



Sevenoaks Primary School

Assessment for Learning Policy



Assessment for Learning (AfL) has been defined as 'the process of seeking and interpreting evidence for use by learners and their teachers to decide where their learners are in their learning, where they need to go and how best to get there' (Assessment Reform Group 2002).

AfL should be used to identify gaps in pupil learning and then provide them with the advice and next steps needed to fill them, while recognising the importance of encouraging learners to take ownership of their own learning and actively participate in their learning journey. This is facilitated through ensuring a safe, positive learning environment in the classroom which promotes a 'growth mind-set,' where intelligence is expandable and everyone has the ability to improve.

Characteristics of Assessment for Learning

Research shows that effective AfL is a key factor in raising pupils' standards of achievement. At Sevenoaks Primary School we aim to ensure that staff:

- Embed this policy in the teaching and learning process
- Share learning goals with pupils
- Help pupils to know and to recognise the success criteria to aim for
- Provide clear and motivating feedback which leads pupils to identify what they should do next to improve
- Have a commitment that every pupil can improve
- Involve both staff and pupils in reviewing and reflecting upon pupils' performance and progress
- Involve pupils in being able to assess themselves and their peers
- Adjust teaching to take account of the results of assessment.

This will be done by:

- Observing pupils – this includes listening to how they describe their work and their reasoning
- Questioning – using open questions, phrased to invite pupils to explore their ideas and reasoning
- Setting tasks in a way which requires pupils to use certain skills and apply ideas in relation to their next steps for learning, including being reflective about their learning
- Adapting planning to include challenging tasks matched to pupils' learning needs.

Classroom Practice

At Sevenoaks Primary School, AfL takes place using the following strategies:

1. Sharing the learning objective
2. Developing and sharing the success criteria
3. Using a variety of questioning
4. Using self-assessment and peer assessment
5. Providing effective feedback
6. Setting targets

These strategies are carried out by:

1. Sharing the Learning Objective

The Learning Objective (sometimes referred to as WALT – We Are Learning To) is what teachers expect most children will know, understand or be able to do by the end of the lesson or group of lessons.

Teaching staff:

- Share the learning objective within the lesson in child friendly language
- Plan differentiated tasks that will fulfil the learning objective
- Share the learning objective to enable the child to know the purpose of the activity, thus transferring much of the responsibility for the learning from the teacher to the child

2. Developing and Sharing the Success Criteria

To encourage children to take responsibility for their learning, teaching staff:

- Explain and generate the success criteria (sometimes referred to as 'Steps to Success' or WILF – What I'm Looking For) for the planned task. Success criteria can be developed with the children as part of the learning process.
- Ensure the children have interpreted the expectations so they can apply them as they are working independently, thus making their own judgements against the criteria before any teacher assessment of the task takes place
- Model using the success criteria against an example piece of work to aid the process of self and peer evaluation.

3. Using a variety of questioning

Questioning enables teaching staff to find out what pupils know, understand and can do while highlighting misconceptions in order to target teaching more effectively. Teaching staff use a variety of questioning skills when working with children by:

- Providing a high proportion of open questions
- Providing time for pupils to think about and discuss their responses to questions (pair share ideas / talking partners)
- Providing supplementary questions to extend understanding
- Providing questions that encourage pupils to reflect on their thinking
- Providing pupils opportunities to generate their own questions.

Questions may include:

- How can we be sure that...?
- What is the same and what is different about...?
- Is it ever/always true/false that...?
- How do you...?
- How would you explain...?
- What does that tell us about...?
- What is wrong with...?
- Why is... true?
- Why do you think...?

4. Using self and peer assessment

Self and peer assessment enables pupils to actively participate in their learning and, through their own assessment of strengths and areas to develop, has a positive influence on the learners' self-esteem, motivation and progress. For pupils to use self and peer assessment successfully they need to:

- Understand the criteria or standards that will be used to assess their work (through teaching staff sharing learning objectives and success criteria)
- Practise self and peer assessment strategies following thorough modelling by the class teacher
- Identify and celebrate what they have done well
- Reflect on their own work to identify any gaps between what they did and what they could have done
- Identify the strategies and implications for future learning that they might use to close the gaps
- Be supported to identify where they need to improve
- Be given time to reflect on their learning and make improvements where necessary
- View mistakes as important learning opportunities as part of a growth mindset
- Be part of a positive and constructive process in a safe learning environment with clear guidelines for successful assessment.

Self-assessment strategies may include pupils indicating their level of confidence with a particular learning goal, using systems such as traffic lights or 'fist of five', where appropriate. This could lead to pupils making their own choices about the tasks and resources appropriate to their need. They could also indicate in their own work evidence of where they have achieved the LO and/or success criteria.

Peer assessment in particular helps pupils to become clearer about their own expectations through trying to explain strengths and areas for development to others. This may result in the learning of new and more efficient strategies.

At Sevenoaks Primary School, any written self or peer assessment, including editing, will be done in a different colour to both the child's original work and the preferred colour used by the class teacher.

With regards to Mathematics or any other learning in which the pupils' work is either right or wrong, teaching staff may provide the answers for pupils to check and mark their own work or that of their peers. This helps identify common errors and misconceptions to be dealt with immediately in the lesson. In these instances teaching staff are still required to have an overview of the pupils' understanding in order to plan effective subsequent lessons.

5. Effective Feedback

Feedback is any information that is provided to the child, both orally and written, about their learning. The Teachers' Standards state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'. It is most effective when:

- It relates specifically to the learning objective
- It focuses on the task rather than the pupil
- It is given regularly and while still relevant
- Suggestions for improvement act as 'scaffolding' between what the child can currently do and what they could achieve with direction
- It allows for quality communication around learning
- It encourages positive motivational beliefs and self-esteem
- Mistakes are viewed as important learning opportunities
- Evaluative comments / reminders / questions / next steps are given which indicate how to make improvements
- Children are given time to act on the feedback by either improving the work their feedback relates to, or acting on the feedback in subsequent work
- Teaching staff use the information gathered to adjust their planning for the next lesson or series of lessons.

At Sevenoaks Primary School we place a high importance on ensuring all feedback is effective and has the primary aim of driving pupil progress and outcomes, thereby eliminating unnecessary workload around marking. We achieve this by:

- Ensuring written feedback is meaningful, through trusting teachers, as professionals, to provide feedback which is best for their pupils and circumstances and incorporating outcomes into subsequent planning and teaching;
- Ensuring written feedback is manageable, through making sure the time spent marking has the desired impact on pupil progress and does not take longer than the child spent on the piece of work;
- Ensuring written feedback is motivating, by being constructive and achievable;
- Recognising that oral feedback given during the lesson is usually more effective than written feedback afterwards;
- Building time into lessons to allow effective feedback to be delivered;
- Ensuring any written feedback is shared with the pupils in the following lesson in order to have the required impact (with regards to Mathematics, pupils are expected to complete some or all corrections, where appropriate, to demonstrate their developed understanding);
- Planning any 'deep marking' into the most effective place(s) of a unit of learning to bring the learning forward (i.e. deep marking at the end of a unit has less impact as there is no opportunity for development. More meaningful feedback would be a celebration of learning);
- Measuring the effectiveness of the feedback through how a pupil is able to tackle subsequent similar tasks (meaning that it is unnecessary for teachers to provide a written record of oral feedback);
- Adopting a 'write, reflect/edit, mark' sequence during lessons where appropriate, involving pupils completing work to the highest possible standard, then reviewing and re-working before it is marked by teaching staff or a peer;
- Recognising that self and peer assessment which meets the requirements of the success criteria is valuable feedback in itself and does not require further written feedback from teaching staff;
- Acknowledging work and effort with a variety of strategies, including, but not limited to, marking, verbal feedback, displays, class sharing time, rewards (such as stickers, praise, house points, etc). Homework does not require extensive written feedback.

It is important to have a wide range of feedback strategies and not rely heavily on one type. Feedback strategies could include:

- Learners checking their work against the success criteria.
- Learners comparing their own work with good quality exemplars.
- Teaching staff questioning / probing an individual / small group about on-going work.
- Teaching staff raising an observed common problem with the whole class.

- Peer and self-assessment
- Marking

All work requires feedback in some form. Where there is no written feedback evident on a piece of work, another feedback strategy will have been used in its place.

6. Setting Targets

Targets are set according to the needs of the pupil. These are in Reading, Writing and Mathematics, with an additional next step in Behaviour for Learning if appropriate.

Targets are most effective when:

- They are clear and measurable
- They are differentiated and personalised according to what the pupil needs to make progress
- They are shared with the pupil and discussions take place about *how* the pupil can achieve their goal
- All staff working with the pupil are aware of their targets
- Pupils have visual and/or verbal reminders of their targets, especially when the relevant learning is taking place
- Pupils take some ownership and responsibility over forming and achieving their targets, with regular opportunities for reflection
- Parents are informed via written communication and discussions where necessary
- They are reviewed and updated regularly according to the pupils' pace of progress

At Sevenoaks Primary School, teaching staff will decide in their year groups whether sharing all the long term goals (such as Kent Steps) with the pupils is appropriate and worthwhile, or whether one target at a time will suffice. Long term targets are recorded on SIMs and sent home to parents in terms 2 and 4, and sent home via reports in term 6. Pupils will be given smaller 'next steps' in order to work towards these long term targets on a regular basis.

Assessment for Learning will be monitored through a range of means, including:

- Work sampling to identify progression
- Work sampling of written feedback
- Drop-ins
- Pupil interviews
- Looking at planning



Marking and Feedback Code




At Sevenoaks Primary School, codes may be used as part of written feedback by both teaching staff and pupils. These are progressive and will be introduced to the pupils when it is relevant to them. The purpose of this is to teach pupils the skills of editing and improving their work independently. Therefore pupils own re-working will replace these codes throughout the year.

Teaching staff may also use codes specific to their year group or objectives.

Codes for adults may include:

CI	Child Initiated (Foundation Stage)
I	Independent work
S	Supported work
VF	Verbal Feedback (no details expected)
PF	Peer Feedback
CD	Class Discussion
√c	Corrections completed
RI	Rapid Intervention

Codes for everyone may include:

Symbol	What it means
0	Missing or incorrect punctuation
^	Missing word or information
//	New paragraph
sp	Spelling mistake
	Cloud word – a word you should know how to spell
 ?	This is unclear or doesn't make sense
√	Good word or phrase / evidence of achieving LO
√√	Really good word or phrase / evidence of achieving LO
<div>said</div>	Choose a better word
P	Punctuation
T	Tense
G	Grammar
☆ or *	Star – something you have done really well
 or =>	Wish or next steps – something you need to work on

NB: It is important that for assessment and moderation purposes, only work which has been completed by the child is assessed. Closely teacher-marked drafts rewritten into 'best' are not deemed to be independent.

Presentation Guidelines – Phase 2

Presentation of written work

- All work must be dated (short date or dot date) & titled. (Stickers can be used where needed as long as they follow this same format)
- The title should be in the form of an L.O. e.g. L.O. I can.....
- Dates and titles should be underlined with a ruler.
- Further titles eg: Story titles can be added under the L.O.
- Worksheets should also be titled and dated, cropped and glued into the relevant subject book.
- Each new piece of work should be on a new page.
- All written work should have a margin (new books will have them)
- Handwriting pen should be the only pen used, with fountain pen being optional in years 5 & 6.
- Diagrams & charts must be drawn in pencil.
- Self-editing should be in a different colour to identify it.

	<div style="text-align: right;"><u>Date</u> _____</div> <div style="text-align: center;"><u>L.O.</u> _____</div> <p>(Miss a line)</p> <p>Work starts here</p>
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Presentation of maths work

- Underlined short/dot date and L.O.
- All maths work must be completed in pencil
- A 3cm wide margin should be drawn on each page
- Children should place 1 digit in each square (where appropriate more than 1 digit can be used, e.g. fractions, graphs).
- Only one column to be used per page (so other column can be used for corrections, methods etc.)
- Leave one line empty in between each question

	<div style="text-align: right;"><u>Date</u></div> <div style="text-align: center;"><u>L.O.</u> _____</div> <div>1.</div> <div>2.</div> <div>3.</div>
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Sevenoaks Primary School

Presentation Guidelines - Phase 3

Presentation of written work

- All work must be dated and titled.
- The title should usually be the learning objective e.g. To use... To be able to....
- Dates, titles & names must be underlined with a ruler.
- Loose pieces of paper must be dated, titled & named and then cropped and glued into the relevant subject book.
- Errors in work must be crossed out with a single, pencilled, horizontal, ruled line.
- All written work in KS2 should have a margin.
- All written work should be completed in blue rollerball, ink or fibre-tipped pen.
- Diagrams & charts must be drawn in pencil.
- Self-editing should be in a different colour and peer editing another colour.
- Children should neatly self-assess their learning in the margin.
- Last piece of work must be underlined before starting the new piece. Children should not start a new page for every new piece of work.

	<u>Name (if applicable)</u>	<u>Date</u>
	<u>Title/Learning objective</u>	
	(Miss a line)	
	Work starts here	

Presentation of maths work

- All maths work must be completed in pencil.
- Children should place 1 digit in each square (where appropriate more than 1 digit can be used, e.g. fractions, graphs).
- Underline short date & title or learning objective.
- Use a margin on the left (no more than 2 squares).
- Numbers written in the margin should only be preceded by a full stop – no circling or underlining.
- Children should neatly self-assess their learning in the margin or next to the learning objective.
- Last piece of work must be underlined before starting the new piece. Children should not start a new page for every new piece of work.

	<u>Short Date</u>
	<u>Title/L.O.</u>
	1.
	2.
	3.
	4.