



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: November 2023

Review date: November 2024

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 being given opportunities to select 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 feedback about their learning
- 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, focused 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 provide children with opportunities to assess their own performance and that of others.

Principles of Marking and Feedback of children's Work

Marking needs to be:

Meaningful Manageable Motivating

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 achievable targets for improvement
- Allow specific time for children to discuss feedback with an adult and understand their target
- Inform future planning
- Be consistent across 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. 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 what they need to develop.

Using Effective Questioning

Key questions are planned for and recorded on weekly plans. A question prompt sheet is included in each planning folder. The sheet provides a framework to support teachers in framing questions to focus on higher order thinking, using 'Blooms Taxonomy'. 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. (See Appendix 2)

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
- Ensure statutory assessments at the end of EYFS 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 Evidence Me, which are then saved in each child's individual learning journey.
- Staff focus on collecting pieces of significant achievements, with the focus being on quality over quantity.
- 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.
- At the start of their reception year children complete the DFE's Reception Baseline Assessment (RBA)
- A further baseline assessment is made for each child at the start of the year and individual children's progress is recorded termly and inputted into Target Tracker.
- 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 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 and writing assessment sheets. Mathematics is tracked using White Rose end of unit assessments.
- A formal judgement is made on each child at the end of each term in KS1, for reading, writing and maths.
- Phonic assessments are made every 6 weeks using the 'Little Wandle' assessment sheets.
- Assessments are inputted into Target Tracker, 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 1.
- Data analysis informs both the School Improvement Plan and School Evaluation form, as well as staff training and interventions within school.
- 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.

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. Children who are unable to meet age related expectations in their year group are assessed by tracking back to the previous year. Target tracker accurately tracks progress for the children working well below.

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
- 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. On some occasions, moderation between schools takes place to provide external moderation.

Reporting to Parents and Carers

Every half term, during the week before consultation evening, progress meetings are held for parents / carers to look at their child's learning journeys / books to see the progress they have made. Classes open 20

minutes before the start of the school day and parents and children are given time to discuss the learning together and celebrate achievements. Parents are encouraged to complete a 'speech bubble' about their child's learning. 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 adult box will be recorded in books
- All staff marking is completed in black pen
- In Key Stage 1 children's responses to feedback 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
- 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
- Focus marking will use the 'Green for Great' and 'Pink for Think' system
- Green and pink highlighters are used to show where the children have achieved well against the learning objective and what they need to do to improve
- Not all work will be marked in detail, but it will be checked and stamped
- In English, teachers will focus mark work they have supported children to complete and pieces of extended writing
- Children will be given a writing target which is shared with the child. Teachers and support staff will review progress towards the targets weekly. When the target has been met, the child will be set a new target based on the work in their books. (Appendix:3)
- Time will be built into the timetable to allow children and adults to discuss work and set / review targets (during morning work or at the start of the lesson)
- In Maths teachers will pink and green mark the children's work, where possible this will be 'live' marking with the child. Adults will use the VF symbol (verbal feedback) if a child has misunderstood a task, to show additional explanation and modelling has been provided to address the misunderstanding. Where possible misconceptions will be addressed within the lesson.
- Responding to teacher's comments / feedback is a skill and children will be taught how to reflect on these and respond to them
- In the Foundation Stage staff will give verbal feedback to children about their success and next steps
- In KS1, when appropriate, children will be encouraged 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 Maths, when asked by teachers, support staff will use the pink and green highlighters to mark their groups work. Support staff will be provided with an answer sheet to support them with the marking of work, if needed
- 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 maths books with the pink and green highlighters and show that work has been acknowledged in English. They should feedback to the teacher and leave any books that need some attention for the class teacher.

Appendix 2:

Literacy					
Remember	Understand	Apply	Analyse	Create	Evaluate
Can you describe...?	I understand...	Can you use any of these sentences / words in your own writing?	What did you find out?	Can you think of a better word for...?	What did you find out?
What do you know about...?	What...?	Can you think of something similar?	What went well?	What would you add...?	How were you successful...?
Why...? Who...? How...? Where...?	Can you give a reason why/for...?	Show me how ...	What makes you think that?	Can you think of a better way to...?	What would you do differently...?
Do you remember...?	Can you explain how / what / why...?	Use your knowledge to...			What evidence can you find...?
	Which word tells you ...?				
	What are the key features...?				
Numeracy					
Remember	Understand	Apply	Analyse	Create	Evaluate
Describe the properties of...?	What do these numbers ...?	Think about ...	Can you investigate the difference between...?	What would you do differently?	What do you notice about...?
What do you know about...?	What is this graph telling you...?	Answer this using...	The common pattern is...	Explain why...	What would you do if...?
How would you describe this group of...?	Next you need to...?	Using your knowledge about...	What is the problem asking you to do...?	What would you do next time?	Explain what you have found out about...
Name all of the ...	How can you compare...?	How could you group / sort these...?	Prove how you know that ...	Explain what that would look like if you ...	What would you say about ...?
What times table...?	Did you reach that answer by...?	Which calculation will you...?	Can you explain...?	If you changed... what would happen to...?	Compare these two...
Identify the similarities and differences of ...	Which number is...?	What number facts can you use to show...?	What equipment could you use for...?	Can you write your own set of...	Why did you ...?!
	What will be next in this ...?		What could you have done with ...?		Tell me what you have discovered about...
	Can you give a reason for ...?				

Appendix : Target pencils

