations in order to apply them as they work, thus they know what they are aiming for and are able to begin the process of self-evaluation.

Develop Rich Questions

Teachers at our school use a variety of rich questioning skills when working with children by:

- Providing a high proportion of open questions
- Providing time for children to think about and discuss their responses to questions
- Providing supplementary questions to extend understanding
- Providing questions that encourage children to reflect on their thinking.

Self and Peer Assessment

At our school, we aim to develop a variety of self and peer assessment. We recognise that if pupils are to learn effectively they need to:

- Understand the criteria or standards that will be used to assess their work
- Identify and celebrate what they have done well
- Identify gaps between what they did and what they should have done
- Identify the strategies and implications for future learning that they might use to close the gaps
- Reflect on their own work
- Be supported to identify where they need to improve.

Effective Feedback and Marking

Feedback is:

- Any information that is provided to the child of any action about that task
- Effective when it relates specifically to the learning objective of the task, is given regularly and while still relevant
- Effective when suggestions for improvement act as 'scaffolding' i.e. pupils should be given as much help as they need to use and apply their knowledge
- Focussed on the learning objective and success criteria of the lesson.

Oral, as well as written, feedback is used especially for those children who cannot read.

Success Criteria

At the end of the lesson, children are asked to comment on how they feel about that piece of work. They may annotate their work using the traffic light system in their books or the thumbs up/down/along at the end of the plenary. Older children may make comments based on the 'I can' statements.

Progress/Assessment Weeks

At the end of each term we have an assessment/progress week during which pupils reflect on work or units they have undertaken and are assessed by teachers on their progress. This information is fed into the school's progress tracking data and analysed by all staff and governors. The Headteacher has meetings with each teacher and together they identify which children need further support. Targets are agreed for each child.

Associated Policies

- Equality Act 2010: advice for schools DfE
- SEND Code of Practice 0-25
- Statutory Guidance on supporting pupils at school with medical conditions
- Schools SEN Information Report Regulations
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards