

St Aidan's Catholic Primary School



POLICY FOR ASSESSMENT OF AND FOR LEARNING

Agreed by Governing Body	
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POLICY FOR ASSESSMENT OF AND FOR LEARNING

School Mission Statement

'Learning and growing together, inspired by the love of Jesus'

In our School we aim to:

- Spread happiness with a smile
- Take care of others and of property
- Always try our best
- Include others and share
- Do as Jesus asks us to
- Always tell the truth
- Never forget our manners
- Speak calmly and kindly

Philosophy

We aim for St Aidan's to be a safe, secure and supportive school, where children are:

- Encouraged to develop positive attitudes about themselves and others
- Given opportunities to develop a self-discipline recognising the importance of courtesy, good manners, tolerance and respect.
- Given access to a wide curriculum that fulfils the potential of the individual.

Aims

1. Give guidance to staff in assessment which summarises where learners are at a given point, in terms of both attainment and achievement.
2. Give guidance to staff on formative assessment, the processes seeking and interpreting evidence for use by learners and teachers to decide where the learners are in their learning, where they need to go and how best to get there.
3. Give guidance to staff on assessment throughout the school and develop a consistent approach throughout all Key Stages.
4. To recognise the achievements of the individual through praise and encouragement
5. To indicate to pupils their progress against targets in English and Maths

6. To support pupil to focus on their work, recognise success and identify and understand why they have made some errors and how to move forward. This should be built into all lessons.

At St Aidan's C.P. School we believe that assessment should be a positive experience that concentrates on what children can do and be helpful in understanding any errors they have made.

This policy is related to all areas of the curriculum, although most evidence will be seen in the core subjects.

It is not necessary or manageable to mark all pupils work in detail on a daily basis. This policy outlines how staff can make use of effective oral and written feedback to pupils over a period of time.

At St Aidan's C.P. School it is agreed that effective assessment will;

- be consistent and in line with the overall policy on assessment, recording and reporting throughout school;
- provide regularly feedback to pupils about their work;
- include both oral and written feedback as appropriate;
- focus the response on the learning objectives and criteria for success;
- provide pupils with the opportunities to assess their own and other's work and give feedback to one another;
- ensure that pupils understand their achievements and know what they need to do next to make progress.
- use the information gained together with other information to adjust future teaching plans.

STRATEGIES

This will focus on key areas

1. Conditions for learning.
2. Use of curricular targets.
3. Designing opportunities for learning.
4. Day-to-day assessment strategies.
5. Feedback on learning.
6. Involving parents and carers.
7. Formative use of summative assessment.

CONDITIONS for LEARNING

This requires

1. Creating an ethos and environment in which children can enjoy learning, improve and grow in confidence.
2. Evaluate the physical environment in which children's learning takes place, including classrooms and outdoors, how environment supports learning.

USING TARGETS

This will involve five steps

1. Identifying current attainment levels for pupils/groups using Assessment and Assertive Mentoring materials as a guide.
2. Setting of "next steps" targets in reading, writing and maths for pupils/groups
3. Link curricular targets to planning across the curriculum ensuring that targets are addressed in teaching and learning
4. Share targets with pupils and parents
5. Regular opportunities to review progress towards achieving targets is planned
6. Target reviews are shared with pupils /parents and discussed at pupil progress meetings

OPPORTUNITIES for LEARNING and PLANNING

This will involve

1. Being clear about the learning and teaching objectives and sharing them with pupils, parents and carers.
2. Planning the key focus points for the teaching and the learning and involving the pupils by making them aware of the agreed success criteria.
3. Making sure that the context is designed to enable the learning objectives to be fulfilled.
4. Adapt the planning and teaching if the learning objectives are not being fulfilled.

DAY-TO DAY ASSESSMENT, FEEDBACK and PEER, SELF ASSESSMENT

Effective Feedback is

- **Positive** : indicating that work is valued
- **Critical** : suggesting improvements for next time, but also encouraging
- **Specific** : relating to particular learning objectives behind the work or to the target
- **Constructive** : indicating to a child how they have/have not achieved the intended learning outcome
- **Manageable** : pieces for thorough written marking should be selected, and oral feedback or brief written comments should be provided for other aspects of work
- **Informative** : providing feedback on success/progress/misunderstandings
- **Diagnostic** : identifying common regular misunderstandings and suggesting possible remedies
- **Realistic** : advice and comments should be meaningful and understood by the child
- **Consistent** : marking procedures should be adopted by all members of staff and understood by the children

ORAL FEEBACK

This could be teacher-pupil, pupil-teacher and pupil-pupil. Oral feedback is an extremely powerful form of feedback, but needs to be planned for. Success and improvement against the learning objectives of the task is one of the most effective focuses of feedback. This does not mean ignoring errors but treating them as opportunities for improvement and a focus for teaching and support.

- INDIVIDUAL, oral feedback should be evident throughout all key stages.
- WHOLE CLASS or GROUP, all lessons will provide an opportunity for giving group or whole class feedback.

Examples

- Sharing objectives and expectations at the beginning of the lesson (**WALT**- We are Learning to... **WILF**- What I'm Looking For...)
- Giving pupils the opportunity to reflect and feedback on their understanding (e.g. use of plenary to provide feedback on pupils' learning)
- Use of praise should be specific, identifying a specific aspect of learning and the reason why, so that the pupils know what are being praised for Praise should be credible, spontaneous and expressed in a variety of ways.
- Reward system which will be specific to individual members of staff (e.g. stickers, stamps, class points)

SELF and PEER ASSESSMENT

These are not replacements for teacher marking and feedback. They are important additional forms of assessment which engage children in becoming self-critical and independent. Time is built into the lesson for reflection in a structured way. Pupils should be encouraged to check their work and self-correct where appropriate.

PEER ASSESSMENT

Talking partners can be mixed ability, similar ability or friendship groups. If pupils are to mark each other's work, (the pair should be of similar ability) clear guidelines must be given on what the focus should be. Agreement on marking partnership should be adopted and agreed by pupils. This should result in positive criticism. Teachers should use agreed rules to develop their own class based agreements on marking partnerships

SELF ASSESSMENT

Feedback should be teacher-pupil and pupil-teacher, involving dialogue. This will vary according to the pupil's age and understanding and staff preferences.

Pupils should be encourage to use a range of self checking/editing strategies

Examples

- Traffic Light System
- Pupils write one aspect they were happy with and one to improve on.
- Postbox comments from pupils.
- Developing self checking/editing strategies

- Providing planned opportunities for children to respond and act upon feedback given

Teachers will be required to promote and support self reflection through questioning

WRITTEN FEEDBACK

It is not expected that every piece of written work is marked IN DETAIL everyday. It helps for the teacher and pupils to be clear about whether a piece of work will simply be acknowledged, or whether it will receive detailed attention.

Marking guidance is contained within the appendix and makes reference to:

- Key Stage expectations
- Teacher and adult support
- Drafting and editing opportunities and marking symbols.
- Feedback on learning and curricular targets.

At St Aidan's C.P. School we believe that it is important to mark work during or as soon as possible after the task; not only does this help the child's learning, but helps the teacher monitor progress and identify common or specific difficulties.

Quality marking should enable all pupils to understand their own achievements and know what they need to do next to make progress. It sets the pupils' particular performance in the context of the work's purpose and in the context of the pupil's efforts. It provides positive feedback and promotes high expectations of the progress linked to the main learning objectives. The process should involve support staff in consultation with the class teacher. There should be regular planned opportunities for children to respond to teacher's marking.

Work needs to be indicated by pupils or staff how this written work was carried out

A set of generic marking symbols have been designed and agreed by staff and shared with pupils

Key strengths and areas for improvements are indicated by the whole school approach to marking against the learning objectives and curricular targets when appropriate

INVOLVING PARENTS and CARERS

This will involve

- Half termly target reviews
- Meetings twice a year
- Annual written reports
- IEP reviews
- Individual meetings as needed.

FORMATIVE USE OF SUMMATIVE ASSESSMENT

This will involve using QCA end of Key Stage 1 and 2 and Optional Tests for years 3,4 and 5.

Use of on going assessments and Assertive mentoring Materials , as working documents for periodic sub-level progress and analysis.

This will result in access to

- School-level data
- Pupil-level data
- Question-level analysis
- Level descriptors
- Half term assessment for reading, writing and numeracy.
- Foundation Stage assessments.

SPECIAL EDUCATIONAL NEEDS

This marking policy applies to pupils with S.E.N. if pupils have a specific learning difficulty in regard to Literacy, written comments may not be appropriate. Feedback to SEN. Pupils should reflect and contribute to IEPs.

EQUAL OPPORTUNITIES

All pupils regardless of ability, age, gender or ethnic are included in this policy.

APPENDIX

1. St Aidan's Marking Guidance
2. Whole School approach to Focused Marking to Raise Achievement
3. Effective Feedback in Maths
4. Effective Feedback in Literacy
5. Promoting Peer and Self Reflection-Suggested questions:
6. The Golden Rules for Children Marking with a Response Partner.- example
7. Class based agreements on marking partnership