



Wetherby Kensington
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Assessment for Learning Policy

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Head Teacher's Signature: *Helen Lienes*

Circulation: This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby Kensington; 'parents' refers to parents, guardians and carers.



Wetherby Kensington

Assessment for Learning

1. Rationale

What is Assessment for Learning and why do we implement it into our teaching?

Assessment for learning is the process of identifying what the learner has or has not achieved through a variety of informal and formal assessment methods that offer both the teacher and pupil with planning the next steps in teaching and learning.

By implementing a workable, explicit assessment for learning practice and policy, we are moving further towards fulfilling every pupil's full potential. We aim to promote their learning and develop their self-esteem and confidence.

Assessment lies at the heart of this process and is incorporated into planning, teaching and learning strategies.

2. Aims

- To build a more open relationship between pupil and teacher where pupils are not afraid to take risks in learning and teachers provide positive and constructive feedback
- To promote pupils' active listening and questioning skills
- To enable pupils to become more instrumental in setting their own goals and targets
- To recognise and celebrate a wide range of achievements
- To make a judgement about a pupil's attainment based on knowledge gained through skills such as observation, questioning, marking and testing
- To help pupils develop positive attitudes to learning
- To provide an accurate picture of every pupil's achievement and progress
- To identify ways in which pupils can improve
- To provide assessment information for use with the whole class, groups within the class and individuals
- To be linked to curriculum planning and delivery
- To enable teachers to plan effective learning experiences and appropriate 'next steps' for pupils
- To involve pupils in the setting and achievement of both short and long term goals (I think pupils being involved in their own goals in upper school is important but I don't feel like there is enough focus on it)

3. Implementation

We encourage the pupils to be able to articulate the following:

- **What am I learning?** (Through a learning intention- WALT)
- **How have I done?** (Through marking (see Marking Policy and consistencies) and verbal feedback)
- **Where to next and what do I need to do to achieve this?** (See Marking Policy)

Learning intentions are task-focused so that the pupils can articulate what they are intending to learn in each lesson.

Learning Intentions (WALT) are:

- Curriculum objectives that are broken down into individual lessons (a series of learning intentions and are specific to the skill and/or concept that we are intending to achieve)
- Written in 'child-friendly' language that is meaningful and relevant to our pupils
- Shared by the teacher and pupils at the beginning of the lesson, and/or intermittently throughout the lesson, to ensure that the focus is directly on the learning
- Verbally discussed, written in books, and displayed on the classroom whiteboard (at the teacher's discretion)
- A WALT and WILF (What I am looking for) is written/glued into books, attached to worksheets
- Referred to when marking
- Teachers will highlight the WILF accordingly at the end of the lesson (yippee)

5. **What do I need to do to achieve this?**

Along with learning intentions we identify success criteria (WILF) to enable the pupils to recognise how to achieve the learning intention. Success criteria can take the form of step by step instructions, key techniques or strategies that we are looking for in boys' work and specific examples of what the pupil needs to include in the task to achieve the learning intention.

Success criteria (WILF) may be:

- Displayed on the board at the beginning of the lesson or after the main teaching session (when possible)
- Displayed throughout the lesson for the pupils to refer to
- Typed and displayed in the pupil's worksheet or books at the beginning of a lesson
- A guideline for giving feedback for marking and target setting to offer advice and guidance for improvement
- Returned to at the end of the lesson to allow pupils to evaluate their learning
- Used as self or peer-assessment guidelines for the pupils at the end of each piece of work

Should we mention something here about highlighting the WILF? As it isn't mentioned anywhere else

6. **Where to next? – How to improve**

There are many different strategies that we use to encourage the pupils to reflect on their learning and articulate where they are in relation to the learning intention.

We use the following:

- Task related comments through marking –Feedback (*or stars*) and next steps (*or wishes*)
- Teacher to pupil: discussion/questioning/1:1 target setting
- Self-assessment
- Peer-assessment
- Questioning
- Observation and anecdotal notes

6.1 Task related comments through marking

The comments that we make in the pupils' books are task-related and specifically refer to learning intentions. The comments offer the pupils detailed feedback on how well they have achieved the objective and targets (advice on how they could improve next time.) Teachers will set goals/targets for the pupils to work towards.

6.2 Teacher to pupil discussion

Discussion is an on-going part of what we believe is good teaching practice. This can be on a one-to-one basis, in small groups or as a whole class to discuss and reflect on the learning intention and success criteria. It can involve goal or target setting or reinforce where the learner is in relation to achieving the learning intention.

6.3 Self-assessment

Self-assessment is an effective way of identifying any pupils who need extending or extra support. It can provide both the teacher and pupil with planning the next steps in teaching and learning.

We use a variety of the following (or variations of) for self-assessment purposes:

All teachers will make boys aware of the learning intentions (WALT) and success criteria (WILF) at the start of each lesson and where appropriate throughout the lesson. This is shown as a grid on the boys' work. During the lesson, boys will use this grid to self or peer assess using an appropriate symbol in the correct column (a tick if they have met the learning intention, a dot if they have not met the learning intention and need more help).



WALT:

WILF:			

Assessment Rubrics (a written method)

These may take on one of two formats:

- ❖ The pupils self-evaluate against the success criteria by using a system of ticks against a list of pertinent questions regarding teaching, learning next steps etc.

Comments (a written method)

The pupils write a comment at the end of a piece of work. These comments reflect the learning intention and success criteria.

6.4 Peer-Assessment

Peer-assessment is an effective tool to raise standards, but in particular, creative writing. The pupils can work in partners and reflect on each other's work through a number of different strategies.

We use the following:

Two Stars and a Wish (a written or verbal method)

- ❖ The pupils offer each other two pieces of feedback that are positive (two stars) and one piece of feed-forward – what they could do to improve (one wish).

When appropriate, pupil's may be asked by their teacher to mark another pupil's work. Pupils will be encouraged to read the success criteria (WILF) and to indicate if their partner has met the learning intentions. The teacher will always review their marking and will follow the Wetherby Kensington marking policy.

6.5 Questioning

This is a type of formative assessment that is used in every lesson on a day to day basis. Often the questions are unplanned by teachers but instead derive from class or small group discussion. However, we try to extend our pupils with 'higher order thinking' questions to develop a sense of critical and creative thought.

We may use the following:

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

6.6 Observations and Anecdotal Notes

Anecdotal notes are used to form an overall picture of each pupil in our care. These are used for reporting to parents but also to help plan the next stage of learning. Each teacher has their own specific way of recording both formal and informal anecdotal notes on pupils in their class.

Notes are also recorded digitally, regarding a pupil's progress and well-being.

Refer to: Wetherby Kensington Monitoring and Assessment Policy.

This policy will be reviewed annually