

Assessment for Learning and Feedback Policy

ASSESSMENT FOR LEARNING

Assessment data is collected so teachers can provide the optimal learning journey for all pupils to make maximum progress by identifying their individual learning needs.

Formative assessment (AfL) data is collected daily by teachers to inform next-step learning journeys for all children.

Summative assessment data is collected three times a year through standardised testing and writing moderation and is used to determine school priorities.

FORMATIVE ASSESSMENT

Good formative assessment is evident in the path each learner takes, neither too easy nor too hard, and the progression of learning within and from step to step.

- Start from where the learner is, allowing time to incorporate new ideas into existing understanding, taking all student questions and responses seriously, talking through inconsistencies and challenges.
- Students must be actively learning; make sure you have time to observe.
- Students need to talk about their ideas as a whole class and in peer groups, so they can construct their understanding of the language of mathematics.
- Students must understand the learning intention. A WAGOLL models the expected quality of work and thinking, but will not ensure progress alone. Students need to actively discuss and judge the quality of their own and their peers' work. Together this will enable students to take responsibility for their own learning.
- Feedback should tell pupils how to improve: comment on the work, not the student. Highlight strengths and weaknesses in a piece of work and show how to improve it. This way students will learn from their mistakes.

Assessment for learning is defined as any activity which guides the teacher's selection of learning experience for individual or groups of children.

Assessment for learning practices include but are not limited to:

- Frequent, low stakes testing – quizzes, whiteboard checks
- Starter problems or challenges
- Collecting information when marking during or after the lesson
- Setting guidelines for all adults to judge when a child needs to move to red, blue or yellow during a lesson (expected)

- Pre and follow-up tests in English and Maths (expected)
- Extended writing opportunities
- Exit slips

Pre-unit tests (on green paper) are completed prior to the unit start and used to inform planning. Follow-up tests (on yellow paper) are used to judge progress towards the unit goals and to adjust planning accordingly.

Assessment for Learning practices will be evaluated by examining individual learning journeys and progress over time in books as well as value-added data.

SUMMATIVE ASSESSMENT

Summative tests are administered at the end of each full-term by a teacher from a different year group. The tests are marked and the scores are submitted within three days of the test for comparison with teacher assessment.

Summative assessment data takes two forms, both of which are recorded on OTrack:

- Statements: students are assessed against each KPI on OTrack.
- Percentage score from summative test.

An evidence-based assessment is then used to indicate each child's position in relation to the end of year expectations.

FEEDBACK

Feedback is provided with the sole purpose of helping pupils become better learners, becoming more aware of their work, responsible for their learning and resilient in the face of new challenges. It includes feeding forward, feeding back and generating self-assessment.

Feedback to children is provided in four different ways:

- Self-assessment using high-quality models and examples provided by the teacher or found in the pupil's own work
- Peer-assessment against clear criteria and high-quality examples provided by the teacher
- Oral feedback from a teacher or LSA which allows immediate improvement to learning
- Written feedback from a teacher or LSA to provide further reference for pupils to improve their learning.

On the spot feedback during lessons is provided using a coloured mark. When circulating the classroom, if a teacher or LSA notices an area for development in a pupil's work, they place a green mark next to the work. Pupils are expected to look back through their work and think how to

improve it. Where pupils have given an example of high quality work, a pink mark is placed next to the work.

Written feedback is also colour coded: green for areas to develop and pink for successful learning.

Feedback must be provided with sufficient frequency to ensure each pupil's constant progress and correct errors in understanding rapidly and effectively.

The quality of feedback will be evaluated during lesson observations, pupil interviews and by examining progress over time in books as well as value-added data.