

**Oaklands** School  
Together Everybody **Achieves More**



# Assessment *for* Learning policy

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<b>Role</b>	Various roles
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<b>To be reviewed</b>	September 2023

**PART OF THE LEARNING  
POLICIES**

# Assessment *for* Learning Policy

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## 1. Introduction

- 1.1. With assessment, there are three key questions which we ask ourselves:
  - What have we taught? (*Coverage*)
  - What have they understood? (*ongoing assessment for learning*)
  - What can the children apply? (*Independent Summative assessments*)
- 1.2. 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
- 1.3. Like all assessment, it has three main purposes:
  - Students to act upon to make progress
  - to inform planning and teaching
  - to value the children's work

## 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. Rationale

- 3.1. Assessment *for* learning is the driving force behind good learning and is repeatedly recognised as having high impact on pupils learning. Therefore, it is this that we want our staff to be focused on.
- 3.2. It is important that the children work harder on this than the staff. They need to be a key part of the Assessment *for* Learning process so that they develop their metacognition skills and understand how they learn.

## 4. Planning from Assessment

- 4.1. A core aim of assessment is to allow teachers to plan work that accurately meets the needs of all children within each class.
- 4.2. Teachers make use of prior assessments when planning work in the medium and short term.
- 4.3. Termly overviews are planned as a team and shared with all staff in the year group. The Year group team plan together and is created by class teachers in accordance with

assessment from the previous learning. We do not 'go from another's plan' as this can become a script and plans for others classes are not tailored for your children's needs.

4.4. Planning is based on 'small steps' and children all progressing, some with scaffolding, towards the same ambitious outcomes.

## 5. Learning Objective

- 5.1. Each lesson will have a clear learning objective which will be focused on the desired skill for the children's learning, rather than the activity they will complete. These are written as '**I can...**'. When planning, we need to be clear on the one thing which we want to 'stick' in their minds. This 'sticking point' is the learning objective.
- 5.2. 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.*)
- 5.3. The objective will be clearly displayed in the classroom for each lesson and referenced to throughout the lesson. It can be introduced whenever it is most effective by the class teacher.
- 5.4. Where they can, pupils will write the objective into the books even when they are not recording the learning in their books. This can be very short with just the skill (*for example 'Adjectives'*). This is to help focus on the 'sticking point' of the lesson. Younger children may have a sticker printed with the Learning objective.
- 5.5. All learning is recorded into books so that the 'learning journey' is shown clearly. This will be photographs, reflective comments etc. **Each small step should have the learning objective written in.**

## 6. Two types of Success Criteria

- 6.1. There are two specific types of success criteria: Process based and Outcome based
- 6.2. Process success criteria, which we call **Steps to Success**, are the steps that could help the child achieve the learning objective,

*e.g. I can round two-digit numbers (Learning objective).*

### *Steps to Success (Process Success Criteria):*

- 1. Find the number on the number line*
- 2. Identify the multiple of 10 at either side of the number*
- 3. Count the jumps to the multiple of 10 before*
- 4. Count the jumps to the multiple of 10 after*
- 5. Round the number to whichever is nearest*

6.3. Outcome based success criteria are not used much in the school as we focus on teaching for mastery and small steps with appropriate resources to support all pupils to achieve.

6.4. Where appropriate, there may be different activities for groups of children which may offer a 'challenge' or support. Children may be free to select these or directed to by the teacher.

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

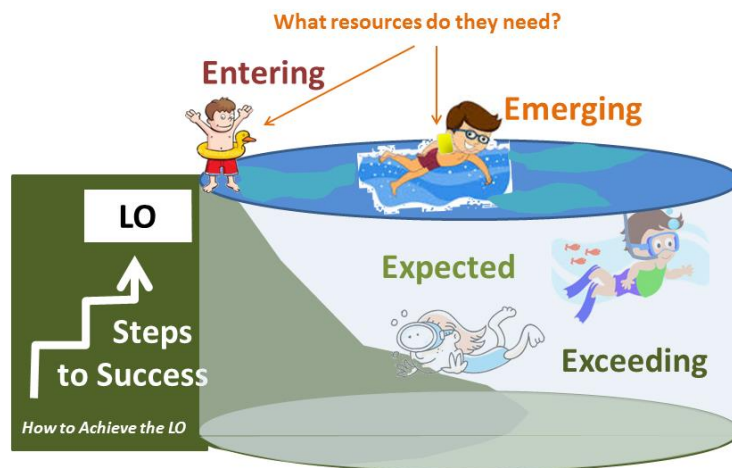
- 7.1. Steps to Success are a series of steps which the children need to complete to achieve the learning objective.
- 7.2. The Steps to Success will be created with the children as a guide for their learning. Staff will use the steps in modelling the learning. Staff will talk out loud and reference their thinking process linked to the Step to Success.
- 7.3. 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.
- 7.4. 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.

## 8. Narrative Title Pages (*Knowledge Organisers*)

- 8.1. All narrative will have a Narrative Title Page which acts as a knowledge organiser for the child.
- 8.2. These are referred to by the teacher and the children as the teaching takes place. The children are able to reflect and review what they have been taught.

## 9. Scaffolding/ Support/ Differentiation (*Outcome based success criteria*)

- 9.1. Each lesson is appropriately pitched and scaffolded to meet the needs of diverse groups within each class. Scaffolding will enable all children to be challenged and make progress with small steps and appropriate support, materials, manipulative etc. It should be clearly planned for and delivered in every single lesson to ensure that the depth of learning is clear.
- 9.2. Scaffolding is not '*easier work*' but is how we adapt our lessons to enable a child to reach the objective or deepen the knowledge in that objective. Activities must be planned for which allow for depth of learning within the objective. We use the analogy of the swimming pool to think about structuring a lesson:



- 9.3. Activities should be planned backwards with the outcome in mind based on the Year group expectation and the starting point of the children.
- 9.4. With teaching for mastery, we start on the lowest, simplest concept of the learning. The Lesson is then based to take small steps building on this with '**I do – We do – You do**' approach of modelling so all children are able to progress in the learning.
- 9.5. Children should be working in mixed ability groups with no more than 4 in the group so children cannot 'hide' from the work.
- 9.6. Scaffolding for lower ability children is not just having an adult. Some children will need **resources** to scaffold their learning and some will need smaller steps and separate activities to reach the end goal. Manipulatives, models and images can all help support children's understanding.

## 10. Modelling & Demonstrating

- 10.1. 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.
- 10.2. 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.
- 10.3. Every lesson must include the modelling and demonstrating of the skill being taught. We should always use the model of '**I do (teacher modelling), we do (group working) and you do (independent working)**'.

## 11. Topic Mind Maps

- 11.1. Each child will have a Topic mind map which shows the progress of their learning over the term.
- 11.2. To begin with, they will record what they already know and as they progress through their learning, they will add to these mind maps in Purple Pen to record the progress.
- 11.3. Time needs to be given to the children to record this learning, for example at the end of a narrative or in Purposeful Practice time.

## 12. Learning walls

- 12.1. Learning walls are crucial for the children to see the big picture and how their learning builds to the final outcome.
- 12.2. 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. All display boards should be backed in the same colour (*Except for the Green Learning Board*)
- 12.3. Learning walls for Topic and Mathematics are in every classroom or learning space and map out the phases for each learning journey:

Topic	Narrative 1 - 'Being a...'	Narrative 2 - 'Being a...'	Narrative 3 - 'Being a...'	Narrative 4 - 'Being a...'
Mathematics	1. Key Facts	2. Key Strategies	3. Explore & investigate	4. Learning to Apply & Apply
RWI	Focus Sound	Speeds Sounds Chart		
	Green words			
	Red words			

## 13. Adjustments from assessments within lessons.

- 13.1. 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
- 13.2. As these assessments occur, the lesson will adapt and often deviate from the plan. This is good teaching and needs to be occurring.
- 13.3. Short annotations of the deviations will be made on the plans and again, the lesson for the next session will be planned appropriately.

## 14. Feedback (See Feedback and Marking Policy for more detail)

- 14.1. Feedback is one of the most powerful aspects of Assessment for Learning and so needs to be the main focus for all staff and is expected to be clearly.
- 14.2. The following is guide for basic expectations:

<b>Every piece</b>	All work is to be acknowledged through <b>green</b> highlighting the LO.		
<b>Where needed</b>	Verbal feedback with the key word written of what the feedback was recorded. <i>Adjectives. Opening sentence. Tenses.</i>	<b>Through in-class assessments:</b> <b>Pink</b> and <b>Green</b> highlighting of the work to show the 'what went well/ even better'	<b>Large misconceptions or errors:</b>  <i>Pink pen comments</i> to help

			unpick the misconception.
		↓ Plan next session accordingly	↓ Plan <u>intervention</u> or practice in addition to the next lesson.
<u>As much as possible</u>	Self-assess against the Steps to Success with 3 WWW & 1 EBI <i>comment</i>		
	Peer assess against the steps to success using 3 WWW & 1 EBI <i>comment</i>		

- 14.3. Feedback must be precise and prompt for the children to benefit from it. The longer it takes to receive the feedback the less impact it has.
- 14.4. Verbal feedback is the most effective and so is encouraged as much as possible with the key words of what the verbal feedback was is written in the book as you give it.

### 15. Learning How we Learn

- 15.1. A crucial part of the Assessment for Learning is involving the children in the process and developing them in the understanding of effective or 'Green Learning'.
- 15.2. 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.
- 15.3. As learning progress, children record their developing knowledge in Mind Maps (*mind maps*) Mind Map. These not only map out knowledge and skills which they have developed but also show progress over the unit.
- 15.4. These will be used by the pupil in Parent & Pupil Review Meetings to share their progress over the term.