



## **St Giles School**

### **Assessment for learning policy**

**Assessment for learning** involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

#### **Assessment for learning is:**

- Part of effective planning
- Focuses on how students learn
- Is central to classroom practice
- Is a key professional skill
- Is sensitive and constructive
- Fosters motivation
- Promotes understanding of goals and criteria
- Helps learners know how to improve
- Develops learners' capacity for self-assessment and peer assessment
- Recognises all educational achievement

#### **Pupils' involvement in assessment for learning**

Pupils at St Giles have a wide range of abilities and needs. Involvement of pupils in assessment for learning will look different in each class depending on the age and ability of the children. It is expected that, for most pupils, as they move through the school they will gradually acquire the skills to be more involved in the assessment for learning process.

#### **All pupils**

- can expect that the teacher will explain what they want them to learn in a way they can understand e.g. using language at an appropriate level, symbols or signing
- can expect that the teacher will respond to how they engage with an activity and what they show they know, understand and can do and use this to inform their planning for future learning
- will receive appropriate feedback to reward and motivate them and to move their learning on
- will be offered choices wherever possible so that they can be involved in shaping the direction of their learning
- can expect that their targets will be accessible in the classroom and communicated in child friendly language
- can expect excellent records of their achievements across the whole curriculum to be kept and used to plan for their future learning
- can expect that teachers will liaise with their parents or carers about their development, interests, strengths and needs in order to plan learning opportunities that will capture their interest and extend their experiences.

#### **Most pupils**

- will have opportunities to be involved in their own target setting. This may be with adult support for some pupils and increasingly independently for others. Pupils could be helped to set their targets for lunchtime, circle time, reading, writing and maths.

- will be able to give feedback to an adult about whether they liked or disliked an activity orally or with signs or symbols e.g. happy/sad faces, thumbs up/down, symbol charts
- will be able to contribute to planning the learning journey for a class topic e.g. using photos to choose which animals they want to find out about in a science topic

### Some pupils

- will be able to give feedback to an adult about what they have learnt, whether they have met the learning objective or target, whether they need more help or how well they completed a task
- will be able to give constructive feedback to their peers e.g. commenting on a sequence in a dance lesson
- will be able to say what they need or want to learn next

### Verbal and written feedback

All of the class team should be involved in giving written and verbal feedback to the pupils. It is essential to

- Give written or verbal feedback that the child can understand. Be clear about what the pupil has shown he/she can do, knows or understands and what their next steps are.
- Give lots of praise. Use stickers and stampers.
- Present the child's work well – attractive workbooks or folders with neat marking in pen (not pencil or red).
- Date all work
- Annotate all work with the level of support.
- Annotate good examples of work as evidence towards a level with the P level, Bridging level or Milestone and the part of the level descriptor e.g. 'evidence towards P7 - Groups letters and leaves spaces between them as though they are writing separate words '

Good written feedback and annotations:

- Are a celebration of what the child can do, knows and understands.
- Can be read by some children and used to make their work even better.
- Can be used as evidence for assessment and planning.
- Informs other members of staff of the pupil's next steps.
- Shows the parent what their child is working on when they look at workbooks at consultation evening.

Optional strategies

- Set up labels that you can fill in quickly and stick onto work.
- Put next step targets inside the book cover and sign them off when you have enough evidence for them
- Create a sheet of 'I can' statements for a topic. What can the pupils do at the beginning of the topic? What can they do at the end?

### Links to other policies

This policy should be read in conjunction with the Learning and Teaching policy, the Special Educational Needs policy, the Curriculum policy and the Assessment, Recording and Reporting policy. These explain how learning and teaching is structured in St Giles, and the expectations of teachers regarding planning, assessment and recording evidence.

This Policy has been approved by the Governing Body of St Giles School at the meeting on

Signed:

Chair of Governors

Signed:

Headteacher

Date for next Review: