

Burchetts Green CE Infant School

Assessment for Learning Policy



Assessment for Learning

Planning

At Burchetts Green Infants School we recognise that for effective formative assessment to take place, lesson planning must include explicit Learning objectives.

Clear Learning objectives are the single most important element of planning.

Learning objectives are shared with the class for every lesson. They are displayed and regularly referred to during the course of the lesson.

Learning objectives are clear and unambiguous so that the teacher can explain them to the class in a way which makes sense to the children. It is essential that the children understand the Learning objective as it becomes the focus of the assessment.

Success criteria

- Success Criteria is shared with the class for every lesson. We believe that it is essential that children know by what criteria their work is to be judged.
- How the children will achieve the learning objectives must be the focus of the success criteria.
- As the children progress through the school they may be able to form their own success criteria.
- Children's work is assessed according to the Learning objective and Success Criteria.

Our aim is that ultimately pupils will become responsible for their learning. It is part of the teacher's responsibility to teach evaluative knowledge so pupils become independent of the teacher and intelligently engage in and monitor their own learning.

The **lesson plenary** is used for children to formulate reflective comments about their learning, leading to teacher summaries, addressing misconceptions and providing links with future learning.

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Questioning may be used to support formative and summative assessment

During questioning the;

teacher's objective is to encourage pupils to do more of the thinking – taking responsibility for their learning and at the same time making the learning more collaborative. To this end each child will have a 'Purple Polishing Pen' to edit their work (i.e. to do corrections and improvements).

- use of open ended questions should be asked as part of an interactive teaching style,
- pupils must be given time to explore answers together,
- teacher's role is to moves away from presentation to exploration of pupils' ideas; involving them in the exploration,
- pupils' role will become more active as they realise that learning depends on a readiness to express and discuss,
- pupils will work in a supportive climate so they are comfortable with giving a wrong answer. They know that these can be as useful as correct ones.

Assessment timeline

A range of assessments will take place during the academic years, which are specific to each year band. These are addressed on the next pages.

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Timeline of assessment EYFS

Foundation Stage Profile

- Preliminary Visits/ On Entry
- Relevant information from parents
- All about Me Booklet
- Information from previous setting
- Schools baseline assessments
- Government initiative baselines as required

Termly evidence

- Regular ongoing observations recorded electronically
- Phonic assessment
- Writing observations: termly levelled writing assessment.
- Numeracy assessment recorded on Target Tracker/2simple
- Literacy assessments recorded on Target Tracker/2simple
- Annotated child's recorded work – date, context and learning outcome as evidence of achievement
- Photographs with name, date, context, learning that took place.
- Regular liaison with parents including parent contribution to learning profile
- Guided reading record sheets

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Timeline of assessments Y1

Numeracy (on going)

- R.M. maths on-going assessment programmed to re-test problem areas, leading to T.A. group/ individual work.
- Teacher and T.A. assessment as part of class activities.

Termly

- Numeracy assessment recorded on Target Tracker
- Book scrutiny check for Maths progression

Literacy

- Guided reading record sheets
- Daily reading record book – comments by parents, helpers and staff
- Daily book check chart
- Termly check on reading progress through stages (spreadsheet)
- Weekly spelling test when pupils are ready
- Book scrutiny; checking for progression
- Termly 'Big Write' assessment
- Termly Phonics assessment
- Speaking and Listening assessment

Science

- One to one verbal/ written termly assessment
- Book scrutiny when marking, checking for progression
- Teacher assessment based on Target Tracker
- Photographic and video evidence

ICT

- Portfolio of examples of work across the school. Assessed according to New National Curriculum skills for Key Stage 1 (2014).

Photographic evidence will be used for assessment across the curriculum.

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Timeline of assessments Y2

Numeracy (on -going)

- R.M. maths on-going assessment programmed to re-test problem areas, leading to TA group/ individual work.

Termly

- Numeracy assessment and progress recorded on Target Tracker
- Book scrutiny checking for progression in Maths

Annually

- National numeracy test to inform Teacher Assessments

Literacy

- Guided reading record sheet.
- Daily reading record book – comment by parents, helpers and staff
- Daily book check chart
- Termly check on reading progress through stages (spreadsheet)
- Weekly spelling test.
- SATS spelling test papers used in spring/summer terms.
- SATS comprehension papers used in summer term.
- Book scrutiny checking for Literacy progression.
- After pupils have left retain an example of higher, average and lower ability pupil's work for comparison
- Speaking and Listening assessment
- Termly 'Big Write' assessment
- Termly Phonics assessment
- Literacy assessment and progress recorded on Target Tracker

Science

- One to one verbal/ written termly assessment.
- At the end of Y2 the Y2 teacher will keep 2 examples each of higher, average and lower ability pupils' work
- Book scrutiny made by senior staff, checking for progression.
- Assessed format linked to National Curriculum skills for Key Stage 1.
- Photographic and video evidence

ICT

- Portfolio of examples of work across the school assessed according to the New National Curriculum skills for Key Stage 1 (2014).

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Marking and feedback

The use of highlighters enables the pupil to visually see what is successful within their work and what could be improved.

A green highlighter will signify element of the work which are successful – this annotation is linked to the Learning objective.

A pink highlighter will signify elements of the work which could be improved. An explanation will be written at the end of the piece of work.

Additional symbols used when marking work are:

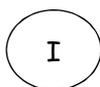
 NS Next steps (e.g. can you say more about how the bear felt?)

 V When individual feedback has been given

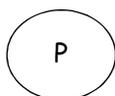
 C When class feedback has been given

An explanation will be written at the end of the piece of work. For example:

Work completed:



independently



in a pair



with adult support

An underlined word

Indicates that the pupil has made a spelling mistake; the correct spelling should be found and written out.

i.e. mayed (made)

Self-assessment:

Children will self-assess their work by drawing either a smiley, straight or sad face to show how they feel they did.

Children will use 'Purple Polishing Pens' to edit their work.

Each child's book will have a marking index pasted inside the front cover.

Marking Key	
	<p>good understanding / objective has been met</p> <p>I'm getting there / objective partly met</p> <p>I need to do this again, perhaps in a different way / objective not met</p>
	<p>self-assessment of how I feel about the my work (learning objective)</p>
	<p>Children will edit their work with a 'Purple Polishing Pen'</p>
<p>Highlighted in green</p>	<p>this is good – linked to learning objective.</p>
<p>Highlighted in pink</p>	<p>look again at this – linked to learning objective.</p>
<p>An underlined word <u>mayd</u></p>	<p>Look at the spelling again</p>
<p>I</p>	<p>Work completed on my own</p>
<p>AS</p>	<p>Work completed with adult support</p>
<p>P</p>	<p>Work completed with a partner</p>
	<p>Next steps: eg can you say more about what the bear looked like/Felt?</p>
	<p>V = when individual, verbal feedback is given to a child</p>
	<p>C = when whole class, verbal feedback has been given</p>