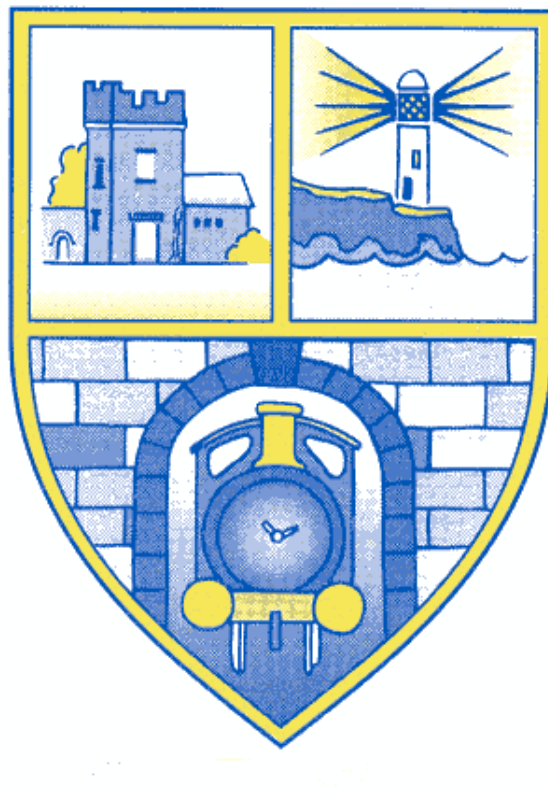


Whitehead Primary School & Nursery Unit

Valued, Inspired, Prepared



Assessment for Learning Policy

Last Review	August 2024	Sarah Kidd
Next Review	August 2028	

Ethos, Vision & Mission

Ethos

A nurturing, inclusive environment, where everyone is valued, inspired and prepared; in order to thrive and contribute to the world.

Vision

Empowering everyone to SHINE

Mission Statements

Share

We will foster a culture of collaboration where everyone is encouraged to share ideas, time, resources and successes to build a strong, connected community.

Help

To show kindness and empathy while supporting one another, offering help when it's needed and knowing that asking for help is a strength, not a weakness.

Include

To welcome and respect everyone and, through our daily interactions, promote a sense of belonging, ensuring that every voice is heard and everyone is valued.

Nurture

To provide a happy, safe and supportive environment, where every child is nurtured emotionally, socially and academically so that they can grow into confident, resilient learners.

Excel

Through engaging high quality, meaningful learning opportunities and by setting high expectations, challenging each pupil at their level and providing constructive feedback, we will inspire every child to reach their full potential.

“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 next, and how best to get them there.”

We believe AFL will:

- Improve performance
- Increase learning independence
- Improve morale, motivation and risk taking
- Enhance relationships and reflection

KEY ELEMENTS OF AFL

SHARING LEARNING INTENTIONS

Informing our pupils about what they are going to learn, and why they should learn it, gives them the tools they need to take more responsibility for their own learning and achieve learning independence. As a result, we hope they will be:

- More focused for longer periods of time
- More motivated
- More involved in their learning
- Better able to take responsibility for their own learning

Learning Intentions in the Classroom

As we introduce Learning Intentions within the classroom we will:

- Start small, with our ultimate aim to introduce Learning Intentions when new learning is introduced in classrooms.
- Separate the learning from the task/activity by focusing on what the children will learn, not what they will do.
- Tell the children why they are learning something and where possible give real life rationale for the learning.
- Use appropriate language, for example, we will use the words “we are learning” rather than “we are doing”.
- Display the Learning Intention using a flipchart/wallboard/ interactive whiteboard, which we can then refer back to during the lesson.
- Discuss the Learning Intention with the pupils.

SHARING SUCCESS CRITERIA

While Learning Intentions describe what pupils will learn during an activity, success criteria are the statements that help pupils recognise if they have been successful in the learning.

In Whitehead Primary School success criteria:

- Are linked to the learning intention
- Are specific to an activity
- Are discussed and agreed with the pupils prior to beginning the learning activity
- Scaffold and focus pupils while they are engaged in the activity
- Are used as the basis for feedback and peer and self-assessment

Success Criteria in the Classroom

- Initially we will model the process of creating and sharing success criteria. We will set the success criteria allowing the children to discuss them.
- Success criteria will be in child friendly language or in pictorial form.
- As children adjust to using success criteria, they will become more involved in the planning and negotiating process, providing them with a clear understanding of what is required to undertake an activity.

FORMATIVE FEEDBACK

In Whitehead Primary School formative feedback will comment on the quality of a pupil's work and offer advice on how to improve. It will contain three elements:

- Evidence on where the pupil is now (this is their success as it relates to the agreed criteria)
- A definition of the desired goal
- Practical strategies to close the gap

Formative feedback will take the form of both oral and written.

Oral Feedback

Oral feedback is usually given during the lesson. It is a very powerful and effective tool with all children, but even more so with those of a younger age as it:

- Is personal and specific to the pupil
- Is immediate and so allows for quick remediation and improvement
- Reinforces the relationship between teacher and pupil and allows for the pupil to respond and participate

Written Feedback

Our written feedback may take the form of

‘2 Stars and a Wish’ where we will

- Identify two successes, showing the pupils where they are now
- Identify a realistic and achievable area of their work that they can improve
- Provide them with a practical strategy
- Tickled Pink & Green for Growth where we will

- Make comments relating to a child's success in pink and make suggestions for improvement in green.

EFFECTIVE QUESTIONING

In Whitehead Primary School we aim to create a positive learning climate where:

- Risk-taking is encouraged
- There exists a community of enquiry
- There is a commitment to learning for all pupils

As we introduce effective questioning in the classroom we will employ the following strategies:

Asking Better Questions

We will:

- Ask the questions that we really want the pupils to answer, avoiding rhetorical questions
- Use more open questions to extend pupils' understanding, while appreciating that, at times, closed questions are also appropriate for recap
- Use frame questions to encourage more thoughtful answers, eg rather than asking "What is 7+8?" ask "How many ways can we make 15?"
- Sequence our questions to expand the learning
- Prepare key questions to help introduce the lesson and its learning intentions.

Asking Questions Better

We will:

- Involve the whole class, rather than addressing individuals
- Engage in "think, pair, share", allowing pupils to discuss an answer with a partner before sharing with the class
- Provide pupils with thinking time, enabling them to process the question and formulate an answer.

Dealing with Answers Productively

We will put "wrong" answers to use by turning them into a springboard for improved understanding.

Using prompt statements is also recommended. Use statements encouraging rethink and review what has already been discussed and/or give cues to guide them and nudge them in the right direction.

Generating Pupils' Questions

We will:

- Provide opportunities for pupils to ask questions
- Model how to think aloud and frame questions
- Plan time for pupil questions in our lessons

HELPING PUPILS TO REFLECT ON THEIR LEARNING

By encouraging pupil reflection, we believe we are:

- Creating independent learners
- Increasing pupil self-esteem
- Developing pupils' ability to recognise quality
- Improving pupils' understanding
- Strengthening the pupil voice in the classroom
- Providing valuable feedback in language pupils understand

In preparing pupils to carry out assessment, we will:

- Share the lesson's Learning Intention and Success Criteria
- Model the assessment and feedback processes
- Build the right climate in our classrooms

We will employ such strategies as:

- Two stars and a wish
- Traffic lights
- Thumbs up
- Tickled Pink & Green for Growth

We will encourage self-evaluation through short plenary sessions at the start, during or end of the learning. Self-evaluation can also be done individually, with learning partners or through collaborative group work.

We will use prompts such as:-

- The most important thing I learned was...
- What I found difficult was...
- What I enjoyed most was...
- What I want to find out more about is...
- What I need more help with is...
- What still puzzles me is...
- What surprised me was...
- What I have learned that is new is...
- What helped me when something got tricky was...
- What really made me think was...
- Right now I feel...
- I might have learned better if...
- What I would change about this activity to help another class learn is...

Assessment for Learning

In Foundation Stage, the learning intention (WALT) will be delivered to the children verbally. The children will be provided with a visual stimulus linked to their success criteria through WILF.

In Year 1, the children will use a stamp to show they feel they have achieved the success criteria.

In Year 2, this will be progressed into a traffic light system. The green stamp means success criteria achieved, amber almost there, red had a go but still unsure or not achieved.

In KS1 & KS2 the children will use a traffic light system to self-assess, however, as the children progress through the school they will also be encouraged to further develop their skills of self and peer assessment as we believe that this can be used to develop a deeper understanding for the child (see Assessment for Learning Policy).