

William Gilpin CE VA Primary School

Assessment for Learning Policy

Principles

The prime objective of assessment at William Gilpin CE VA Primary School is to support learning.

- Assessment should embrace and reflect the academic, social, emotional and moral development of pupils. Pupils should be fully involved in assessment processes so that they understand how to improve and become independent learners.
- Assessment should enable pupils to work towards their long-term as well as their short-term learning goals.
- Assessment should help motivate pupils and enhance self-esteem.
- Teachers should use assessment processes that are appropriate to the learning activities in which pupils are engaged.
- Teachers should employ a range of assessment strategies on a day-to-day basis and base their judgements on a wide range of evidence in order to obtain a holistic view of pupils' achievements.
- As an integral part of their continuing professional development (CPD), teachers should have opportunities to moderate the assessments they make in order to ensure that they apply consistent judgements and thereby establish professional and public confidence in standards.
- The information from assessment should primarily be for the purpose of supporting day-to-day learning and teaching but over time should generate information that contributes to the school's self-evaluation processes.
- All members of staff have a responsibility for assessment and should be involved in the development of practice across the school and the interpretation and use of the information generated.
- Parents and carers should be regularly informed of pupils' progress and encouraged to be actively involved in the assessment process.

Leading and Managing Assessment

In our school we lead and manage assessment for learning effectively by:

- Giving a high profile to assessment for learning in whole school policies and practice.
- Ensuring the principles of assessment for learning are explored and a common language is developed and understood by all, and that practice reflects this understanding.
- Having an ethos which promotes an enthusiasm for learning amongst staff and pupils and encourages risk taking; and encourages pupils to talk about their difficulties and areas for improvement, as well as their strengths, and to regard these as positive opportunities for learning.
- Teachers being seen as learners as well as the pupils and who are given opportunities to develop their expertise in assessment for learning.
- Ensuring a balance is kept between on-going formative assessment, used continuously to support learning, and summative assessment, used periodically to support the monitoring of long-term progress.

Leaders

- Having drive, enthusiasm and confidence in implementing change and supporting effective practices.
- Having the courage to make worthwhile changes and the skills to support staff who may feel de-skilled and anxious as a result of change.
- Seeing change as a positive opportunity to raise pupils' expectations and attainment, and teachers' expertise and job satisfaction.

- Motivating staff and providing opportunities for regular discussion about practice, sharing what works when, why and how, in order to improve processes for the benefit of the pupils.
- Leading by example and being aware of the issues and promoting effective practice through targeted professional development.
- Monitoring and evaluating systematically the effectiveness of teaching, learning and assessment, providing feedback and support where necessary.
- Ensuring that staff seek the views and opinions of learners and enable them to take responsibility for their own learning.

Ongoing Assessment

As a school we have a clear understanding that the prime purpose of assessment is to:

- Provide information for teachers and pupils to move learning forward i.e. Assessment for Learning.
- Enable pupils to be clear what their learning objectives and success criteria are and ensure that they can distinguish between what they are learning and what they have to do, i.e. the task, activity or context.
- Involve pupils in the assessment process by teaching them the relevant skills to enable them to make sound judgements about their learning, by providing opportunities for peer-assessment and self-assessment and by valuing the assessments they make of their own work and that of other pupils.
- Ensure our assessments are shared with pupils in a way that helps them understand how well they have done, and what they should do next to improve their learning.
- Use a range of assessment strategies confidently, consistently and as relevant to the work in progress.
- Regularly provide pupils with opportunities to reflect and talk about their learning and progress and to formulate and ask questions.
- Carefully formulate questions that require pupils to think, encouraging them to reflect on their learning, speculate, hypothesise and offer opinions, and thereby stimulating classroom debate and discussion.
- Give feedback to pupils, both written and spoken as appropriate, which relates clearly to the learning objectives, highlighting where success has been achieved and identifying how the work can be improved.
- Make clear to pupils that we expect them to take some action following our feedback and provide sufficient time for them to make the proposed improvement.
- Circulate while pupils are engaged in tasks and use a range of strategies, e.g. observing, questioning, listening to pupils' own commentary on their work etc, to gain information about how well they are able to apply and consolidate their learning, and intervene as appropriate to move their learning on.
- Use summative teacher assessments and tests where appropriate to provide information about what pupils know, understand and can do and analyse this information to support planning for subsequent teaching and learning.
- Ensure that other adults working with pupils are well briefed about the intended learning and are able to apply Assessment for Learning principles relevant to the support they are giving and communicate significant information to us about pupils' progress.
- Apply standards that are consistent with national expectations and, in all areas of learning, maintain high expectations of each pupil.
- Work together with colleagues within and beyond our school to develop understanding of appropriate expectations and outcomes in terms of consistent standards, quality of the learning experience and due emphasis on pupils acquiring the skills required to become lifelong learners.
- Strive to involve parents and carers in the assessment process by explaining assessment strategies to them and by communicating with them regularly about their children's achievements, attainment and expected progress.

Planning

Our long term planning:

- Maps progression throughout the school with reference to the National Curriculum programmes of study/level descriptions and Strategy targets/objectives as appropriate and recognises cross-curricular links.
- Is informed by the evaluation of pupils' progress and achievements, using assessment evidence from on-going learning and teaching, and from statutory assessments and examinations.
- Reflects the school's targets, set with reference to individual pupil targets, and the analysis of whole school data.
- Provides a framework to support medium-term planning in a way that ensures long-term progression for all pupils.
- Involves all staff (whole school/Key Stage) in its development and review.

Our medium-term planning:

- Identifies curriculum targets/objectives, the achievement of which will ensure that pupils make the necessary progress towards their end-of-year and end-of-key stage targets.
- Provides a framework to support short-term planning.
- Is informed by and adjusted in the light of assessment evidence from on-going learning and teaching.

Our short-term planning:

- Identifies learning objectives for a lesson or series of lessons developed from the curriculum targets in the medium term plans.
- Is informed by assessment evidence from on-going learning and teaching and is adjusted in the light of this evidence.
- Is differentiated to reflect the needs and prior learning of all learners.
- Expresses the learning objectives in ways that can be shared with and understood by pupils, allowing success criteria to be developed with them.
- Outlines assessment methods appropriate to pupil's differing learning styles.

Feedback on Learning

Our feedback to pupils, including our marking:

- Is specific and helps all children make progress, develop self-esteem and strive for achievement.
- Is selective and based on clear and shared learning objectives and/or success criteria so that pupils are enabled to see errors as part of the learning process.
- Where possible, is provided immediately and is used to inform learning and teaching.
- Oral feedback is used to support marking and pupils are actively involved in the process and we aim for pupils to understand the advice and support provided in order to move their learning forward.
- It recognises each child's progress towards learning objectives and successes are celebrated by making explicit what has been done well and why.
- Pupils are encouraged to evaluate and improve their own work during a lesson/activity.
- Aspects of work that need individual improvement, attention or further development are identified and time is planned for children to apply improvement suggestions in either another piece of work in a new context or to the work marked.
- Teachers monitor the impact of their comments on pupil outcomes.
- Regular monitoring of marking and feedback practice reflects consistent use of the assessment policy throughout the school.

Using Data and Other Information to Promote Learning

Pupil progress is supported effectively by:

- Recognising and using the full range of information, including pupil's work, informal notes, prior and current attainment and value added data from national, local and school sources.
- Using the curriculum objectives in medium-term planning to track and monitor pupils' progress in the short to medium-term, using national curriculum levels, sub-levels and points derived from these to track progress in the longer-term.
- Using information from previous teachers to inform planning.
- Limiting the quantity of information and evidence and concentrate on quality.
- Engaging pupils in reviewing and recording their own progress, using evidence from their learning to help them recognise their achievements and identify their next steps.
- Using information and evidence to share and develop our understanding of levels of attainment.
- Passing on data and information which is clear and which other people find useful.

Reporting to Parents and Carers

Our reports to parents and carers will be effective when they:

- Provide clear information, which parents/carers can understand, about their children's progress, outlining strengths and the areas they need to develop.
- Set learning targets which parents/carers can understand and are realistic, monitored and reviewed.
- Promote parent/carer involvement in their child's learning and provide scope for dialogue involving the school, the parent/carer and the child.
- Support discussion with parents at times which allow appropriate action to take place.

Transfer and Transition

Transfer and transition of our pupils:

- Staff have a clear understanding of and trust in the judgements of their colleagues from within and across settings and phases.
- Share information about pupils' progress as they move from one class to the next or to a new school, in order to support continuity of learning for all pupils.
- Manageable and straightforward systems and procedures have been established that ensure the timely transfer of information.

Monitoring and review

This policy will be reviewed in the Summer Term 2015

Signed:

Date: