Assessment for Learning and Feedback Policy

Burchetts Green CE Infant School

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 shared with the class for every lesson. They are displayed and regularly referred to during the course of the lesson. The teacher can explain them to the class in a way which makes sense to the children.

Success Criteria are shared both explicitly and implicitly with the class for every lesson. The focus of the Success Criteria is how the children will achieve the Learning Objectives. As the children progress through the school they may be able to form their own 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.

Plenaries are used for children to formulate reflective comments about their learning, leading to teacher summaries, addressing misconceptions and providing links with future learning.

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.

- The use of open-ended questions should be asked as part of an interactive teaching style.
- Children must be given time to explore answers together through whole class discussion and Talk Partners.
- The teacher's role is to move away from presentation to exploration of children's ideas; involving them in the exploration.
- Children will become more active as they realise that learning depends on a readiness to express and discuss.
- Children 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 year, which are specific to each year band. These are addressed on the next pages.

Timeline of assessment EYFS

Foundation Stage Profile

- Preliminary Visits / On Entry.
- Relevant information from parents.
- Information from previous setting.
- Schools entry assessments on Insight .
- Government initiative baselines as required.

Termly evidence

- Regular ongoing observations recorded electronically.
- Termly Little Wandle phonic assessment.
- Writing observations: termly levelled Big Write assessment.
- Maths assessment recorded on Insight.
- Reading and Writing assessments recorded on Insight.
- Annotated child's recorded work.
- Photographs on Seesaw evidencing learning that took place.
- Regular liaison with parents including opportunity for parent contribution on Seesaw.
- Little Wandle reading record sheets.
- Home/School Reading record book.

Timeline of assessments in Key Stage 1

Maths

- Ongoing Teacher and TA assessment as part of class activities.
- Maths teacher assessment recorded on Insight every term.
- NTS Assessments administered every term
- Work scrutiny check for Maths progression every term.

English

- Ongoing Teacher and TA assessment as part of class activities.
- Reading and Writing teacher assessment recorded on Insight every term.
- NTS Assessments administered every term
- Little Wandle reading record sheets.
- Home/School reading record book (Y1 only).
- Termly check on reading progress through Little Wandle scheme.
- High Frequency and Common Exception Word spelling check regularly.
- Work scrutiny; checking for progression.
- Termly 'Big Write' assessment.
- Termly Little Wandle phonics assessment.

Science

- One to one/small group ongoing oral and enquiry assessment.
- Work scrutiny when marking, checking for progression.
- Teacher assessment based on Insight.

RE

- Small group assessment discussions termly.

Photographic evidence will be used for assessment across the curriculum
(usually collated in the Seesaw app)

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 could be linked to the Learning Objective.

A pink highlighter will signify elements of the work which could be improved. Children should be given the opportunity to carry out improvements.

Additional symbols which could be used when marking work are:



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



When individual feedback has been given (VF may also be used)



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

Self-assessment:

When appropriate, 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.

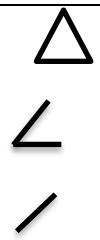
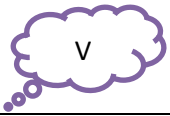
Methods of Feedback

We will use a variety of methods to feedback to children about their progress. These methods include:

- Whole class feedback.
- Individual verbal feedback.
- Marking work using marking code.
- Wow! Work on display in the classroom.
- Mini plenaries based on misconceptions/positive comments and for sharing work.
- Modelling responses (including use of texts).
- Positive and specific praise.
- WWW/EBI (What went well/Even better if).
- Peer Assessment.

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

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