

	<h2>South Bersted CE Primary Assessment for Learning</h2>
Web and/or Internal	Web & Internal
This policy should be reviewed every	Every three years
Policy approved by Governors	Spring 2023
Date of Review	Spring 2026
Member of staff responsible	Deputy Head
Policy created by	SBS
Signed by Chair of Governors and/or Headteacher	

Introduction

“Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.” Assessment Reform Group 2002

At South Bersted CE Primary School our vision aims for *‘all learners to recognise and achieve high standards.’* Assessment is a cornerstone in this process, the EEF Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months’ progress over the course of a year. Effective feedback is dependent on accurate assessment for learning processes. At South Bersted, feedback is given from pupil to teacher and from teacher to pupil about the learning, which is then used to monitor progress and inform teaching within a lesson and for future lessons.

Aims

At South Bersted CofE Primary School we believe that learning is enhanced when:

- Metacognitive strategies are used to enable children to think about their own learning:
 - pupils are given clear outcomes for learning
 - Through feedback, both adult and peer, pupils have a clear picture of what they have done well and where they can improve their work.
- Teachers use analysis of assessments, both formative and summative to ensure learning is well matched to pupil’s capabilities. Responding to pupil’s work can be verbal or written and is part of all teachers’ everyday practice and provides a positive, learning focused dialogue between pupil and teacher.

- Pupils develop a positive attitude towards their learning as they plan, monitor and evaluate their learning and therefore manage their own learning
- The class teacher has an accurate picture of every child's attainment and progress obtained through formative and summative assessment.

Assessment Cycle

KS1

Formal teacher assessment takes place termly and is recorded on Target Tracker.

Examples of KS1 Assessment Methods

- Book looks
- Child conferencing
- Phonics assessments
- Reading age assessments
- Reading videos
- Child voice
- Gap analysis

KS2

In KS2 the school formally assesses pupil's understanding in Reading, Maths and Grammar once a term using NFER assessments. Accelerated Reader STAR tests also take place once a term to monitor reading.

This data is combined with teacher assessment to assess a child's attainment using Target Tracker.

In both KS1 and KS2 data is analysed and pupil progress meetings take place to identify and action plan for specific groups of children and individuals. Gap analysis is used to inform planning.

Formative Assessment

Key Principles of Assessment for Learning

- A 'growth mindset' learning culture where all staff and pupils believe that everyone can, and will, succeed and that mistakes are part of the learning process when handled skilfully.
- Using learning partners to increase pupil's metacognitive discussion about learning.
- Accurately differentiated work which secures progress for all pupils. This can be achieved through differentiated tasks or a mastery approach which will ensure all pupils have the same outcome but differing scaffolds are used where necessary to support pupils in achieving set outcomes.
- The use of clear learning objectives, from which pupils can measure their progress.
- Clearly identified steps to success
- Effective questioning to establish pupils' prior knowledge and current understanding.
- Clear marking and feedback, which is in line with the school's policy.
- Self and peer assessment to secure success within and between lessons.
- Clear modelling of desired outcomes so pupils can see where they are aiming.

(Adapted from Shirley Clarke (2014), Outstanding Formative Assessment: Culture and Practice. Hodder Education)

1. Promoting a Growth Mindset

At South Bersted CofE Primary School, we believe in the importance of creating a 'growth mindset' culture. We believe that pupils learn best when they are challenged and are given the opportunity to learn from their mistakes. Class displays, the classroom culture, marking and feedback and the use of clearly differentiated tasks and/or scaffolds, help to promote a 'growth mindset' approach across the school. In addition to this, pupils are encouraged to be critical thinkers and consider ways that they can improve their own and other's work through self and peer marking.

2. Learning Partners

Each class randomly selects their learning partners at the end of each unit of work in English, however some teachers may choose to change their 'learning partners' more regularly. Learning partners are used to promote discussions and a 'growth mindset' approach so a ceiling is not placed on pupils. The use of 'learning partners' helps to promote a learning dialogue and the use of a 'no hands' up culture and allows elements of collaborative learning in lessons which the EEF have found has a positive impact on learning and progress

3. Learning matched to the needs of children

The school uses a varied approach to differentiation. In some lessons there will be evidence of explicit differentiation by task and outcome. Alternatively, where appropriate, there will be evidence of a mastery style approach in which learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied along with the scaffold or support in place to enable children to achieve these goals. This is an approach mostly seen in mathematics and is supported by the White Rose CPA approach. The EEF states that mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.

4. The use of clear learning objectives

As a school we use question based learning objectives which provides pupils with the opportunity to self and peer assess against the learning objective. To involve pupils fully in understanding learning outcomes teachers may;

- Explain clearly the reasons for the lesson or activity in terms of the learning objectives
- Share the specific assessment criteria with pupils-verbally or written
- Help pupils to understand what they have done well and what they need to develop.

5. Clearly identified steps to success

Success criteria, may be evident in:

- Planning
- Written form; in a pupil's book, copied or stuck in.
- Visual form; on a teacher's whiteboard or working wall.
- A verbal explanation to a class, group or individual.

Success criteria will link directly to the learning goal or intention. It is separate from the lesson content or activity. It relates more to the skills, concepts, knowledge of an activity or unit of work.

6. Effective questioning

Teachers are encouraged to use the hierarchical models of Bloom's Taxonomy to elicit pupil's understanding.

Teachers will:

- Use questions to find out what pupils know, understand and can do.
- Analyse pupils' responses and their questions in order to find out What they know, understand and can do.
- Use questions to find out what pupils' specific misconceptions are in order to target teaching more effectively.
- Use pupils' questions to assess understanding.

Types of questions that should be used will develop critical thinking. Examples may include:

- Can you explain...
- Why is this the odd one out...
- Can you predict...
- Can you justify...
- Can you prove...

7. Marking and Feedback (see separate policy)

Feedback enables pupils to understand the strengths and next steps in their learning. Feedback can be both oral and written. Marking or oral feedback should explain clearly what a pupil's next steps will be.

At South Bersted CE Primary School, we believe that pupils make the most gains in lessons when feedback is immediate and misconceptions are addressed at the point of learning.

Each week pupils have RAR (read and respond) time. During which they respond to the pink for think comment, which secures or extends a pupil's understanding. In addition to this, pupils are also encouraged to mark their own work and they are encouraged to identify their next steps in learning.

8. Self and Peer Assessment

As a school, we believe it is important to provide pupils with the opportunity to become reflective learners. Pupils do not find it easy to critique their own or other's work, therefore it is important that pupils are provided with the opportunities to develop the skills of self-assessing.

Pupils should be encouraged to use the following phrases:

- Develop a language for peer assessment
- You have met the criteria here by
- This is your best sentence because ...
- You could improve this further by
- You have not met this part of the criteria because
- To reach the next stage you need to include more of

9. Clear Modelling

It is important that pupils have a clear understanding of what the aims of the lesson or unit of work are. Examples of clear modelling will include:

- Showing pupils the learning strategies.
- Showing pupils how the assessment criteria have been met in some examples of work from children not known to the pupils.
- 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.
- Using examples of work from other pupils in the class highlighting the ways it meets the assessment criteria or standards.
- Use of quality texts that demonstrate the set skills, knowledge or understanding.

At the end of each session a child's understanding will be assessed either through pupil voice or immediate feedback, post teaching will then take place to review these key concepts either 1:1 or in a small group.