

# Eyam C of E Primary School

## Learning Through Assessment Policy



*'Let Your Light Shine'*

Agreed: April 2024

Review Date: May 2025

*Our vision is to be a vibrant and thriving community of responsible and resilient learners who 'let their light shine' as we work together, using critical thinking skills to achieve more and celebrate each other's success through a culture of respect.*

*We learn as a TEAM because Together Everyone Achieves More.*

Signed by \_\_\_\_\_ on behalf of the Governing Body      Date \_\_\_\_\_



*Assessment for Learning is a powerful way of raising pupil's achievement. It is based on the principle 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 this aim. It is not an add-on, **it is central to effective learning and teaching.***

The Assessment for Learning Strategy, 2008

Eyam CE Primary School is committed to the assessment of learning through high quality first teaching, tracking both attainment and progress using an assessment for learning process. Assessment is an integral part of the learning and teaching process and is used to modify teaching to meet the needs of pupils and to improve their learning.

### **Purpose**

Effective learning is based upon outstanding teaching using a range of 'Assessment for Learning' (AFL) tools - to support the best classroom practice. It will enable all children to make better than expected progress in every lesson taught and will ultimately raise standards throughout the school. Individual pupil learning is the outcome of team work encompassing pupils, staff, parents, governors and other members of the community.

At Eyam we believe in the principles that assessment for learning:

- is a significant aspect of the language of learning
- is part of effective planning
- is central to classroom practice
- promotes understanding of goals and success criteria
- is sensitive and constructive
- fosters motivation
- recognises all educational achievement
- focuses on how pupils learn
- helps learners know how to improve
- develops the capacity for peer and self-assessment
- is a key professional skill.

These principles place a value on learning for learning's sake and promote a 'can do' ethos, because pupils discover first-hand that getting into difficulties and making mistakes is all part of effective learning. Every pupil's confidence is improved because the expectation is that they can achieve.

### **Eyam School aims to**

1. Create successful resilient learners who take responsibility for their own learning and are prepared to embark on future challenges with excitement and confidence
2. Ensure it provides innovative learning opportunities that develop the whole child, empowering pupils to explore and believe in themselves
3. Establish an environment where children and adults feel welcomed, valued, happy and secure, irrespective of gender, race or disability.
4. Help children understand Britain's cultural heritage
5. Prepare children for life, helping them to be responsible citizens who are able to adapt and grow as technology and society changes.
6. Teach children to have an awareness of their own spiritual development, and to distinguish right from wrong.

7. Value the importance of an effective partnership with parents and the community to encourage each child to reach their full potential.

### **Strategies for Teaching and Learning**

**To ensure effective teaching and learning the following must take place:**

- ✓ Effective prior preparation and planning resulting in a purposeful, well prepared teaching plan.
- ✓ A learning objective which is clearly skills-based is shared with the children both visually and in an auditory manner.
- ✓ A clear link to previous and future learning is made.
- ✓ Retrieval of previously learnt substantive knowledge and disciplinary skills.
- ✓ Success criteria to be used consistently to support achievement of the learning outcome.
- ✓ Pupils to be involved in their own learning process and assessment and that of their peers.
- ✓ Recall of previous learning - in order to make an effective learning sequence.
- ✓ A review of the learning during (possibly using a hinge questions or using misconceptions to take learning forward or clarify) or at the end of the lesson through a summary of knowledge of skills.
- ✓ Follow up feedback through effective, interactive marking encompassing clear next steps and opportunities for feedback.
- ✓ Ensure challenge for all children.
- ✓ Effective teacher modelling alongside pupil participation.
- ✓ Identification of optimum opportunities for pupil voice - discussion, explaining and questioning being a core aspect of an effective lesson.
- ✓ Be appropriately and readily resourced.
- ✓ Effective and differentiated questioning with time for the answers to be worked out through several questions (not a closed right and wrong answer).
- ✓ Quality Interaction between teacher and pupil and pupil and pupil.
- ✓ Pace
- ✓ Explicit use of ICT.
- ✓ Lessons encompassing enthusiasm and fun whilst ensuring pupil engagement and optimum progress.
- ✓ Involvement of all the children, this may be through peer work and learning partners.
- ✓ Positive reinforcement of behaviour in line with the Eyam values.
- ✓ Opportunities for independent learning.
- ✓ Elements of visual, auditory and kinesthetic learning.
- ✓ Learning to be purposeful giving real life context whenever possible.

The criteria will enable the teacher to model effective learning - this should be at the heart of how we teach and learn at Eyam.

[https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/Summary\\_of\\_recommendations\\_poster\\_2021-10-27-151056\\_qiiz\\_2021-10-29-074723\\_miux.pdf?v=1669324863](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/Summary_of_recommendations_poster_2021-10-27-151056_qiiz_2021-10-29-074723_miux.pdf?v=1669324863)



## Assessment within the school falls within two categories

Assessment of Learning (summative) and Assessment for Learning (formative).

### Summative assessment

Is carried out at the end of each National Curriculum key stage (ie in Years 2 and 6) through the use of SATs and teacher assessment. On completion of statutory assessments:

- Results of individual pupil's assessments are made available to the parents concerned.
- The overall statistical profile is made available to parents, governors, the local authority and national government for the y6 data. (Y2 tests are optional, currently we have agreed to continue these as they make a valuable point of reference showing progression from the Y1 phonics assessments and EYFS ELGoals).

We also use a range of summative tests each year including Nfer, Suffolk Reading Test, Phonics tracking, SWRT. Termly pupil progress meetings allow staff to discuss the progress that pupils are making and their current attainment. We currently use a school tracking system to record whether children are working within the expected standard during the year. Formative and summative methods are used to make this judgement.

### Formative assessment

At Eyam we wish to

*empower young people to achieve their potential and to make informed and responsible choices throughout their lives.*

Teachers and learners work together to ensure:

1. There is a shared understanding of the next steps: The effective use of success criteria is a fundamental component of our teaching.

2. Teachers model a learning language using cognitive sentence stems such as 'which strategies have I used before and might be effective here'. We call this metacognition. They also support pupils to plan steps in learning.
3. Children play an active role in their learning and develop the skills to be able to assess themselves and each other: peer assessment is vital as it demonstrates if children understand how to improve.
4. Teachers ensure there are daily opportunities to make links with prior learning through recall of recent learning and retrieval of previous learning.
5. Teachers provide effective feedback to children and adjust teaching to take account of the results of assessment. In English and Mathematics pupils are set targets which they self monitor (using Ros Wilson Assessment criteria as a guide in writing).

Assessment for Learning practices contribute strongly to our school aims by giving pupils a framework that empowers them to take charge of their learning; emphasising that everyone has the potential to succeed, and encouraging pupils to accept responsibility for their own development.

### **Assessment for Learning strategies**

Assessment for learning is an ongoing, enabling process, being regarded as an essential part of teaching and learning.

At Eyam Primary School we use a variety of A4L strategies based on the work by Dylan William:

- Teachers share the learning objectives(LO) and outcome (WALT - We Are Learning To...) with the pupils at the start of each lesson. These are then referred to when the work is being marked.
- Children and staff decide and record the success criteria (steps to success) which will show that a child has met the LO.
- Effective feedback and marking (including dialogue - verbal feedback) which relates to the LO.
- Regular recall of recent learning using a range of agreed strategies:
  - Cloze - write the one word and hold up a White Board (teacher can see quickly who knows)
  - Multiple choice - use 3 2 1 fingers for the answer. This can also include distractors (wrong answers)
  - 'Right and wrong' - move around the class which promotes clarity of view and a movement break. This also helps those who are not sure decide by watching and teacher can see quickly if most children have that knowledge.
  - Sharing ideas with a partner - before revealing the answer partner work can help to clarify understanding for pupils who are not sure.
  - Asking why we think - metacognition
  - Hinge questions mid lesson
- Questioning, using open questions, phrased to invite pupils to explore their ideas and reasoning:
 

*To encourage pupils to further their thinking skills, teachers may:*

  - *use questions to find out what pupils know, understand and can do*
  - *provide children with more open-ended questions and tasks.*
  - *use pupils' questions to assess understanding.*

*Types of questions could include:*

  - *how would you explain...?*
  - *what does that tell us about...?*
  - *how can we be sure that.....?*
- Self and peer assessment:

*Peer assessment will be used when relevant according to age and ability. This is often recorded on a post-it note so it is clear to see peer input, in addition pupils may provide 2 stars and a wish to ensure a positive outcome. Pupils will be encouraged to clarify their own ideas and understanding of both the learning intention and the success criteria while marking other pupils' work.*

*Self-assessment is an important tool for pupils and teachers.*

- Observations of learning (sometimes using video):

*Teaching and learning observations by both peers and the Leadership Team.*

*Each class teacher will informally observe the children on a daily basis to gain an understanding of the children's attainment at that period in time.*

- Regular review of individual or group targets:

*Teachers and pupils may set targets relating to specific goals in English and maths. These targets may come from informal assessments, analysis gaps or during formal testing.*

*Pupils will be encouraged to guide their own learning, with the teacher providing help where necessary or appropriate.*

*Pupils will be given opportunities to:*

- *reflect on their own work*
- *be supported to admit problems without risk to self-esteem*
- *be given time to work problems out.*

*Individual targets are generally found in/on pupil's books and shared orally. They are commented upon in marking when achieved and new, appropriate targets agreed upon.*

- Data analysis and pupil tracking to inform future planning - formative use of summative assessments:

*Assessment data is regularly analysed by the class teacher and the Assessment co-ordinator.*

*The analysis helps staff to identify progress as well as any gaps in learning by individuals, groups of pupils, classes, year groups and also progress in particular subject areas.*

AfL enhances relationships and reflection and also helps foster a more positive classroom environment. It strengthens teacher-pupil relationships by increasing two-way communication. These high-quality interactions between staff and pupils can make them more motivated to learn and more aware of their learning.

## **Links to Other Policies**

Marking Policy

Literacy Policy

Handwriting Policy

Mathematics Policy

Curriculum Overview

## **Monitoring of Teaching and Learning**

Learning is monitored throughout the year. The Performance management system underpins the drive for high quality teaching and learning across the school. A plan for monitoring the curriculum is agreed with all staff. Observations or Learning Walks can be made as part of the performance management whereby teachers are observed by a member of the Leadership Team or a peer group. Observations, Pupil Voice and Book Scrutiny all act as a method of reviewing both learning and teaching and are part of the focus on improving and developing provision for every child.

Children's work is sampled throughout the year and scrutinised carefully by staff and Governors in line with expectations. Feedback is given to the staff encompassing areas of strength and development to support improvement in the form of an Action Plan.

Pupil progress meetings occur at regular intervals throughout the year in order to ensure children are making optimum progress.

Any pupils not making better than expected progress are monitored.

As part of the rigorous drive for self-improvement, teaching staff participate in a peer planning and observation linked to the SIP priorities.

Eyam also works in partnership with other local schools including participation in work scrutiny

It is expected that 80% of teaching is at least good and is verified by a triangulation approach, looking at planning, assessment of work and learning through a lesson observation as well as Governor learning walks and regular target checks.

| <b>Eyam (C) Primary School</b>                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Types of Assessments used throughout the year</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Year Group                                           | Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Foundation Stage                                     | <ul style="list-style-type: none"> <li>• Online baseline during first 6 weeks</li> <li>• Baseline in school booklet</li> <li>• Foundation Stage review December March and the ELG in June</li> <li>• Writing samples (not levelled)</li> </ul>                                                                                                                                                                                                                                                                                        |
| Y1                                                   | <ul style="list-style-type: none"> <li>• Tracking grids - write, read, maths</li> <li>• Phonics end of level using twinkl</li> <li>• High Frequency word lists read and then write</li> <li>• Termly writing samples using updated Roz Wilson as guidance</li> <li>• Individual read level assessment</li> <li>• National Phonics test</li> </ul>                                                                                                                                                                                     |
| Y2                                                   | <ul style="list-style-type: none"> <li>• Tracking grids - write, read, maths</li> <li>• Weekly spelling lists - based on Phonics scheme</li> <li>• Writing samples using updated Roz Wilson</li> <li>• Maths Fluency Targets</li> <li>• Individual reading level assessment</li> <li>• SWRT SEN Pupils</li> <li>• End of KS1 Sats assessments (May) - read, write, SPAG, maths</li> </ul>                                                                                                                                             |
| Y3 - Y4 - Y5                                         | <ul style="list-style-type: none"> <li>• Tracking grids - write, read, maths</li> <li>• Weekly spelling lists - NC words/Twinkl</li> <li>• Termly 'Big Spell' - from words learnt over the term</li> <li>• Autumn and Summer spelling word test</li> <li>• Writing samples using updated Roz Wilson as guidance</li> <li>• Writing targets individual</li> <li>• Suffolk Reading tests for RA</li> <li>• Maths Fluency targets</li> <li>• SWRT SEN pupils</li> <li>• Nfer, Maths, SPAG and Spelling Read tests Dec and May</li> </ul> |
| Y6                                                   | <ul style="list-style-type: none"> <li>• Curriculum tracking grids - write, read, maths</li> <li>• Weekly spelling lists - NC words/Twinkl</li> <li>• Suffolk Reading tests for RA</li> <li>• Writing samples updated Roz Wilson as guidance/Sats criteria</li> <li>• SWRT SEN pupils (H Foster)</li> <li>• Read, Maths, SPAG and Spelling tests using KS2 Sats papers Dec</li> <li>• End of KS2 QCA assessments (May) - practise week in April</li> </ul>                                                                            |