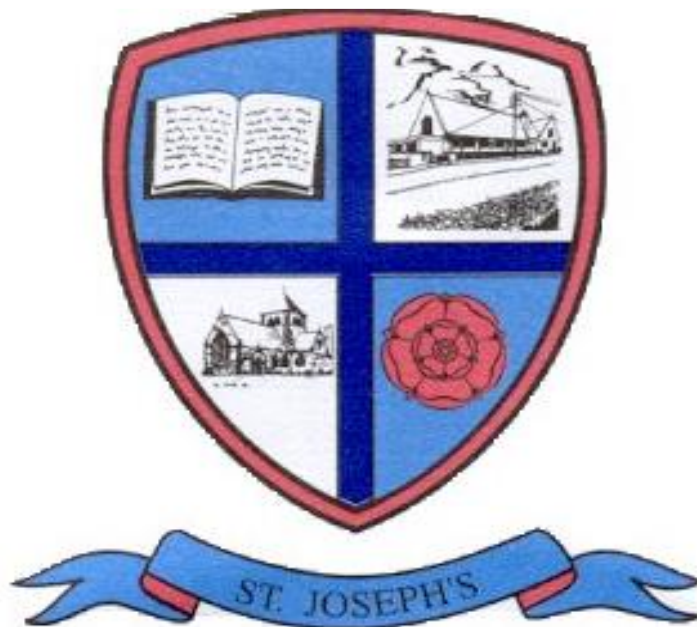


**ST JOSEPH'S  
CATHOLIC PRIMARY  
SCHOOL**



**ASSESSMENT FOR LEARNING  
POLICY**

**Reviewed: MAY 22  
To be reviewed: MAY 24**



## **ST JOSEPH'S CATHOLIC PRIMARY SCHOOL, WRIGHTINGTON** **ASSESSMENT FOR LEARNING POLICY**

### **Introduction:**

An important aspect of learning is the assessment of children's work. This provides feedback to children and information for the teacher which is used to monitor progress and inform curriculum planning.

***"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 and how best to get there." Assessment Reform Group 2002***

### **Key Principles:**

**Assessment fosters motivation by emphasising progress and achievement rather than failure in order to encourage learning.**

- ❖ Responses to children's work need to be regular, appropriate and improvement focused;
- ❖ 1:1 oral feedback is the most effective way to enable rapid progress;
- ❖ Learners need information and guidance in order to plan next steps in their learning;
- ❖ Actively involving children in their own learning and enabling them to assess themselves and understand how to improve is a key factor in improving learning through assessment;

### **What this looks like in the classroom:**

- ❖ Learning objectives are shared with children at the start of lessons and are reviewed in the plenary;
- ❖ Children know what they have to do to achieve the learning objective because the learning objective is broken down into steps to success – Success Criteria - where appropriate, by the teacher and/or the children themselves;
- ❖ Children are encouraged to evaluate and improve their own work during a lesson, making effective use of the success criteria;
- ❖ Children work individually and then with a response partner, where appropriate, to identify success against the learning objective, and set future targets;
- ❖ Children are given time to rehearse and practise learning and to improve their work in response to feedback; each class has a timetabled slot every day 'Fix it Time' ; to complete next steps using their polishing pens;

❖ Children are encouraged to articulate their success in relation to the lesson objectives and steps to success;

- ❖ Learning is enhanced when children are aware of what they are trying to achieve in a particular piece of work and when, through careful response, they have a clear picture of what they have done well and where they need to do better next time. Teachers use the results of their assessments to set work which is well matched to children's capabilities. Responding to children's work is part of all teachers' everyday practice and provides a positive, learning focused dialogue between child and teacher.

***Teachers use a range of strategies to move children's learning forward, always addressing strengths first and then looking at ways in which ideas / written work can be developed further.***

Oral feedback is used throughout lessons to recognise and encourage children's oral and written responses, and challenge them to extend their thinking further. In situations that need immediate reassurance or a quick check on progress in a task, responding using the spoken word is often most appropriate. The effect of the comments can be seen in the child's written response, making it clear whether or not it has had the desired outcome.

Written feedback focuses on improvement. It informs pupils about what they have done well, through ticks, stickers and stampers, and what they need to do next to improve their work further. Written comments are specific in order to help children understand how they can improve. They relate to the learning objective, or steps to success based on it, and may be made by children's response partners, teaching assistants or teachers.

Closing the gap comments and next steps are written in children's books at least once a week in Mathematics, English and Topic books (including cross-curricular writing);