



Pott Shrigley Church School

Church of England Aided Primary

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'A place to learn, a place to grow, a place to be me'

Monday, 29 April 2019

Assessment for Learning Policy

Current thinking about learning acknowledges that learners must ultimately be responsible for their learning. Recent research shows that effective assessment for learning is a key factor in raising pupils' standards of achievement.

Teachers have an obligation to tailor learning to best suit the needs of individual pupils (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. This policy sets out the strategies that practitioners at Pott Shrigley Church School will use in the assessment for learning process.

Responsibilities

The governing body is committed to the importance of effective assessment for learning. It is the responsibility of the Headteacher to ensure the implementation of this policy and guidance.

Teachers will:

- Share learning goals with pupils. The learning objective will be displayed at the start of the lesson in the form of a *Can I.....?* question. (Often these will be linked to the criteria in the National Curriculum and translated into child-friendly language). These expectations will be reflected in the feedback teachers give.
- Help pupils to know and to recognise the success criteria necessary in order to achieve the learning objective. Sometimes children will generate these themselves.

- Provide feedback which leads pupils to identify what they should do next to improve.
- Have a commitment that every pupil can improve
- Involve both teacher and pupils reviewing and reflecting on pupils' performance and progress as appropriate.
- Involve pupils in being able to assess themselves and their peers when appropriate.
- Adjust teaching to take account of the results of assessment.

This will be done by:-

- observing pupils – this includes listening to how they describe their work and their reasoning
- questioning, using open questions, phrased to invite pupils to explore their ideas and reasoning
- setting tasks in a way which requires pupils to use certain skills or apply ideas
- asking pupils to communicate their thinking through speaking, drawings, artefacts, actions, role play, concept mapping, as well as writing.

Self and Peer Assessment

If pupils are to learn they need to:

- Understand the criteria or standards that will be used to assess their work (through teachers sharing learning objectives and success criteria).
- Identify and celebrate what they have done well.
- Identify any gaps between what they did and what they should have done.
- Identify the strategies and implications for future learning that they might use to close the gaps.
- Be given time to reflect on their own work.
- Be supported to identify where they need to improve.

Effective Feedback and Marking

Please see the school's marking policy for details on marking and feedback.

On-going assessment

All teachers continually assess the work done by children, formally and informally, verbally and in writing. In reception, staff and parents use an online learning journey, *Tapestry*, to record observations, make links to the characteristics of learning and assess children against Early Learning Goals.

Teachers in KS1 and KS2 use *Teaching Made Simple* to assess children's progress against National Curriculum Targets. The objectives are ticked or crossed to enable teachers to see what has been covered and to form a picture of what has been achieved and any gaps which need to be filled and further teaching necessary to facilitate progress.

Assessment weeks

Each term, we also have a week where we reflect on children's learning and use our *Teaching Made Simple* programme to track where children are in relation to national standards. Children take tests at the end of each term – *Progress and understanding in Reading Attainment (PIRA)* and *Progress and understanding in Mathematical Attainment (PUMA)*. Results from these tests are used in conjunction with teacher assessment to track children's progress and attainment. Children's age related expectations are put into the school data system – SIMS. Teachers are responsible for tracking children's progress in conjunction with the Headteacher.

In EYFS, at the end of each half term, summative details from *Tapestry* are analysed and highlighted on paper copies as appropriate. Individual and group learning is assessed to inform future plans.

The children's progress and attainment will be discussed in termly pupil progress meetings with teacher, SENCO and Headteacher. Any specific learning issues will be discussed and interventions/programmes put in place to ensure progress for all children.