



ASSESSMENT FOR LEARNING

At Oxford Gardens we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

Formative Assessment – Assessment for Learning (AFL) is a powerful way of raising pupils' achievement. AFL creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the child's continuing progress.

Oxford Gardens have adopted the Kagan Structures as the basis of our AFL. These are structures of cooperative learning and active engagement. Cooperative learning is an extremely successful teaching strategy in which small teams of students (typically 4 or 2) work together towards a learning goal. By using cooperative Kagan Structures it easily increases the amount of time pupils spend on a task and along with this comes the benefits of facilitating the learning of a class where pupils are all actively and simultaneously engaged in learning. Kagan structures minimise the opportunity for pupils to become distracted.

The following **KAGAN STRUCTURES** are used at Oxford Gardens:

- Rally Robin
- Round Robin
- All Write Round Robin
- Rally Coach
- Timed Pair Share
- Stand Up – Hand Up – Pair Up
- Quiz Quiz Trade
- Numbered Heads Together

The Kagan Structures are all underpinned by the following:

- **P** – positive interdependence
- **I** – individual accountability
- **E** – equal participation
- **S** – simultaneous interaction

In order for the Kagan Structures to be successfully implemented the following concepts, which the teachers continually work on, need to be in place:

- Class building
- Teambuilding
- Team Structure
- Social skills

OTHER AFL TECHNIQUES:

As well as Kagan, teachers should also be using a variety of techniques, in order to ensure that they can identify any children who need additional support/stretch and to adapt the lesson accordingly. These include but are not limited to:

- Children working on whiteboards/specific activities during the teaching input
- Effective, targeted questioning
- Analysis of learning during focus groups
- Discussion

SUCCESS CRITERIA:

- These are shared with pupils in Key Stage 1 & Key Stage 2 at the start of each lesson;
- Pupils' work is marked according to whether the SC have been achieved;
- These should be the skills they are learning and not a list of instructions.

LEARNING / WORKING WALLS:

- Working Walls are used in all classes across the school;
- They celebrate achievement, identify key vocabulary and provide models to support children with their learning;
- Working walls need to include questions and visual aides to support with learning;
- Working walls need to have contributions from pupils e.g. responses to questions with post-its;
- Plan for practical opportunities to link to working walls.

MARKING:

- See feedback and marking policy updated Summer 2023.

SELF ASSESSMENT:

- Children should self-assess on a regular basis at the end of English and Maths lessons – they should use the SC in order to do this, this may be done verbally or shown in their books;
- Throughout each IPC unit children self-assess their understanding of the skills set out in the success criteria using a traffic light system.
- In EYFS - children to self-assess by using actions such as thumbs up, thumbs down.

PEER ASSESSMENT:

- Children should peer assess when appropriate, this could include marking against the SC, highlighting and next steps.

ASSESSMENT OVERVIEW:

- Staff should refer to the assessment yearly planner which explains the following:
 - When data should be entered onto SIMs (once per term)
 - When the 3BM marksheets need to be updated (once per term)
 - Assessment weeks
 - Pupil Progress Meetings (three a year)

Updated: Summer Term 2023

Review: Summer Term 2024