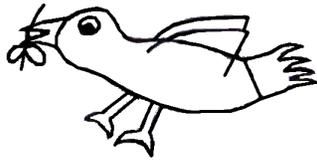


Mengham Infant School

Assessment for Learning



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Mengham Infant School
where a happy child is a learning child

Review: Biannually
Reviewed: October 2015
Review: October 2017

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Assessment for Learning Policy

Rationale:

The Assessment for Learning policy addresses Formative assessment: Formative assessment describes the process of teaching and learning and has been shown to raise levels of attainment.

Research indicates that improving learning through formative assessment depends on five factors:

- *The provision of effective feedback to pupils*
- *The active involvement of pupils in their own learning*
- *Adjusting teaching to take account of the results of assessment*
- *A recognition of the profound influence assessment has on the motivation and self-esteem of pupils*
- *The need for pupils to be able to assess themselves and understand how to improve*

This can be broken down further to include

- *Sharing learning objectives with pupils*
- *Involving pupils in self assessment*
- *Providing feedback which leads to pupils recognising their next steps and how to take them, underpinned by confidence that every pupil can improve.*

Good practice involves:

- Clarifying learning objectives linked to end of year expectation at the planning stage.
- Using success criteria the steps of the learning journey to achieve the objective.
- Sharing learning objectives with pupils at the beginning and throughout lessons.
- Involving pupils, by a variety of means, in self-evaluation against these learning objectives.
- Focusing oral and written feedback around the learning objectives of lessons and tasks.
- Appropriate questioning
- Celebrating success

Aims

- To provide feedback about a pupil's achievements and experiences in relation to an identified curriculum
- To evaluate teaching methods and strategies
- To allow all pupils to show what they know, understand, can do and next steps for learning
- As pupils develop their understanding of a learning journey they will begin to discuss their own success criteria.
- To encourage self-assessment by all.
- To provide a means of moderating standards throughout the school against age expectation.
- To provide parents with clear, concise and accurate information about their child
- Planning and Assessment are part of a continuous cycle. Accurate formative assessment should be the basis for next step objectives throughout a Learning Journey.

How we do this :

- Through ongoing continuous teacher assessment, both formative and summative.
- EYFS Baseline assessment
- End of Key stage Assessment Tasks and Tests
- Selection of assessed and moderated work
- Foundation subject trackers linked to Key Stage expectation

- Individual Education and/or Behaviour Plans for pupils with Special Needs
- End of unit tests in English and Maths to support teacher judgements (Rising Stars Materials)

Assessment to be carried out by:

- (a) Observing pupils engaged in a range of learning opportunities, including continuous provision in Year R.
- (b) Using the hot and cold task model within a Learning Journey to assess progress against set objectives.
- (c) Pupil conferencing
- (d) Using PM benchmarking to assess comprehension, decoding and fluency and inform next steps.
- (e) Listening and speaking activities, including drama, role-play and hot-seating.
- (f) Identifying pupils with special needs ongoing assessment. (Details of levels of support available to these pupils is in the Special Education Needs Policy)
- (g) Monitoring intervention programmes and evaluating success and appropriateness
- (h) Using a topic based approach to ensure pupils understand the links between learning.

Pupil self-evaluation

- At the beginning of the unit establish what the pupils already know
- Use a variety of responses, ie tell a friend, three new things I know, traffic lights, thumbs up/down, explain to an alien.
- Develop pupil responses within lessons through encouraging the recording of ideas, such as speech bubbles and pupil responses to marking at the point of learning.
- Ensure progression in pupil self-evaluation. Year One to use traffic lights as a way of reflecting their understanding within a task. Year Two to begin an entry and exit self-evaluation, looking at progress within a session.

The role of the Assessment Manager

- To oversee the whole process of Assessment, Recording and Reporting;
- To keep up-to-date with current thinking and statutory policies;
- To review the Policy **annually** with the Governors and Senior Management;
- To attend, organise and advise on In-service training when necessary.
- To oversee the collection of data onto the central tracking system and to monitor and track progress across the school
- Share information with teachers to ensure they can identify pupils in need of additional support or challenge in order to meet age expectation.
- To monitor data every nine weeks to ensure learning journeys throughout school are appropriately tracked, analysed and acted upon.