



# **ASSESSMENT FOR LEARNING**

**Review Date: May 2021**

## Introduction

Assessment for learning is a system which focuses on using formative assessment to inform teaching and learning. Pupils are encouraged to be aware of their learning in terms of what they have achieved and what they need to do next in order to make progress. It is a small steps approach that can be particularly effective for SEN pupils as it allows them to focus on their achievements and avoids the sometimes demoralising impact of summative assessments.

Pupils learn best when, through careful marking, they build up a clear picture of how well they have done and what they need to do to improve over short and longer periods of time. For teachers, marking is an invaluable tool for assessing progress, informing subsequent teaching and providing constructive feedback. In addition, marking provides the opportunity for teachers to give encouragement and praise and to reward achievement and effort. Marking should be evaluative and provide clear targets and 'next steps' to pupils to enable them to improve and progress. Effective marking informs future planning of work and create a record of formative assessment of work and progress.

## Who Can Mark Work?

Work should initially be marked by the adult who has been supporting the child, whether that is the teacher, supply teacher, or teaching assistant. The class teacher will review the work and may write an additional comment.

## How Do We Mark Work?

- Marking should relate to the success criteria for the piece of work
- At the end of the session, pupils should select a sticker or stamp to allow them to make a comment on their learning

- Marking should be focused on addressing misconceptions and errors, highlighting good work by explaining why it is good, explaining and scaffolding next steps in learning
- **SP** can be used in the margin to show a spelling error. More able pupils should locate the spelling and correct it. Some pupils will need the spelling error underlined.
- Marking should include comments on handwriting and some pupils can be provided with example letters to copy at the end of the piece of work
- The following should be used when applicable: **IND**- work completed independently, **WS**- work completed with supported, **TAM**- worked marked by the TA
- Children should be provided with an opportunity to review their last piece of work, respond to comments and make any corrections or next step suggestions at the start of the next lesson
- A colour gel pen should be used for marking
- Teachers should ensure that practical activities are noted in the children's books with a date and comment. A photograph or photocopy of whiteboard work can be placed in the book as a record of the work covered
- If a pupil is absent, or leaves during a lesson, this should be noted in the book with the date of the session
- Support staff should annotate the planning during or after the session so that evidence of progress and comments regarding steps in learning that need to be consolidated for individuals and groups of pupils is recorded. Post-it Notes can also be used for the above
- The teacher's planning should be available throughout the lesson and shared with teaching assistants before the lesson. All adults working with pupils should annotate the planning and write comments on progress, consolidation and next steps in the AFL section of the plan

## How Can Pupils use AFL?

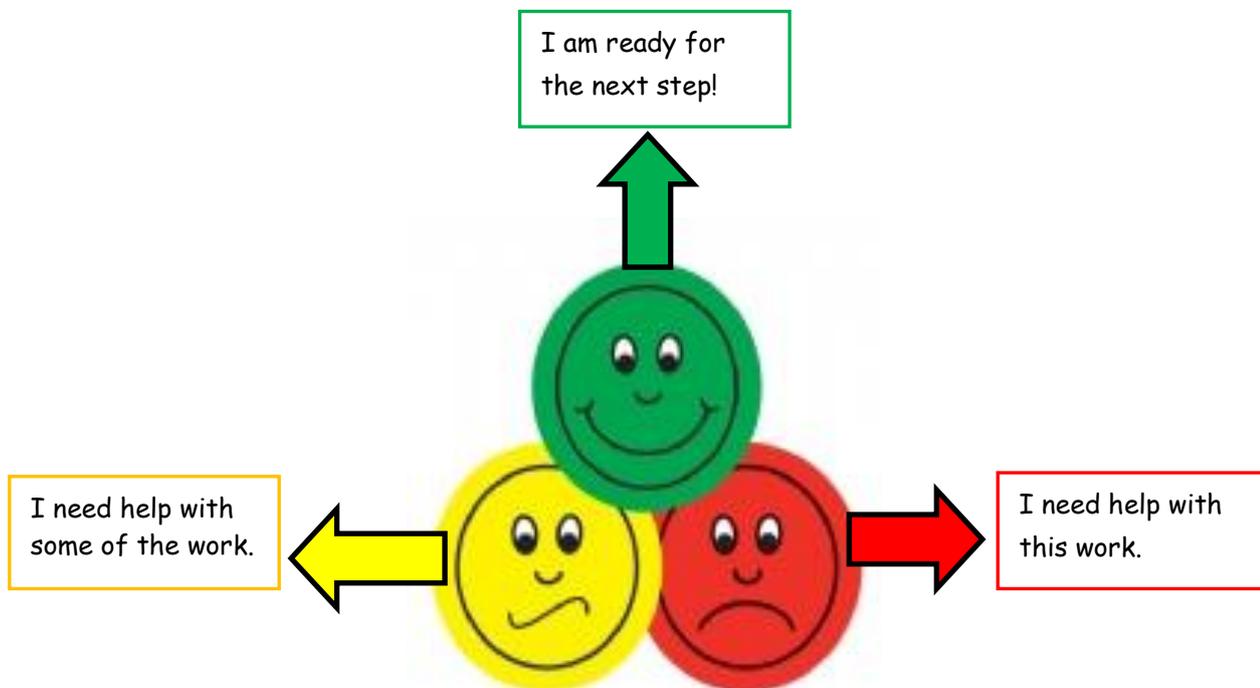
At the end of lessons, pupils should select a green, yellow or red sticker/stamp/card to show how they felt about their learning for that lesson.

For older pupils age related level or grade stickers can be used.

The pupil should write (or have scribed) a comment about his learning during the session.

Pupils need to be very clear about the success criteria for the session.

Make sure each session begins with time set aside for the pupils to read and respond to marking comments. No matter what system is used, the pupils should be using the



following as a guide to indicating their understanding of the learning.

## How Can I use AFL to Inform Future Learning?

- Read the pupil's comment and judge the accuracy of the self-assessment sticker and comment
- Consolidate the learning by highlighting the successful aspect of the work

- Extend the learning by modeling the next step, for example, the next stage of a formal algorithm in maths or a more complex sentence in English
- Check the pupil's learning by asking a question or asking him to highlight where the successful learning or evidence of achieved success criteria is

## Rewards

- Verbal approval and encouragement should be used along with school rewards as per the behavior policy
- Reward Wow work by sending pupils to the Headteacher with the work which will then go on the Wow board and be celebrated in assembly

## We Will Know Our Policy Is Working If:

- There is evidence that work is being marked for improvement regularly
- Marking informs planning
- Pupils are aware of their targets and work towards achieving them
- Pupils make above the expected rate of progress during their time at our school

**Policy Written: March 2018**

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