

Eyam C of E Primary School

Learning Through Assessment Policy



'Let Your Light Shine'

Agreed: February 2020

Review Date: September 2022

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 School is committed to the assessment of learning through high quality 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.
- ✓ 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
- ✓ A review of the learning during or at the end of the lesson.
- ✓ 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 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.

Where possible staff are using this framework to enable teaching modelling of learning to 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

<p>1</p> <p>Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge</p>  <ul style="list-style-type: none"> Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner—of strategies, and of tasks—is an effective way of improving pupil outcomes. Teachers should support pupils to plan, monitor, and evaluate their learning. 	<p>2</p> <p>Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning</p>  <ul style="list-style-type: none"> Explicit instruction in cognitive and metacognitive strategies can improve pupils' learning. While concepts like 'plan, monitor, evaluate' can be introduced generically, the strategies are mostly applied in relation to specific content and tasks, and are therefore best taught this way. A series of steps—beginning with activating prior knowledge and leading to independent practice before ending in structured reflection—can be applied to different subjects, ages and contents. 	<p>3</p> <p>Model your own thinking to help pupils develop their metacognitive and cognitive skills</p>  <ul style="list-style-type: none"> Modelling by the teacher is a cornerstone of effective teaching, revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills. Teachers should verbalise their metacognitive thinking ('What do I know about problems like this? What ways of solving them have I used before?') as they approach and work through a task. Scaffolded tasks, like worked examples, allow pupils to develop their metacognitive and cognitive skills without placing too many demands on their mental resources. 	<p>4</p> <p>Set an appropriate level of challenge to develop pupils' self-regulation and metacognition</p>  <ul style="list-style-type: none"> Challenge is crucial to allow pupils to develop and progress their knowledge of tasks, strategies, and of themselves as learners. However, challenge needs to be at an appropriate level. Pupils must have the motivation to accept the challenge. Tasks should not overload pupils' cognitive processes, particularly when they are expected to apply new strategies. 	<p>5</p> <p>Promote and develop metacognitive talk in the classroom</p>  <ul style="list-style-type: none"> As well as explicit instruction and modelling, classroom dialogue can be used to develop metacognitive skills. Pupil-to-pupil and pupil-teacher talk can help to build knowledge and understanding of cognitive and metacognitive strategies. However, dialogue needs to be purposeful, with teachers guiding and supporting the conversation to ensure it is challenging and builds on prior subject knowledge. 	<p>6</p> <p>Explicitly teach pupils how to organise and effectively manage their learning independently</p>  <ul style="list-style-type: none"> Teachers should explicitly support pupils to develop independent learning skills. Carefully designed guided practice, with support gradually withdrawn as the pupil becomes proficient, can allow pupils to develop skills and strategies before applying them in independent practice. Pupils will need timely, effective feedback and strategies to be able to judge accurately how effectively they are learning. Teachers should also support pupils' motivation to undertake the learning tasks. 	<p>7</p> <p>Schools should support teachers to develop knowledge of these approaches and expect them to be applied appropriately</p>  <ul style="list-style-type: none"> Develop teachers' knowledge and understanding through high quality professional development and resources. Senior leaders should provide teachers with time and support to make sure approaches are implemented consistently. Teachers can use tools such as 'traces' and observation to assess pupils' use of self-regulated learning skills. Metacognition shouldn't be an 'extra' task for teachers, to do but should be built into their teaching activities.
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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. This process is moderated by the local authority. 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.

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 have reached 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' 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 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:

- 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.
- 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. 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 using APP 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 Curriculum

Monitoring of Teaching and Learning

Learning is monitored throughout the year. A well-structured 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 can also be carried out by a subject leader as part of a focus in a particular curriculum area or as part of a series of peer learning tasks.

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 observe action 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.

Eyam (C) Primary School	
Types of Assessments used throughout the year	
Year Group	Assessment
Foundation Stage	<ul style="list-style-type: none"> • Online baseline during first 6 weeks • Baseline in school booklet • Foundation Stage Profile/Individual records of observations - Sept, Dec, March, June • Writing samples (not levelled)

Y1	<ul style="list-style-type: none"> • Tracking grids - write, read, maths • Phonics end of level using twinkl • High Frequency word lists read and then write • Termly writing samples using updated Roz Wilson as guidance • Individual read level assessment
Y2	<ul style="list-style-type: none"> • Tracking grids - write, read, maths • Weekly spelling lists - based on Phonics scheme • Writing samples using updated Roz Wilson • Matse Fluency Targets • Individual read level assessment • SWRT SEN Pupils • End of KS1 QCA assessments (May) - read, write, SPAG, maths
Y3 - Y4 - Y5	<ul style="list-style-type: none"> • Tracking grids - write, read, maths • Weekly spelling lists - NC words/Twinkl • Termly 'Big Spell' • Autumn and Summer spelling word test • Writing samples using updated Roz Wilson as guidance • Writing targets individual • Suffolk Reading tests for RA • Maths Fluency targets • SWRT SEN pupils • Nfer, Maths, SPAG and Spelling Read tests Dec and May
Y6	<ul style="list-style-type: none"> • Curriculum tracking grids - write, read, maths • Weekly spelling lists - NC words/Twinkl • Suffolk Reading tests for RA • Writing samples updated Roz Wilson as guidance/Sats criteria • SWRT SEN pupils (H Foster) • Read, Maths, SPAG and Spelling tests using KS2 Sats papers Dec • End of KS2 QCA assessments (May) list - practise week in April