



Assessment for Learning Policy

November 2018
To be Reviewed: October 2020

Assessment for Learning Policy

At Cronk y Berry School we have a responsibility to all our children to tailor learning to best suit their individual needs. This is called **Personalised learning**.

Assessment for Learning (AfL) involves using evidence and feedback to identify where pupils are in their learning, what they need to do next and how best to achieve this.

The Governing Body and all staff are committed to the importance of effective assessment for learning.

The Aims of Assessment for Learning at CYB:

- **Every** child knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement.
- **Every** teacher is equipped to make well-founded judgements about pupils' attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential.
- **We** have in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress.
- **Every** parent and carer is provided with the opportunity to know how their child is doing, what they need to do to improve, and how they can support the child and their teachers.
- There is **consistency** in the assessment of learning across the school.

The Expectations for Assessment

1. Assessment for Learning
2. Record keeping
3. The collation of assessment data.

1. Assessment for Learning

Assessment is recognised to be a key part of the planning cycle at CyB School and as such all staff understand that assessment will inform future learning and teaching of the curriculum. Evidence of this should be seen in planning, specifically in medium-term plans as laid out by the school medium-term planning templates.

The setting of targets as a constituent part of the AfL cycle should originate from curriculum objectives as laid out in the school planning documentation and formative assessment of children's learning. Targets should be set for Numeracy, Literacy (Reading, Writing and Speaking & Listening) and Science (Sc1 years 1-6 only) and shared with the children regularly. They should also be shared with parents as part of discussions during the parents evenings held each academic year.



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Targets for children with Special Educational Needs including and above the level of School Action may also be set, and do not need to be duplicated when setting literacy and numeracy targets.

2. Record keeping

Transfer folder - assessment of the core subjects is ongoing throughout the academic year. This is the minimum documentation that should be kept up to date by all teaching staff to assess the progress and attainment of all children. The assessment of mixed year group classes may require that extra documentation be created to maintain the data of a complete cohort, or that documentation be shared between one or more members of teaching staff to meet the expected standards. Historical pupil data will be stored in data protection requirements in the agreed secure location (in the locked cupboard).

Writing Portfolio - Assessment of writing is ongoing throughout the academic year. A writing portfolio should be kept for every child. This should contain a variety of pieces of writing (fiction and non-fiction from different sources) which are collated and assessed throughout the year. A cover sheet should be included in all portfolios which provides an overall view of the progress and attainment of the child during that academic year. Monitoring of the writing portfolios will be carried out at least once per term by the Literacy Co-ordinator.

Science Tracker - The digital Seven Strands Tracker for each cohort (apart from current years R, 5 and 6) will be used to record all assessment of Science using the criteria contained within the document as supplied by the Department. This digital document will be kept up to date and will be passed between teaching staff of the cohort so that a continuous record of the children's attainment and progress is maintained. Moderation of this will be carried out by the Science Co-ordinator at least once per term.

Numeracy - Staff can use the Numeracy Seven Strands Tracker alongside the paper copy in the transfer file. These must be kept up to date and will be passed between teaching staff of the cohort so that a continuous record of the children's attainment and progress is maintained. Moderation of this will be carried out by the numeracy Co-ordinator at least once per term.

Reception Assessment Portfolios: Each child has an individual portfolio containing the assessment descriptors and evidence to justify their level of attainment. Progress is shown throughout the year and highlighted termly in different colours.

3. Collation of assessment data

Arbor, school trackers, transfer files, Pupil Progress information and documents.

Assessment for Learning strategies used at CronkyBerry:

Summative Assessments:

Teachers are required to submit summative data in national curriculum levels in Speaking and Listening, Reading, Writing, Maths and Science on Arbor 3 times per academic year. When making the summative assessments for each child, the assessment documents for reading, writing, maths and science issued by the department must be used. This includes how to make a summative judgement.

Together we challenge, care and create



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i.e. students are given credit for what they can do independently and should not be required to prove their understanding multiple times.

Involve pupils in their learning:

1. Explaining clearly the reasons for the lesson or activity, in terms of the learning objectives
2. Sharing the specific assessment criteria with pupils
3. Helping pupils to understand what they have done well and what they need to develop
4. Showing pupils how to use the assessment criteria to assess their own learning

Model quality: show pupils the learning strategies and goals:

1. Encouraging pupils to listen to the range of responses to questions
2. Showing pupils the learning strategies
3. Showing pupils how the assessment criteria have been met in some examples of work from children not known to the pupils
4. Encouraging pupils to review examples from anonymous pupils that do not meet the assessment criteria, in order to suggest the next steps to meeting the assessment criteria
5. Using examples of work from other pupils in the class highlighting the ways it meets the assessment criteria or standards

Give feedback to pupils on their work:

1. Focusing on the task, giving regularly and while still relevant
2. Confirming pupils are on the right track and stimulating the correction of errors or improvement of a piece of work.
3. Giving suggestions for improvement and act as "scaffolding" i.e. give pupils as much help as they need to use their knowledge. Do not give the complete solutions as soon as they get stuck so that they must think things through for themselves
4. Help pupils find alternative solutions if simply repeating an explanation continue to lead to failure
5. Give feedback on progress over a number of attempts rather than feedback on performance treated in isolation
6. Oral feedback is usually more effective than written feedback.
7. Give pupils the skills and confidence to ask for help.

Develop self-assessment at an appropriate level:

1. Help pupils reflect on their own work
2. Support pupils to admit problems without risk to self-esteem
3. Give time to work problems out
4. Help pupils understand the criteria or standards that will be used to assess their work
5. Give pupils the ability to make judgements about their work in relation to these and any feedback from the teacher
6. Help them work out the implications of this for future action.



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Develop peer assessment at an appropriate level:

1. Give pupils the ability to explore each others' work to allow them to see different ways of tackling the same task and, as a result, extend their own repertoire
2. Help pupils work with others to look at a range of imperfections and misconceptions through which they can explore their own understanding and misunderstanding
3. Help pupils to become clearer about their own expectations through trying to explain strengths and weaknesses to others. This may result in the learning of new and more efficient strategies

Sharing Criteria with Learners: This may include:

- Explaining learning objectives at start of lesson/unit
- Giving criteria in pupils' language.
- Having posters of key words to talk about learning eg describe, explain, evaluate.
- Using planning/writing frames.
- Using examples of pupils' work to show pupils what criteria look like in practice
- Sharing marking schemes with pupils and give time to think through, in discussion with others, what this might mean in practice when applied to their own work.
- Giving opportunities for pupils to design their own tests.

Feedback and Marking:

See separate policy.

AfL Non-negotiables - (a range of these to be used in lessons)

WALT and WILF shared (where appropriate)

Children help to write WILF

Success criteria shared with children

Opportunity given for self assessment and peer assessment (e.g green, orange, red)

Working walls

Modelling good practice

Focus groups

Thumbs up, thumbs down for self assessment

Children rating effort they have put in to a task/activity (1, 2, 3)

Time given to children for reflection during and at the end of the lesson

Mini plenary

Lollipop sticks

Show children's work as examples of high quality; children learning from each other

Effective questioning.

Promotion of growth mindset strategies; 'Have a go' attitude

Targets shared with children

Use of positive 'I can' statements

Use of feedback and marking policy.



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Monitoring the quality of assessment:

- Pupil progress meetings will be held with all teaching staff at least twice a year, within a timescale dictated by the SLT of the school as noted in the school Assessment Schedule for the current academic year.
- Through observations
- By moderation of the assessment of all three core subjects, carried out as and when required, within the school and with other schools.
- Monitoring of assessment documentation and procedures will be continuous, carried out when deemed necessary by Senior Leadership and Management Team members and subject co-ordinators, or as part of moderation visits carried out by members of the Department for Education and Children.
- The scrutinising of pupil's learning books and folders to evidence the quality of feedback.

References to other school policies:

- Feedback and Marking Policy
- Learning and Teaching Policy

Useful Links

<http://assessment.tki.org.nz/Assessment-in-the-classroom/Assessment-for-learning-in-practice>

<http://assessment.tki.org.nz/Assessment-in-the-classroom/Teaching-as-inquiry>