

**Oaklands** School & Children's Centre  
Together Everybody Achieves More



# Assessment *for* Learning policy

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<b>Role</b>	Various roles
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# Assessment *for* Learning Policy

Reviewed July 2015

To be reviewed July 2026

## 1. Introduction

- 1.1. Assessment *for* learning (*formative assessment*) is the process of seeking and interpreting evidence to use by pupils and teachers to decide:
- where they are in their learning,
  - where they need to go next
  - how best to get there

## 2. Aims and Objectives

- 2.1. The aims of this policy are underpinning our values:
- **Ambition**- *children and staff setting challenging goals for our children and planning learning appropriately.*
  - **Self-confidence**- *recognises all achievements and progress.*
  - **Perseverance**- *Helps children know how to improve so they know how to improve their next goals and keep making improvements.*
  - **Independence**- *develops an understanding for the child of how they learn so that they become more effective learners.*
  - **Respect**- *feedback is sensitive and constructive and fosters motivation in our children to be learners with a growth mind set looking at how they can become 'even better if'.*
  - **Enquiry**- *develops their own ability to seek out and gain new skills, knowledge or understanding and a desire to take charge of their own learning.*

## 3. Learning Objective

- 3.1. Each lesson will have a clear learning objective which will be focused on the desired next steps in the children's learning, rather than the activity they will complete.
- 3.2. The learning objective should be short and to the point with a '*learning verb*' which clarifies what learning is taking place rather than the activity being completed (*practice, rehearse, discover, apply etc.*)
- 3.3. The objective will be clearly displayed in the classroom for each lesson and referenced to throughout the lesson.
- 3.4. Pupils will write the objective into the books even when they are not recording the learning in their books.
- 3.5. All learning is recorded into books so that the 'learning journey' is shown clearly. This will be photographs, reflective comments etc.

## 4. Steps to Success (*Process based success criteria*)

- 4.1. Steps to Success are a series of steps which the children need to complete to achieve the learning objective.
- 4.2. The Steps to Success will be created with the children as a guide for their learning. Staff will use the steps in modelling the learning.
- 4.3. Steps to Success will be recorded and displayed in the classroom for that session. There is no need for the Steps to Success be written into the children's books.
- 4.4. They will be referred back to by the teacher or pupils through the lesson, for example in the plenary, for self, peer or teacher assessment.

## 5. Planning from Assessment

- 5.1. A core aim of assessment is to allow teachers to plan work that accurately meets the needs of all children within each class.
- 5.2. Teachers make use of prior assessments when planning work in the medium and short term.
- 5.3. Day to day planning is adjusted in accordance with assessment from the previous learning.

## 6. Modelling & Demonstrating

- 6.1. It is crucial that the learning is modelled and demonstrate to the children how to achieve the objective using the steps to success or creating the steps to success with the children.
- 6.2. Adult put themselves into the 'role of the learner', verbalise, thinking out-loud and questioning and involving the children in the process as they work.

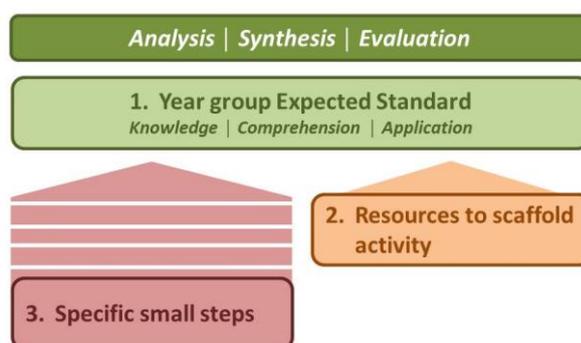
## 7. Learning walls

- 7.1. Learning walls are crucial for the children to see the big picture and how their learning build to the final outcome.
- 7.2. These are work in progress and therefore do not need to be backed or time taken to display the learning. It should be examples and materials from the lessons.
- 7.3. Learning walls for English and Mathematics are in every classroom or learning space and map out the phases for each learning journey:

<b>English</b>	1. Reading & Familiarisation	2. Capturing ideas, oral rehearsal,	3. Writing the outcome	4. Publication	
<b>Mathematics</b>	1. Key Facts	2. Key Strategies	3. Explore & investigate	4. Learning to Apply	5. Apply
<b>RWI</b>	Focus Sounds	1. Reading	2. Hold the sentence	3. Edit the sentence	4. Big Write
	Speed words				

## 8. Differentiation

- 8.1. Each lesson is appropriately pitched and differentiated to meet the needs of diverse groups within each class. Differentiation will enable all groups of children to be challenged and make progress.
- 8.2. Activities should be planned 'From the Top' starting with the Year group expectation. Some children will need resources to scaffold their learning and some will need smaller steps and separate activities to reach the end goal.



- 8.3. Differentiation for more able is not 'more of the same' or 'easier work' but is how we adapt our lessons to enable a child to reach the objective or deepen the knowledge in that objective.

- 8.4. We use Blooms Taxonomy as one way of broadening activities to challenge the more able and higher order thinking.
- 8.5. Activities will be presented in a way which the children can access independently and so make appropriate challenges for themselves through 'Tricky/ Trickier/ Trickiest' or 'Hot/ Spicy/Flaming Hot' etc.

## 9. Adjustments from assessments within lessons.

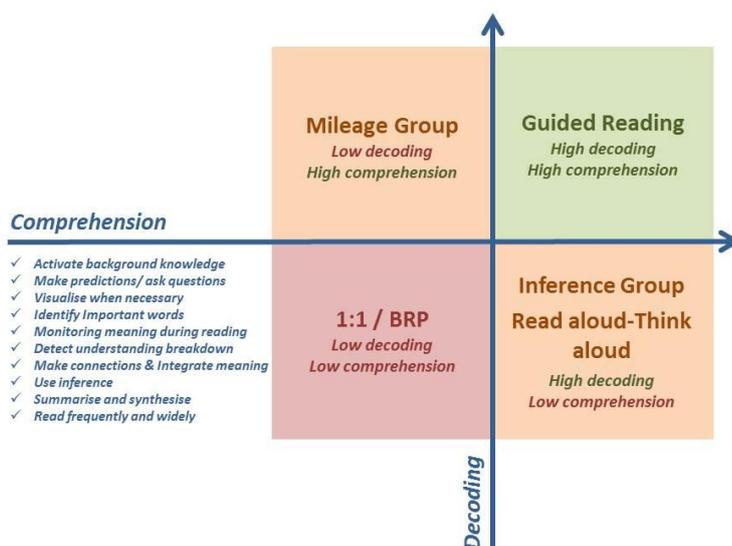
- 9.1. As the lesson progresses, teachers use a range of assessment techniques to see what the children can do and what they need to do next through,
  - Questioning
  - Observing
  - Discussions
- 9.2. As these assessments occur, the lesson will adapt and often deviate from the plan. This is good teaching and needs to be occurring.
- 9.3. Short annotations of the deviations will be made on the plans and again, the lesson for the next session will be planned appropriately.

## 10. Targets

- 10.1. Targets are to be simple to implement and effective in moving a child on in their learning over the next week or short period of time.
- 10.2. Throughout the term, assessments are used to set targets for children which they know and understand. It is vital that children know what the next step for them to achieve.

### Reading targets

- 10.3. The simple view of reading is used to identify the next steps for the child.



- 10.4. From this, a common target is set for the group which will focus on their area of need.
- 10.5. The children are taught to achieve this target throughout their guided reading session.
- 10.6. Once they have achieved it, another target is given.

### Writing targets

- 10.7. The children complete a 'Cold Task' which is a piece of writing in the text type to be taught without any input of teaching (*preferably in a topic lesson*). This is completed on blue paper.
- 10.8. The class teacher assesses the task and chooses one target to focus on over the unit which will move their writing on.

- 10.9. The child chose a personal for themselves to focus on over the unit.
- 10.10. The children are grouped for the unit according to the teacher chosen target.
- 10.11. These targets are displayed on their group table or on a display for the group to have to focus and work towards.
- 10.12. The children are taught to achieve this target throughout their Targeted Group Teaching.
- 10.13. Children complete a '*Hot Task*' at the end of unit where the teacher and child assesses if they have met their target. This is completed on pink paper.

### **Mathematics**

- 10.14. The children complete a '*Cold Task*' which are questions for the strand to be taught without any input of teaching. This is completed on blue paper.
- 10.15. The class teacher assesses the task and chooses one target to focus on over the unit which will move their mathematics on.
- 10.16. The children are grouped for the unit according to the teacher chosen target.
- 10.17. These targets are displayed on their group table or on a display for the group to have to focus and work towards.
- 10.18. The children are taught to achieve this target throughout their Targeted Group Teaching.
- 10.19. Children complete a '*Hot Task*' at the end of unit where the teacher and child assesses if they have met their target. This is completed on pink paper.

### **Red Pen tasks**

- 10.20. Our feedback to children in session should give the children next steps based on their lesson. This can include reference to their children's targets as well such as when they have demonstrated this or if they still need to apply this.

## **11. Learning How we Learn**

- 11.1. A crucial part of the Assessment for Learning is involving the children in the process.
- 11.2. Creating steps to success, taking part in Self and peer assessment and discussing successes and near misses are all part of the process and develop the children's ability to understand learning and apply it to the next time.
- 11.3. As learning progress, children record their developing knowledge in Concept Maps (*mind maps*) Mind Map. These not only map out knowledge and skills which they have developed but also show progress over the unit.
  
- 11.4. These will be used by the pupil in Parent & Pupil Review Meetings to share their progress over the term.