

Assessment for Learning Policy

"Assessment is at the heart of the process of promoting children's learning."

"Tell me and I forget.
Teach me and I remember.
Involve me and I learn." (Benjamin Franklin)

Rationale

Assessment is vital to effective teaching and learning. It helps to identify pupils' strengths and weaknesses so that teachers can plan, prepare and deliver clearly targeted and accurately differentiated lessons. Assessment for learning focuses on the gap between where a learner is in their learning, and where they need to be - the desired goal. This can be achieved through processes such as sharing success criteria with learners, effective questioning and feedback

At Coppetts Wood, assessment is an integral part of effective teaching and learning. It allows progress to be recognised and celebrated and it informs the next steps and priorities of both teachers and learners. It is inextricably linked to the curriculum, which provides the content and context of assessment.

Aims:

- To assist in the effective implementation of the Teaching and Learning Policy.
- To focus on the assessment of children's learning through the evaluation of their work.
- To concentrate on what the pupils actually **know and understand** rather than simply covering the curriculum.
- To ensure that children make progress from lesson to lesson, week to week, term to term and year to year.
- To integrate curriculum planning, assessment, record keeping and reporting into a manageable system.

Planning and Assessment:

Formative and Summative Assessment

Formative and Summative assessments are both a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

Summative Assessment of learning is more associated with judgements based on scores or Age Related Expectations for statutory or summative purposes. It describes and labels past learning. Teachers carry out assessment of learning through testing, statutory assessments, marking and closed tasks.

The Summative Assessment cycle at Coppetts Wood will include data from:

- Early Years Foundation Stage Profile: On entry data in Nursery and Reception (Baseline Assessment)
- End of Foundation Stage Record
- Statutory tests - End of Key Stage Tests, Year 1 Phonics Check
- Termly teacher assessments in Maths from a wide range of evidence based the National Curriculum objectives
- Termly writing assessments in Years 1-6 based the National Curriculum objectives
- EYFS Development Matters (DMs) statements in EYFS is used Termly in Reception to assess teacher assessments in writing using and in Year 1 when appropriate.
- Termly teacher assessments in Reading from evidence as recorded on Guided Reading Records, Individual Reading Records and Reading Tests based on the National Curriculum objectives
- Termly monitoring sheet and teacher analysis to show pupil progress
- Termly Phonics tracking: Based on Letters and Sounds for Nursery and Reception and Phono-Graphix for Years One and Two

Annotated planning

The regular reviewing and analysis of tracking data will give teachers the opportunity to revise and refine targets for the children in their class. The discipline of regularly analysing pupils' attainment will ensure that every pupil

has challenging and realistic next steps and that the path of reaching their potential is determined through effective classroom organisation; setting flexible learning groups and careful planning.

Formative Assessment

Assessment for learning (AfL) which identifies the next steps needed to make progress. It takes account of children's strengths and weaknesses and promotes future learning. It enables the teacher to plan against what the children know, can do and understand. Teachers carry out assessment for learning through observing, discussing with children, questioning and marking children's work.

Principles of Assessment for Learning:

- Clear academic guidance is an essential part of ensuring maximum pupil progress.
- It is a part of effective planning
- It focuses on how pupils learn
- It is central to classroom practice
- It is a key professional skill
- It is sensitive and constructive
- It fosters motivation
- It promotes understanding of goals and success criteria
- It can take many forms - marking in books/partner talk/pupil conferencing.

Pupils should know what they are meant to do before they do it - they should see excellent examples of work produced by children so they know what they can aim for and improve on it. It develops the capacity for self and peer assessment, recognises all educational achievement and provides challenging experiences for all

At Coppetts Wood, each lesson is planned and delivered to include opportunities for effective dialogue and reflective thinking. We share effective learning intentions and success criteria with the children. The use of talk partner techniques, self- and peer evaluation of work and paired marking enables the children to benefit from constant review, allowing opportunities to immediately make improvements or changes to work.

Learning Intentions & Success Criteria to Support Assessment:

Learning Intentions

In order to provide the best opportunities for quality teacher assessment, clear learning intentions and resulting success criteria must be an integral part of the teaching process. Teachers should be clear as to whether Learning Intentions are:

Knowledge based and closed

e.g. 'To know definition of evaporation' or 'To be able to catch a ball'.

Or

Skills based and open

e.g. 'To be able to conduct a fair test' or 'To empathise in role play'.

Teachers should also ensure that pupils are clear about what it is they are assessing, what the real learning intention is and not allow pupils to be muddled by context.

Muddled Learning Intentions

'To write a newspaper report about pollution in our town'

'To analyse data about climate and the difference between Brighton & Tokyo.'

Clear Learning Intentions

'To write a newspaper report.'

'To analyse data.'

Pupils may be given information or a context in which to base their work but they should be absolutely clear about what the Learning Intention is.

Success Criteria:

Success Criteria provide pupils with clear steps towards achieving their Learning Intention. Detailed Success Criteria may not be created for every activity but they should be in place for any piece of work that is due to be assessed. The teacher should be clear from their planning stage as to what the success criteria should be but they could also be generated by pupils at the start of the activity.

Generating Success Criteria:

- Younger pupils may benefit from teachers demonstrating how to do an

activity in order to generate success criteria.

- Looking at completed pieces of work and discussing what makes them successful or not successful.
- Looking at a piece of work that had poor success criteria and failed to meet learning objective. Then discuss why this happened.
- Compare and contrast 2 different pieces of excellent work - discuss how they both, differently achieved the learning objective.
- Teacher demonstrates activity and pupils generate success criteria while watching.

Examples of Excellence:

Pupils will always work best when they can see excellent examples of work first, teachers should:

- Collect excellent examples of work to share with the next year's cohort.
- Show these examples before they undertake the work so pupils can see what can be achieved.
- Show more than one example of excellence so pupils can see there is more than one way to achieve it.
- Show examples of differing quality so pupils can discuss/decide what makes one better than another.
- Use these examples to generate success criteria.

Learning/Talk Partners at Coppetts Wood

General principles:

The need for Learning Partners is based on the need for dialogic talk in the classroom. Dialogic talk is:

- Collective - bringing learners together
- Reciprocal - listening and sharing
- Supportive - no fear of wrong answers
- Cumulative - build in ideas and coherent lines of thinking
- Purposeful - it is planned and facilitated by teachers with educational goal in mind

General Guidelines:

Learning Partners will be introduced in Early Years and used at Key Stage 1 and Key Stage 2. The following guidelines are common to all age groups.

Each class will ensure that:

- They spend time introducing and reinforcing the processes and concepts around Learning/Talk Partners
- Talk Partners are chosen randomly every week. All pupils should know

that the process is genuinely random and fair.

- Adults in class will need to model appropriate speaking and listening as Talk Partners.

- Talk Partners and use of whiteboards (or number fans, beads or other learning tools) to ensure that thinking time is focused & productive.

Adults will always give thinking time before expecting pupils to answer.

- Teachers will ensure that all children will have equal opportunities to answer, over the course of each pairing.

- Talk Partner time should be short so that it is as productive as possible. Children should be told how long they will have to talk before they start. This could be displayed by e.g. sand-timer, smart-board timer.

- A 'Hands up' approach can mean that same children always answer while others opt out. Therefore, lolly-sticks with each child's name on or other methods should be used to choose a child to answer a question

The lollystick must always be put straight back into the pot so that children understand they may be chosen again and cannot opt out of the learning.

- They ensure a high standard of quality talk by evaluating and feeding back on the process. This will be done in an age appropriate manner for each age range.

- They avoid too many closed recall questions to support real discussion.
- Responses to answers are sensitive & respectful to support pupils in risk taking.

- Pupils have the chance to evaluate their skills and performance as a learning partner and feedback on the contribution of others.

- Talk Partner prompts to be displayed and modelled by adults in the classroom

Planning

Long Term Planning

Staff plan according to their year group curriculum map. These maps set out what is expected to be covered and when they will be covered.

Medium Term Planning

- Using the Early Learning Goals, National Curriculum, the agreed Music curriculum, the Val Sabin PE Syllabus and the Barnet Agreed RE Syllabus, staff will plan under the framework of the Long Term Plan for units of work. In Maths our termly plans are based on the White Rose schemes of learning and Camden termly plans. In English the termly plans are based on the National

Curriculum objectives which is delivered using Power of Reading texts. Proformas are provided for this purpose, or detailed annotation of published plans should be done.

- Assessment should take place at the beginning of a unit of work/topic to facilitate progression and planning, and at the end of a unit/topic to measure progress.
- Informal assessment will inform planning e.g. questioning, marking, observing and discussing.

Short Term Planning

Short term plans are most effective when they are written in reaction to pupils' responses. This may involve adjustment to the Medium Term plan to take account of areas where the majority of the class need further support or extension.

- Lessons will be planned weekly and Learning Intentions will be explicit and plenaries will be well planned
- Provision for support staff to work with focus children/groups will be clearly identified on plans
- Weekly planning will be evaluated to indicate the degree groups/individuals understood the concepts taught and how this influences future planning.

Monitoring Planning

- By SMT half termly
- Core Subject Leaders termly.

Reporting

- "Meet the Teacher" evening in September
- Parent consultations (termly). Children's targets will be discussed.
- Curriculum brochures outlining activities to be followed in each curriculum area for each year group will be sent to parents
- Termly progress information to Parents
- Termly intervention information to Parents (where appropriate)
- Annual Reports to Parents in the Summer term: These will be concise. They will inform on pupil progress, identifying "Strengths" and "Areas for development" in Maths, English, Science and Computing. Foundation Subjects will also be reported on. Attendance and punctuality will also be recorded.

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