

Assessment for Learning
Policy



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Assessment for Learning Policy

Policy reviewed by: Thomas Lewis

Review date: June 2021

Submission: June 2021

Policy actioned from: September 2021 – August 2022

Next review date: June 2022

Reviewer's Signature:

Handwritten signature of Thomas Lewis in black ink.

Head Teacher's Signature:

Handwritten signature of M. M. Snell in black ink.

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 School; 'parents' refers to parents, guardians and carers.



Wetherby School

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 are doing our best 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 recognise and celebrate a wide range of achievements
- To make a judgement about a pupil's attainment based on knowledge gained through techniques such as observation, questioning, marking and testing
- To help pupils develop positive attitudes to work
- 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

3. **Implementation**

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

- **What am I learning?** (Through a learning objective)
- **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/*stars and wishes approach*)

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

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Learning Objectives are:

- Curriculum objectives that are broken down into individual lessons (a series of learning objectives) and are specific to the skill and/or concept that we are intending to achieve
- Written in 'child-friendly' language that is meaningful to our pupils
- Shared by the teacher and pupils at the beginning of the lesson to ensure that the focus is directly on the learning via a 'Can I...?' question'
- Verbally discussed as well as displayed at the front of the class on the whiteboard **throughout** the lesson
- Where appropriate they may be written/glued into books, attached to worksheets

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

Along with learning objectives we identify success criteria to enable the pupils to recognise how to achieve the learning objective. 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 objective.

Success criteria may be:

- Displayed on the board at the beginning of the lesson or after the main teaching session (when possible) as a question in the form of 'Have I...?'
- Displayed throughout the lesson for the pupils to refer to
- Typed and displayed in the pupil's books at the beginning of a topic
- A guideline for giving feedback for marking and target setting to offer advice and guidance for improvement
- Used as self-assessment guidelines for the pupils at the end of a unit of work

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 objective.

We use the following:

- Task related comments through marking –Feedback (*or stars*) and next steps (*or wishes*)
- Teacher to pupil: discussion/questioning/1:1 conferencing/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 pupil's books are task-related and specifically refer to learning objectives. The comments offer the pupils diagnostic feedback on how well they have achieved the objective and targets or '*wishes*', how they could improve next time, targets for the pupils to work towards, or next steps related to their learning.

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 or in small groups to discuss and reflect on the learning objective and success criteria. It can involve goal or target setting or, just reinforce where the learner is in relation to achieving the learning objective. A verbal feedback stamper is used to signal when this learning conversation has taken place in a child's work. We have a weekly timetabled Pupil Conferencing Time in year 1-3.

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6.3 Self-assessment

Self-assessment is an effective way of identifying any pupils who need extending or support. If set up effectively, it can offer 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:

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 and so on.

Comments (a written method)

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

Verbal discussion

- ❖ Pupils and staff hold learning conferences about the pupils success in their work along with targets or areas for development

6.4 Peer Assessment

Peer Assessment is very useful with many tasks. 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 (2 stars) and one piece of feed-forward – what they could do to improve (1 wish).

6.5 Questioning

This is a form of 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. Questions are targeted at specific individual boys to consolidate and move learning forward.

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?

6.6 Observations and Anecdotal Notes

Anecdotal notes are used to form an overall picture of each pupil. 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.

This policy will be reviewed annually