

Long Sutton Primary School

Assessment for Learning Policy



(This policy should be read in conjunction with our cycle of assessment and review and the guidelines for feedback)

At Long Sutton Primary School we understand that Assessment for Learning (AfL) is...

'...first and foremost about helping children to learn'. The Association for Achievement and Improvement through Assessment.

'...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 them there.' Assessment Reform Group, 2002

We believe that robust assessment procedures are essential to the promotion of effective teaching and learning. Assessment ensures we know how high standards are and how we can improve pupil attainment.

We base our practice on the following key aspects, that AfL:

- is part of effective planning;
- focuses on how pupils learn;
- is central to classroom practice;
- is sensitive and constructive;
- fosters motivation;
- promotes understanding of objectives and success criteria;
- helps learners know how to improve;
- develops the capacity for self (and peer) assessment.

By using good AfL practice we aim to:

- offer all children an opportunity to show what they know, understand and can do;
- help children to understand what they can do and what they need to develop;
- relate to a learning objective that has been shared with the child, and forms the basis of the assessment criteria;
- enable teachers to plan more effectively;
- help parents be involved in their children's progress;
- provide information to evaluate work and set suitable targets.

In order for AfL to be effective we ensure that we

- are clear what children know, understand and can do in all areas of learning;
- ensure children know what they are supposed to be learning, what they have achieved and how they can improve;
- regularly provide children with the chance to reflect and talk about their learning and their progress against targets;
- use a range of assessment methods e.g. observing, asking questions, listening, assessing pieces of work and testing;
- use the results of assessment to decide what to do next;
- ensure that other adults working in the classroom are clear about their role in assessment, and will pass on information about the children;
- give effective and constructive feedback (both oral and written).

We want all children at Long Sutton to take responsibility for their own learning and to be empowered to make progress for themselves – the best Assessment for learning leads to lessons in which the children and the teachers work together to take the learning forward.

We aim for all children to:

- have a clear understanding of what they are trying to learn (learning objectives); how they can recognise achievement and what 'good' looks like (success criteria) and why they are learning this in the first place (the 'big' picture);
- accelerate their progress by being able to judge the quality of their work and know how to improve it;
- use classroom dialogue to develop their thinking and to learn from each other.

Long Sutton is committed to promoting disability equality for disabled pupils and staff and will ensure that no member of the school community will be disadvantaged by this policy.

We ensure neither gender in staff, pupils or parents is disadvantaged by this policy.

Long Sutton Primary School – Guidelines for Feedback

Marking should always have a purpose. Any work marked should give clear feedback to the child, whether verbal or written. It should give you, as teacher, guidelines as to what is the next stage for the child – it can be used as a prompt for the teacher eg to identify the strategy used or the level of support given. Marking should affect your weekly planning and improve the teaching and learning within the classroom. Children need regular, consistent feedback on how they are doing, in terms of whole class, groups and individuals, and on your expectations. Teachers might comment on effort, attainment and ways to improve. Therefore:

- comments, whether verbal or written, should relate to the success criteria of the task. Task expectations must be made clear to the child before commencing
- where possible written comments should begin with a positive statement. They may be written by the class teacher or by any other member of staff working with the child
 - comments should give pointers to the child on ways to improve
- where possible marking should be done with the child beside you. The quality of the interaction when marking work will influence the quality of the work produced afterwards
- marking should be done on a regular basis and as soon after the completion of a piece of work as is feasible
- a range of subject specific spellings will be corrected when misspelt a limited number of other spellings should be marked depending on the developmental stage of the child
 - marking should be done in any colour except red
- strongly discourage 'rubbing out' after work has been marked: any corrections should be added below, alongside or elsewhere
- in Mathematics, if a child has misunderstood a concept then a written example should be given or marking should indicate that an adult has worked with the child to clarify misconceptions.
 - there are certain symbols that should be consistently used across the school when marking.
 - response partners are used to comment on one another's work. They will be given guidelines by the teacher on appropriate ways to respond and what to respond about.
- children will have opportunities to self evaluate their work using a system of smiley faces; success criteria checklists; child friendly leveling material etc.
 - time will be given for children to read, if necessary, and respond to any feedback given.

It will be the responsibility of the subject consultant to ensure that the agreed marking and feedback policy is being consistently implemented within their subject across the school and that the policy leads in practice to more effective feedback, teaching and learning.

Signed:

Headteacher

Signed:

Chair of Governors

Date of Review: **March 2011**

Date of Next Review: **March 2012**