

St Hilda's CE Primary School

Assessment for Learning Policy



“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)

Rationale

At St Hilda's we believe that Assessment for Learning provides the basis of informed teaching and learning. It involves using assessment strategies in the classroom to raise pupils' achievement. It is also the means by which pupils understand what they have achieved and what they need to work on.

Aims

At St Hilda's we aim to:

- To raise standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

Assessment for Learning

Formative Assessment practices at St Hilda's aim to create a positive learning environment, where children can see the steps necessary for their own success. This involves formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.

The five key strategies employed at St Hilda's are:

- Sharing Learning Intentions (Lfl- Looking for Learning) and clear Success Criteria every lesson
- Eliciting evidence of learning through effective classroom discussions, questions and tasks
- Providing feedback that moves the learners forward
- Using Peer Assessment to develop a deeper understanding of Learning Intentions
- Using Self assessment as a vehicle for children to be actively involved in their own learning and development

(Dylan Wiliam *in Assessment for Learning*)

Summative Assessment also plays an important role in helping to acquire accurate information regarding a child's attainment and progress against standardised tests. These formal assessments are used to inform teacher judgements. Results are entered into Integris and reviewed during Pupil Progress Meetings each term for Reading, Writing, GPS, Maths and Science. It also informs whole school target setting and identification of a cohort's likely strengths and weaknesses and it's future attainment.

Marking and Feedback

At St Hilda's the purpose of providing feedback is that learning will improve as a result. Feedback should always be constructive and sensitive. Teaching staff will need to identify next steps in learning as well as responding to mistakes. Commenting on the work rather than the child. The feedback is used to inform the children about what they have achieved and what they need to do to improve. It can be verbal, written, pictorial or use signals.

Marking and feedback should:

- If possible be immediate or as soon as possible
- Be manageable for all teaching staff
- Involve all adults in classroom
- Be seen by pupils as useful and positive
- Inform future planning/targets.
- Be accessible and inclusive
- Relate to LfL and success criteria
- Allow pupils time to respond to the feedback.

See **Appendices 1, 2 and 3** for displayable Marking Symbols for Phase 1, 2 and 3 respectively.

Standardisation and Moderation

Regular moderation takes place each term to ensure consistency of teacher judgements. Teachers meet in phase groups or in cross phase groups to analyse children's work against National Curriculum descriptors or Early Years Foundation Stage Profile (EYFSP). During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation.

Recording and Reporting

Records of children's attainment and achievements are used for parental consultations, reporting to Governors and as part of the school's self review process. Parents and carers are given the opportunity to meet the class teacher during Parent Review Days during the Autumn and Summer term. A full report is provided once a year for each child. The report details the child's learned skills and knowledge, achievements and areas for future development.

Review

This policy will be reviewed in line with the school development plan. The Assessment Leader will evidence changes and improvements brought about by the implementation of the Assessment for Learning Policy through Lesson observations, scrutiny of work and marking, moderation outcomes and the monitoring of planning and assessment.

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