



Elmwood Infant School

Assessment for Learning Policy

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Agreed: January 2018

Review date: January 2109

Our Vision for Elmwood Pupils as Learners:

We want our pupils to:

- Know what they have done well and what they need to do next
- Be able to self-assess so they can measure their learning against the success criteria
- Enhance their learning through dialogue – with other pupils through partner talk and group work and with adults
- Understand that their contribution to whole class or group teaching / discussion is as important as anyone else's
- Take ownership of their learning by selecting the level of challenge they feel confident to work at
- Receive regular feedback both written and verbal
- Understand that mistakes are to be celebrated as no learning takes place without them
- Respond to marking in their books
- Be truly independent learners

Assessment for learning is the process of identifying what the learner has or has not achieved in order for teachers to plan the next steps in the teaching or learning.

It involves using assessment in the classroom to raise children's attainment and is based on the idea that children will make the most progress if they understand the aim of their learning, where they are in relation to this aim and how they can achieve that aim.

Links to Other Policies and Documents:

Please refer to:

- Teaching and Learning policy
- Monitoring Policy

Aims:

At Elmwood Infant School we aim to:

- Make judgements about a child's attainment based on knowledge gained through techniques such as observation, questioning, marking and discussions with the child
- Provide assessment information for use with whole class, groups within the class and individuals to secure the most effective teaching and learning
- Help children develop positive attitudes to their work and achievement
- Provide an accurate picture of every child's attainment and progress
- Show children how they are going to take the next steps to improve their learning
- Keep parents/carers informed about their child's progress

Principles of Assessment for Learning:

Effective assessment for learning involves:

- The sharing of learning objectives with children
- Helping children to know and recognise the criteria of success
- Providing feedback and marking that helps children identify what they have done well and how to improve
- Children learning self-assessment techniques to discover areas they need to improve
- The use of effective questioning to assess progress
- Teachers reviewing and reflecting on children's performance and progress and identifying next steps for improvement
- Recognising that both motivation and self-esteem are essential for effective assessment techniques

Types of Assessment:

At Elmwood Infant School, we use a combination of formative and summative assessment.

Formative Assessment (Assessment for Learning AfL)

Formative assessment is a powerful way of improving children's achievement.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills / knowledge
- Identify next steps for learning
- Inform future planning
- Enable appropriate strategies to be employed
- Track children's rate of progress

- Facilitate an effectiveness of teaching and learning
- Inform future teaching and learning strategies
- Identify individuals and groups for specific intervention support

Key Characteristics of Assessment for Learning:

Learning objectives

Clear, focussed learning objectives should be the building blocks of every lesson. Teachers should ensure that learning objectives are based upon knowledge, skills and understanding; there should be a clear distinction between the task and the intended learning and this distinction should be made clear at the planning stage.

Using Consistent Feedback and Marking Strategies:

Marking and responding to children's work is a powerful tool in raising achievement. We mark in order to recognise children's achievements within the learning objectives of a lesson, assessing whether or not the children have understood a concept / skill and to give points for further development / improvements. We also believe that it is important to include children in the marking process and will regularly ask children to assess their own performance and that of others.

Principles of Marking and Feedback of children's Work

We believe that staff should provide constructive feedback to every child, focussing on successes and improvement needs against learning objectives enabling children to become reflective learners and helping them close the gap between current and desired performance.

Marking and feedback should:

- Relate to the learning objectives, which are shared with children at the start of every lesson
- Involve all adults working with the children in the classroom
- Give recognition and appropriate praise for achievement
- Give clear next steps for improvement
- Allow specific time for children to read, reflect and respond to marking
- Inform future planning
- Use consistent codes and symbols throughout the school
- Be seen by children as positive in improving their learning

Please see Appendix 1, for our Agreed Marking Expectations

Pupil Self-Assessment and Peer-Assessment

Self-assessment promotes independent learning and helps children take more responsibility for their progress. Children will only be able to use self-assessment techniques effectively if they are encouraged to think and talk about their learning more frequently and are actively involved in their learning. Regular opportunities are provided for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their next steps. Children's self and peer assessment may include: use of traffic lights to indicate how the child views their work and highlighting their own or a peers work against the learning objective.

Using Effective Questioning

Key questions are planned for and recorded on weekly plans. Key Stage one planning formats include the use of the 'Blooms Taxonomy', which provides a framework to support teachers in framing questions to focus on higher order thinking. Questioning is used to improve attention to detail, increase comprehension and develop problem solving the skills. Under each heading are suggested openers for questions to developing thinking in the different areas.

The heading used are:

Remember - (What do you know about..? Where is..? Why did...?)

Understand – (Which words tell you..? Can you explain what / how / why..?)

Apply – (How would you solve..? Show me how... Can you think of something similar?)

Analyse – (What did you find out? Why do you think ...?)

Create – (Can you think of a better word for..? Can you think of a better way to...?)

Evaluate – (What would you do differently? Tell me what you have discovered about...?)

Questioning is used to:

- Find out what the children know, understand and can do
- Find out what children's specific misconceptions are in order to target teaching more effectively
- Engage children and sustain an 'active' style to the learning
- Determine how best to structure, organise and present new learning
- Initiate individual and collaborative thinking
- Seek views and opinions of children
- Create a sense of shared learning
- Challenge the level of thinking and possibly mark a change to a higher order of thinking

Summative Assessment – Assessment of Learning

Summative assessment – (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and predictions of a cohort's future attainment.

Summative assessments are used to:

- Provide age standardised information
- Provide end of key stage test data against which the school will be judged
- Ensure statutory assessments at the end of EYFS and KS1 are met
- Provide information about cohort areas of strength and weakness to build from in the future

Assessment specific to the Early Years Foundation Stage:

In the Early Years both formative and summative assessment is used to track the progress of children.

- Evidence is collected through daily observations / discussions and these are recorded through the use of handwritten labels and the 2 simple app, which are then saved in each child's individual learning journey.
- Photographic evidence of individual children's learning is also collated alongside quotations.
- All evidence is dated and initialled by the member of staff recording it.
- Parents contribute to learning journeys by writing 'Proud Clouds' for their child.
- A baseline assessment is made for each child at the start of the year and individual children's progress is recorded termly and inputted into o track.
- Targets are set in the first half of the Autumn term for the percentage of children achieving GLD by the end of Reception.
- Half termly pupil progress meetings for each class are used to discuss progress for groups and individuals, with additional actions being put in place where needed. Actions identified are monitored during subsequent meetings for impact. At the meetings, progress towards class and year group targets is checked.
- At the end of the Reception year, parents receive a summary record of their child's profile including detailed next steps for learning for their child.

Assessment in Key Stage 1

- Teachers use assessment for learning (AfL) to provide on-going assessment through the use of focused marking and /or observations of children's work against learning objectives and discussion with children.
- Teachers track the progress of children on a regular basis using the school's own reading, writing and numeracy assessment sheets. The assessment sheets have been created using the objectives from the 2014 National Curriculum and End of Year 2 Interim Statements.

- A formal judgement is made on each child at the end of each term in Year 1 and at the end of each half term in Year 2, for reading, writing, maths and phonics using the information from the assessment sheets.
- Assessments are inputted into OTrack, the school's data tracking system by teachers and analysed by Year group leaders, subject co-ordinators and members of the SLT.
- Targets are set in the first half of the Autumn term for the Year 1 phonic check and end of key stage SATs.
- Data analysis informs both the School Improvement Plan and School Evaluation form, as well as staff training and interventions within school.
- Half termly pupil progress meetings for each class are used to discuss progress for groups and individuals, with additional actions being put in place where needed. Actions identified are monitored during subsequent meetings for impact. At the meetings, progress towards class and year group targets is checked.

Assessment of children with SEND

Assessment for Learning can and should be applied to all pupils, including those with SEND, providing that the relevant and necessary changes and modifications are made to ensure the individual's pupil's full participation in the assessment process. For example, if questions are framed in a way that allows pupils to have enough time to answer (the 'wait time') and if different stimuli to support questions (e.g. visual versus verbal stimuli) and ways of responding are considered. The 'Blanks Level' questions support class teachers and support staff in planning differentiated questions for children with SEND.

Assessment is ongoing, although more formal assessments are recorded, once each term. P levels will be used from the Spring term in year 1 to assess any pupils with SEND who are achieving well below National Curriculum expectations.

A range of additional pupil information is considered for children with SEND to show small steps of progress in all areas which may not be captured by on-going National Curriculum assessments. These may include:

- Termly review against SEND support plan targets
- Annual review of EHCP outcomes
- SALT screening tools
- Fisher Family Trust assessments for literacy progress
- Boxall profile
- Strengths and difficulties questionnaires
- Assessments made by outside agencies e.g.: Visual Impairment support team, Educational Psychologist and Speech and Language therapists.

Moderation

Regular moderation of pupil's achievements takes place regularly to ensure consistency of judgements. Teachers meet in year groups and mixed phase groups to analyse children's work against National Curriculum level descriptors, Early Years Foundation Stage Profile,

Interim statements for Key Stage 1 and our own school assessment sheets. On some occasions, moderation between schools takes place to provide external moderation.

Reporting to Parents and Carers

In the Autumn and Spring term parents and carers are invited to discuss their child's progress with the class teacher. During the Summer term parents are given a written report of their child's progress and achievements during the school year. There is space for parents/carers comments and for families who wish to there are opportunities to discuss the report with the class teacher.

Reports for children in year 1 include whether the child met the required mark in the year 1 phonic check and Year 2 reports include the attainment of children by the end of Key Stage 1.

Appendix 1:

Agreed Marking Expectations:

- Learning objectives, date and a self-assessment will be recorded in books
- All staff marking is completed in black pen
- In Key Stage 1 children's responses to next steps are completed in blue pen
- All marking should be clear and legible
- The emphasis on marking should mostly be on both the success against the learning objective and improvements against the learning objective
- Green and pink highlighters are used to show where the children have achieved well against the learning objective and what their next steps in learning are
- Not all work will be marked in detail, but it will be checked and stamped
- Focus marking will use the 'Green for Great' and 'Pink for Think' system, where next steps are identified
- During lesson time staff can mark a piece of work alongside a child and give them feedback on their learning / progress. Marking should not take place during lesson time if the children are not involved in the process
- In Literacy there will be 3 pieces of focus marking per week, including 'Big Writing', with next steps identified
- In Maths there will be at least 2 pieces of focus marking per week, with next steps identified. Next steps may include the opportunity to apply learnt skills in a different way or to provide children with a question / challenge to move their learning on.
- Time will be built into the timetable to allow children to respond to comments and feedback (during morning work or at the start of the lesson)
- Responding to teacher's comments is a skill and children will be taught how to reflect on these and respond to them
- The Next Step stamper should be used to show the next step has been achieved
- In the Foundation Stage staff will give verbal feedback to children about their success and next steps
- Foundation Stage teachers will use the 'Pink for Think' and 'Green for Great' highlighting system to show achievements and next step
- Staff in the Early Years and KS1 will use 'Marking Strips' with children to help them in identifying what they have done well and where they need further support
- In the Nursery staff will give verbal feedback. During the Summer term, staff will use the marking strip with children, where it is considered age appropriate.
- In year 2, when appropriate, children will be encouraged to use the 'marking strip symbols' to check, edit and improve their own work
- Support staff will initial work to show they have supported a group and identify the resources used and 'stamp' the work where appropriate
- In numeracy, when asked by teachers, support staff will use the pink and green highlighters to mark their groups work e.g. number sentences
- Cover supervisors will record that they have taught the class and write their initials in the cover box

- Cover supervisors will verbally feedback to the children about their learning
- Cover supervisors are expected to mark all numeracy books with the pink and green highlighters and show that work has been acknowledged in literacy. They should feedback to the teacher and leave any books that need some attention for the class teacher.