



Assessment for learning policy

September 2015

At John Ball we aim for every child to be engaged and excited by learning, to become an effective learner and to begin to understand how they learn best. Our learning and teaching policy is at the heart of all we do. It sets out clear expectations, provides a standard uniform approach, a minimum entitlement for every pupil and can be easily monitored ensuring equal opportunity for all our pupils.

As a school we have moved from a focus on the question, “Am I teaching well?” to “Are the children learning well?”

Aims of our policy

- *We aim for every class at John Ball to be an effective learning community where our young people will begin their journey as lifelong learners.*
- *We aim to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil progress and achievement.*

The above introduction comes from our Learning and teaching policy. At John Ball we believe one of the key strategies for ensuring pupil progress and highly effective learning experiences, to be our assessment for learning policy.

What is assessment for learning?

Assessment **for** learning is not the same as assessment **of** learning.

Assessment **for** learning is **formative** and takes place all the time in the classroom. This approach actively facilitates learners becoming increasingly independent in their learning through enabling the self-management of themselves as learners.

AfL has been defined as ‘the process of seeking and interpreting evidence for use by learners and their teachers to decide where their learners are in their learning, where they need to go and how best to get there’ (in ‘Assessment for Learning: *10 Principles. Research-based principles to guide classroom practice*,’ Assessment Reform Group: 2002)

AfL should be used to identify gaps in pupil learning and then provide them with the advice and next steps needed to fill them.

AfL gets straight to the heart of good teaching by:

- helping teachers help students to take the next steps in their learning
- helping students to help each other to take the next steps in their learning
- helping students themselves to take the next steps in their learning

Assessment for learning is the process of finding out where learners are within a learning continuum, where they need to go and how best to get there. Assessment for learning:

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

What is Assessment of Learning?

Assessment **of** learning tends to be **summative** and is carried out periodically eg at the end of a unit or year or key stage. The teacher undertakes this kind of assessment to judge how well a student is performing. Conclusions will probably be reported in terms of grades, marks or levels.

It is not always recognised though, that by sharing expectations and targets with students, assessment **of** learning can contribute to assessment **for** learning. For example students can be given the opportunity to:

- mark, moderate and review test papers
- review their performance against test criteria and set personal targets
- devise test questions

What are the non-negotiables of our AfL policy?

- **All staff will use learning intentions / objectives and success criteria to identify gaps in pupils' learning. The language of LIs will be understandable for pupils**
- **Pupils must get feedback on learning and progress – there will be a balance in oral and written and frequency**
- **A clear and consistent marking code will be used across Keys stages and phases. All staff will implement it and train pupils in how to use it**
- **Staff and school will build in time to give quality feedback, including use of 1:1 conferencing where possible**
- **Ensure that learning charters are used and embedded by seeking feedback from pupils about their learning on a regular basis i.e. at beginning and end of units / topics – focus on asking how much the children enjoyed their learning and whether they found it challenging or not.**
- **Continue to use real life contexts for children to ensure they understand relevance of learning.**
- **Use plenaries as opportunities to have learning dialogues as well as recaps of what was learned.**
- **All pupils should have opportunities for self and peer assessment / evaluation**
- **Teachers will regularly update the Learning Ladders online assessment system in order to monitor and record pupil attainment and achievement**

What should be happening in all learning situations in John Ball?

1. Objective-led planning and teaching

Good AfL practice hinges upon a consistent approach to objective led planning and teaching. Effective learning takes place when learners understand **what** they are trying to achieve. This is done by sharing learning objectives with the pupils to ensure they know what they are learning and why. There is a clear focus for pupils and teacher to review progress in the lesson.

Learning objectives should be focused on skills in line with the curriculum.

Success criteria may be set by the class teacher or agreed by the pupils. They provide a list, either written or pictorial, of steps to success in the specific task.

All teachers must ensure the following:-

- a) A distinction is made to the pupils between learning objectives and success criteria. Learning objectives with stems such as "to know", "to understand", "to be able to", help to ensure that the objectives focus on learning. Success criteria with stems such as "produce" or "write" focus on what the pupils are doing and the quality of the product.
- b) Learning objectives and success criteria are defined in lesson planning and are shared with pupils at the start of each lesson. Objectives and success criteria can be combined.
- c) Objectives and success criteria are available for reference for pupils throughout the lesson by getting pupils to make a note of them in their books where appropriate, typing them out for pasting into their books, scribing them onto large dry-wipe boards or through the use of puppets (age appropriate).
- d) Learning objectives are re-visited for teacher and pupils to review progress during the lesson and in the plenary.
- e) Pupils are assessed against the learning objectives/success criteria initially set at intervals outlined by the subject policy.
- f) Achievement of objectives and success criteria is praised and encouragement is provided throughout. As outlined below written feedback will be given against the success criteria.

2. Questioning and Dialogue

Whole class and group dialogue should be an integral feature of lessons.

Teachers should:-

- a) Routinely trigger more complex dialogue and ask more open-ended questions e.g. Explain....
Bouncing e.g. "Paul what do you think of Sue's answer?", "Jo can you add more detail to Beth's answer and develop it?"
- b) Allow pupils sufficient time to think and respond. More pupils will be involved if they use e.g. mini whiteboards or work in pairs. Questioning for clarification and for reasons will improve pupils' learning. We have adopted 'Think/Pair/Share' as a useful tool for thinking time.
- c) Encourage pupils to listen carefully to each other and contribute constructively. This should include encouraging pupils to ask appropriate questions. (See also Section 4 Self and Peer Assessment)
- d) Try to involve all pupils e.g. by encouraging paired and group discussion.

3.1 Written Feedback

Effective marking gives good feedback about how well (strengths and weaknesses) pupils did against specific learning objectives and some ideas on how to improve. "Inside the Black Box" research has found that the use of grades or levels on their own have little impact on increasing pupil motivation and attainment.

It should be clear from reading any John Ball pupil's books that they have received regular written feedback that is having an impact on their learning and shows progress.

- a) Teachers are to provide more detailed written comments on selected pieces of work whose success criteria have been clearly identified beforehand by the teacher and/or by the pupils.
- b) These in-depth constructive comments which refer to the success criteria need to be thoughtful and focused and give an indication about what the pupil has achieved.
- c) The feedback should focus on what has gone well and what can be done to improve next e.g. use of 2 stars and a wish is commonly used to support AfL. Depending on age / level of understanding / type of task, this feedback could be oral.
- d) Consequently, teachers will not mark every piece of work in detail. There may be some cursory marking using a variety of ticks, stickers and brief comments. Where group marking has taken place or where a teaching assistant has marked work or where the pupil has self marked this will be acknowledged by the teacher using either a stamper or a comment.
- e) Increasing the use of planned peer and self assessment (both individual and whole class) will ensure that pupils have a clear understanding of the marking policy and will require the teacher to mark less in order to achieve more.
- f) Marked work must be promptly returned and pupils given time to correct, reflect on and/or improve marked work. (SEE SECTION 4 Self and Peer Assessment).
- g) All teachers will use a standard John Ball marking code that will be taught to all pupils from KS1 onwards – see Appendix

Next steps curriculum objectives from the Learning Ladders are to be shared with pupils using printed pupils sheets downloaded from the Learning Ladders system. These will be continually revised on the online system and shared with pupils and parents at agreed times throughout the year. Pupils should know the next steps they are working towards and regularly self-assess against the criteria. Reference should be made to these when providing feedback to pupils e.g. in written comments, when meeting with the pupil on a 1:1 basis.

English feedback

As with other subjects pupils will receive increased written feedback during their time in school i.e. in EYFS the feedback will be mostly orally given with increasing written feedback in Year 1 as the pupils' reading ability develops. Certainly from Year 2 onwards all pupils should have evidence of written feedback in their English books.

In writing there will be evidence of long and short marking. **Short marking** (ticks and short corrections) will be evident during lessons at the beginning of the writing process where a particular skill or aspect of writing is being practised. **Long marking** (written comments with pupils' responses in green pen) will be found as pupils are developing their piece of writing and working through the drafting process.

From Yr 1 onwards teachers will use a **colour coded highlighting** system to feedback on pupils' work. In John Ball when teachers and pupils are highlighting good work a light blue highlighter will be used. When next steps are being highlighted orange will be used. Teachers should make it clear what it is about the highlighted sections that is good or that needs improvement. This can be done orally or in writing.

Green pupil responses will be used where a pupil is responding to written or oral feedback i.e. the pupil rewrites or corrects a selected passage in green pen so that it is clear to the teacher how the pupil has responded / corrected. Throughout English planning teachers will ensure that there are lessons within the writing process for this to happen i.e. a plan / edit and improve session.

In all English books from Year 3 onwards teachers and pupils will use the draft lines policy so that there is room for pupils and staff to annotate and provide feedback or rewrite and correct.

Marking of spelling and punctuation

The marking of spelling can be a contentious issue for schools. In John Ball we are clear that any marking of spelling should be designed to help the learner progress. Teachers will decide whether or not they are focusing on the marking of spelling at the outset of a piece of work and this will be shared with pupils e.g. it may not be appropriate to focus on spelling in some pieces of work.

Where staff are focusing on spelling they will use the school marking code to identify errors. If the words misspelt are those that have been taught and understood by pupils then pupils should be encouraged to self correct these errors.

Teachers will encourage pupils to view spelling as part of the writing process e.g. on a first draft do not get too hung up on spelling to the extent that it impedes the writing process. Teachers will encourage and prompt pupils to read their writing for technical elements such as punctuation and spelling once they have finished.

Teachers will encourage pupils to have a go at unknown words and then either circle them or underline them during the writing process so that they then remember to check them at the end with a dictionary.

Teachers may decide during the drafting process to highlight errors according to VCOP and ask pupils to simply check them all with a dictionary or highlight some words as vocabulary and ask pupils to use a thesaurus to up level them.

Use of dictionaries and thesaurus as tools for learning

As pupil's reading and writing ability progress they should be encouraged to use tools for checking the spelling of words. In EYFS and KS1 this can be done effectively by using simple wordlists either on an individual or whole class basis.

In KS1 pupils should be taught how to use a simple infant/ junior dictionary. Again this should be taught in line with alphabetical order skills. Where pupils are not ready for this ongoing wordlists can still be used but every effort should be made to support and encourage dictionary self checking skills in line with the above marking and feedback system.

In year 2 children should also be introduced to a simple thesaurus as part of the teaching of vocabulary usage in writing. This should then be developed by introducing more complex thesauri throughout KS2.

Literacy across the curriculum

Teachers should expect the same standards of their pupils in English in all other areas of the curriculum e.g. use of punctuation, presentation of handwriting etc. It should be clear from planning that literacy skills are being covered in areas other than English. Teachers should expect pupils to demonstrate their literacy skills from their English work / pupil targets in all other areas of the curriculum e.g. if a pupil's English target is linking their letters properly, then this should be demonstrated across all written work.

Teachers should mark written work other than English books, in a way that maintains these standards, expectations and ensures pupils' focus on their targets.

If a teacher has taught specific science vocabulary then they should insist that pupils spell these correctly and mark accordingly. The same would be true in maths.

Maths Written Feedback

Marking children's learning should be a means to 'closing the gap' between a learning outcome and a learning objective; or to move the learner on and extend their ability.

Marking should be meaningful and be a key part of the assessment of learning process at John Ball.

Quality feedback does not involve responding to every piece of work that a learner produces as this will not be achievable. It is expected that all children will have their work marked in depth once a week.

Teachers will aim to mark the focus group they have worked on during the lesson. This will enable them to have a clearer picture of the learners understanding success against the learning objective .

The remainder of the learners will have their work marked for accuracy by the teaching assistant or by self or peer assessment.

Where possible the teacher will give immediate verbal feedback and will initial the book VF as a record of the conversation.

Teaching assistants will support the marking of learning under the instruction of the teacher.

Learners will self and peers assess their learning supported by success criteria which will guide the children's responses. The learners will be supported in this process with questions or a scaffold.

In some cases they will use a simple mark scheme to look for accuracy in calculation.

Marking guidance

Learning in maths will be directed by clear Learning Intentions or Learning Questions. Marking will be against the process Success Criteria. Staff should highlight in blue the criteria the learners have met.

- During 'Long marking' comments may
- show success
- indicate how to improve i.e. a reminder to make connections and provide further guidance- 'remember to round up before you...'
- give an improvement suggestion (what if....)or provide an opportunity to make the improvement.
- An example to clarify and model a strategy for the learner

For children who are unable to read and access written feedback teachers will make provision to feedback verbally.

In KS1 teachers will endeavour to feedback orally using the above strategies. Teaching assistants will support this process.

At the beginning of the following maths lesson or during the plenary the learners will be given the opportunity to respond to the teacher's comment. The learner's response will be recorded in a different colour.

3.2 Oral Feedback

As in written feedback, oral feedback needs to be linked to the success criteria as identified. All teachers must ensure that:-

- a) They provide regular oral feedback which can be direct to one pupil or indirect in so far as pupils listen to the feedback of others.
- b) They provide oral feedback which is spontaneous but furthermore feedback which is planned.
- c) Oral feedback takes place routinely and is constructive, supportive and informative.

d) Supportive teacher feedback can be used as a model for peer assessment.

4. Self and Peer Assessment

Self assessment promotes independent learning and helps pupils take more responsibility for their progress. Self and peer assessment should be a natural component of day to day activities, based on the objectives and outcomes as outlined above in Section 1 Objective led planning. Pupils will only be able to use self assessment techniques effectively if they are encouraged to think and talk about their learning more frequently and are **actively** involved in their learning.

All teachers should therefore provide opportunities where possible for self and peer assessment as follows:-

- a) Peer and self assessment opportunities in lessons should be planned for.
- b) Pupils should be provided with pupil-speak descriptors and/or agree success criteria as a group.
- c) Pupils can assess the work of their peers using pupil-speak descriptors/success criteria. They must be encouraged to give positive and constructive feedback – this will need to be modelled by the teacher.
- d) Once pupils can confidently and accurately assess their own work they can then use this knowledge to assess their peer's work.
- e) We use a variety of strategies as outlined above – highlighter pens and the school marking code.
- f) Pupils will be able to use their assessment information to set targets for themselves to enable them to move forward in their learning – 'What Worked Well' and 'Even Better If'. Pupils must be given time to consider/discuss the comments.
- g) Teachers will encourage and expect pupils to enter into a written dialogue with them by responding to feedback that they have been given by writing comments.

5. It is the responsibility of the Subject Leader:

- to ensure that the Assessment For Learning agenda features in the planning, learning and teaching of the subject
- to monitor, as part of the cycle of subject leadership, the evidence available of AfL within the subject
- to provide opportunities for regular standardisation of expected attainment

6. It is the responsibility of all classroom teachers:

- to plan assessment opportunities
- to ensure that pupils' work is marked according to the Assessment Policy
- to explain assessment and marking systems to the pupils
- to ensure that assessment information informs future planning
- to be aware of the motivational effect that AFL can have on pupils

This policy will be most effective when cross-referenced to:

- subject related policies
- Learning and teaching policy

7. Assessment timeline and use of Learning Ladders

At John Ball assessment is used to underpin all learning provision.

The continuous use of **assessment for learning** alongside Learning Ladder criteria is used in reading, writing and maths across the school and the outcomes are used to inform planning, the setting of targets and learners' next steps.

The on-line Learning Ladders system should be used on an ongoing basis to feed the live assessment and tracking system. After teaching a strand or unit teachers should ensure they tick off the achieved criteria as follows:

- **One tick** when the criterion is taught and the child has shown a basic understanding.

- **Two ticks** when the child clearly understands and can demonstrate the criterion another time.
- **Three ticks** when understanding and demonstration on the criterion is secure and shown in another context. This third tick signifies that the child has achieved that criterion.

The on-going process of assessment should support staff analysing the tracking data via the Learning Ladders scorecard to identify groups, cohorts and individuals who have exceeded, met or fallen short of nationally expected achievement and attainment. Staff present this analysis to the SLT at a termly tracking meeting after taking a live 'snap shot' of the Learning Ladders scorecard data for their class. This then sets the agenda for learning, focusing on the provision for learning i.e. curriculum, intervention groups and provision mapping / additional support for learning.

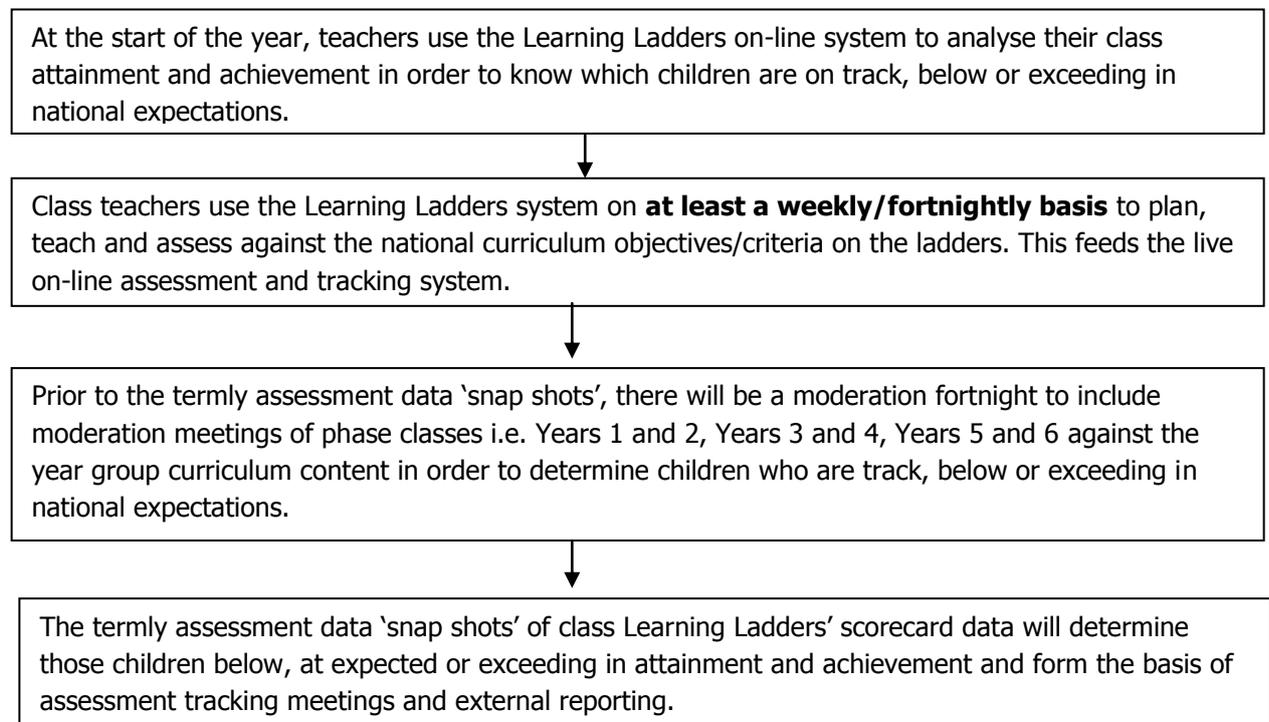
Each term there will be a moderation fortnight prior to an assessment data capture or a 'snap shot' of Learning Ladders data to enable subject leaders and teachers to moderate assessment judgements against national expectations. Learning Ladders data will then be captured as a baseline for that period and form the basis of tracking meetings and external reporting.

To ensure consistency and accuracy of the assessment judgements, staff will moderate with parallel classes and phase groups i.e. Years 1 and 2, Years 3 and 4, Years 5 and 6. Staff should also seek to moderate out with their phase group particularly in the summer term e.g. Yr 2 – 3, 4 – 5 and 6 – 7.

The ongoing **assessment of learning** is informed by a range of information gathered from learning in books, teachers' observations, discussions with children and some short summative assessments at the end of units and strands.

In moderation meetings staff will look at evidence of learning at the same level of attainment in different classes and year groups and judge if the learning is similar and if it matches the criteria sited on the Learning Ladders system. English and maths subject leaders will attend the phase year group moderation meetings to support, challenge and verify the evidence and judgements discussed.

Visual overview of assessment process



Curriculum leaders will use scorecard data to inform action plans and evaluate progress and effectiveness of learning provision.

The outcomes of the termly data will be used to inform discussions about progress and attainment in comparison with local and national achievement expectations in Achievement Reviews.

Attainment and Achievement

Attainment

Year group end of year attainment data ranges are set out below:

Year group	Below	Expected	Exceeded
1	-179	180-200	+201
2	-279	280-300	+301
3	-379	380-400	+401
4	-479	480-500	+501
5	-579	580-600	+601
6	-679	680-700	+701

Achievement (Progress).

Progress targets are outlined below:

Progress	Scorecard points
Below expected progress	Less than 100 per year
Expected progress	100 points per year
Outstanding progress	Over 101 per year

Most children will be given a progress target of 100 points per year, except in exceptional circumstances. Some children who are below expected attainment will be given an accelerated progress target in order to enable them to catch up and meet national age expectations.

For example, a child beginning Year 2 with a score of 193 will be expected to achieve 293 by the end of Year 2. However, a child beginning Year 2 with a below expected score of 153 might be given a progress target of 130 points rather than 100 in order to enable them to reach an expected score of 283 by the end of Year 2. In reality this means that through targetted intervention resulting in accelerated progress, the child may then reach national expectation. Accelerated progress targets will be agreed for individual children between SLT and class teachers at the start of the year.

Annual Timetable for Assessment 2015/16

Month	Date	Task
September	1st September INSET	Use previous summer data to analyse and set provision using class assessment facility on Learning Ladders
	7 th September (onwards)	Yr 6 tracking and target setting with SLT Tracking meetings with SLT – agree R, W & M score targets for pupils
October		
November	2 nd 2 nd 4 th 9 th 25 th	Order SATs papers (A H/T) Yr 6 tracking meeting KS2 Partnership moderation Moderation Fortnight Assessment working group moderation
December	4 th 7 th 8 th ???	Assessment data capture Data loaded and analysis of outcomes by Staff and SLT Assessment staff meeting SAR
January	Jan 5 th 8 th Week beg 18 th	Y6 tracking meeting Targets to parents Pupil tracking meetings –SLT Access arrangements (Y6 staff Inclusion Manager)
February	22 nd 25 th	A H/T to meet KS1 to discuss SAT timetable Year 6 Pupil tracking meeting
March	14 th /24 th 16 th 24 th 22 nd	Register pupils on NCA tools for SATs (A H/T) QCA Y5 – organise arrangements for access children (Inclusion Manager) Moderation Fortnight (not Yr6) Mock SATs (A H/T+ Inclusion manager) Assessment data capture Y6 PTI day
April	12 th 18 th 21 st Week Beg 25 th	Assessment staff meeting Tracking meetings – SLT Yr 6 Tracking meeting QCA Tests for Yr 5 SAT's papers delivered (PO to lock in safe) Begin TA training for SATs support
May	SATS wk beg 9 th 11 th / 18 th 25 th	SATs Testing Y2, 6 Moderation Fortnight Assessment working group moderation Yr1 Phonics check
June	6 th 8 th 13 th 17 th	Moderation fortnight KS2 Partnership moderation Phonics test TBC Load Yr 2 /6 SATs onto data-SAO Assessment data capture
July	1 st	Data to LA

	6 th 9 th	Yr 6 SATs results out Reports out to parents Inform parents of SATs results/Yr 5 banding / Load SATs data onto WS-SAO
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Appendix 1: John Ball Primary School Marking Code

Code	Meaning
Work highlighted in blue	Meets success criteria
Work highlighted in orange	Next step / need to add or change
Sp _ _ _ _	Check spelling in a dictionary or wordlist
^	Missing word
//	New paragraph
/	Take a new line or remember finger spaces
	Talk to an adult about your work
	Empty circle where punctuation should be indicates pupil needs to fill circle with correct punctuation
	A circle around a piece of punctuation indicates that it is incorrect and requires changing

Marking Code

<u>Code</u>	<u>What does it mean..?</u> <u>What do I need to do..?</u>
Work highlighted in blue	Meet the Success Criteria WELL DONE!
Work highlighted in orange	Next step/ need to add or change. LOOK AT FEEDBACK
Sp _ _ _ _ _	Check Spelling in a dictionary or use a wordlist.
	Missing word: determiner or pronoun; conjunctions; adjectives and adverbs.
	Improve or change the word or phrase.
//	New paragraph.
/	Remember to start a new line or space your words out.
	Speak to an adult about your work. Sign up on the sheet.
	Empty circle shows punctuation should go here. Fill it will correct punctuation.
	A circle around punctuation indicates the punctuation is incorrect or could be improved. It needs to be changed.
-----	This sentence or phrase does not make sense. It needs to be reworded.

Appendix 2: Assessment for Learning: National Strategies advice

AfL requires children to have a clear understanding of what they are trying to learn (learning objectives), how they can recognise achievement (learning outcomes), what 'good' looks like (success criteria) and why they are learning this in the first place (i.e. the big picture, sometimes linked to personal curricular targets).

Learning objectives in lessons are important because they help secure progress towards the medium-term and longer-term objectives. They support planning and help focus the teaching on what children need to learn. They help children see the point of individual lessons or sequences of lessons.

Learning outcomes are important because they focus on children's achievement and help teachers design lessons that enable children to do well. As important as clear learning objectives are, it is the clarity of learning outcomes that most helps children make good progress over a sequence of work.

Success criteria are the refinement of the learning outcomes. They provide the detail needed to help children understand how to evaluate the quality of their work and improve it.

Success criteria

Children's progress is accelerated when they are clear about the success criteria for the intended outcomes, are able to judge the quality of their work and know how to improve it. This requires teachers having a good understanding of progression in the key concepts and skills in their subject.

When teachers are clear about success criteria they are able to support whole-class and individual progress through questioning, dialogue and written feedback.

Sharing objectives and success criteria

Sharing learning objectives and developing success criteria with children leads to a stronger focus on the learning than on the activity and enables children to become more self-evaluative.

Simple language is effective, for example:

- 'We are learning to...' when referring to learning objectives
- 'Remember to...' when referring to success criteria
- 'I can...' when assessing the learning outcomes.

Teachers and practitioners:

- need a clear understanding of progression in the key concepts and skills they are teaching (subject and cross-curricular)
- should understand the language demands of the tasks and be clear about the language children are expected to use
- should share and discuss the objectives and intended outcomes with children and clarify small steps in progression (through explained success criteria) so that children can reflect on and improve their work
- need to ensure that success criteria are appropriately challenging for all children, and support and extend children's expectations of their own achievement. (The more able children can go beyond the specified success criteria, and can manage the success criteria for themselves.)

One example of sharing success criteria is for the teacher to ask, just before children start work: 'So what do you need to remember to do or include in order to... [achieve the learning objective]?' The teacher writes up the responses, and children use these as criteria for their focus, self-evaluation and feedback.

Sharing the big picture

Children need to know *why* they are learning and need to be able to make connections between the learning objectives of different lessons and curricular areas. This can be achieved as follows.

- Discuss individual learning targets with children. Oral and written feedback can then help children see how their learning in lessons is helping them to progress towards their targets.
- Explain the overview of a unit of work or topic, for example through the following.
 - Provide a curricular overview for the half-term showing key focuses on curriculum content, and aspects of learning enabling learning links to be discussed and identified.
 - Discuss with children at the start of a unit of work what they already know about the topic and what they would like to know and learn about. Concept mapping is often used to help children put together their initial thoughts.
 - Provide a visual display of the coverage of a unit of work, and then use it throughout the teaching and learning sequences to draw together what has been learned and make connections with future learning.
 - Present the unit coverage as a list of questions to be explored.
- Provide a curriculum overview for the term or half-term, showing key focuses for different curriculum areas, and also enabling 'learning links' to be discussed and identified for cross-curricular links and application opportunities.

Appendix 5:

Teacher: John Ball Primary School Termly Pupil tracking Meeting – Cohort Pupil Progress Analysis			
Class	Subject.....	Term:.....	
Key questions:	Analysis	Comments/Reasons	Agreed Action Planning; groupings; interventions
How many pupils have achieved the national expectation?			
How many pupils have exceeded this?			
How many pupils have not achieved this target?			
Which pupils have made significantly better than expected progress i.e. good progress is 100 points over the year, OS progress is 101+ Can reasons for this be identified?			
Which pupils have made less than expected progress? (Below 100 points) Can reasons for this be identified?			

Are there noticeable differences in the progress made by girls and boys?			
Are there noticeable differences in the progress made by particular groups: FSM EAL BAC / BA SEN			

Appendix 6: Key characteristics of AfL

<p style="text-align: center;">Key characteristics of AfL</p> <p style="text-align: center;">Philosophy/principles</p>	<p style="text-align: center;">Ideas & good practice</p>
<p>Sharing learning objectives with students</p> <p>All learners need to understand what they are being asked to learn and more importantly, why.</p> <p>Good feedback depends on the above.</p> <p>Peer and self assessment is impossible if students don't know what is expected of them.</p> <p>All students need to understand the big picture.</p> <p>Understanding how a particular activity fits into long term aims is important in connecting learning.</p>	<ul style="list-style-type: none"> • Learning objectives written on board at beginning of lesson. • Provide a lesson title in the form of a question. • Make links with previous/future topics. • Link learning objectives to end of unit/progress tests. • Students provide lesson objectives to promote ownership of objectives. • Use past work to demonstrate to students the standard of work expected. • Teacher modelling/ICT modelling/visual modelling to demonstrate objective. • Students identify key words in the learning objective. • Encourage students to use language of learning objectives in their work. • Return to learning objectives in the plenary. • Teacher uses one of the following symbols 😊/😐/😞 to show how far the objective has been met or not. This can help with managing the marking workload. • Reward students who can link what they have done with the learning objective.

<p style="text-align: center;">Key characteristics of AfL</p> <p style="text-align: center;">Philosophy/principles</p>	<p style="text-align: center;">Ideas & good practice</p>
<p><i>Questioning</i></p> <p>Developing students' capacity for thinking and independent learning can be promoted through asking more open ended questions.</p> <p>Wait time has to be increased to allow students to think about the question and make a considered response.</p>	<ul style="list-style-type: none"> • SOW should be question led. • Involving students at the start of the lesson through open and closed question starters. • Different types of questioning ie open, closed, higher order, Blooms taxonomy 6 levels. • Explicit teaching of how to ask questions. • Ground rules on listening to peers. • One way of encouraging everyone to engage with the question is to use 'no hands up' • Give students short discussion time in pairs/groups before discussing as a whole class. • Questions about new material at the beginning of a course/lesson to encourage a community of enquiry. • A token/object governs who can answer the questions. See Lord of the Flies! • Hot seat questioning • Students asked to extend the answers of their peers. • Promote traffic light system. • Give students an answer, they think what the question was. • Questions on post-it notes. • Aim to include every child through peer questioning. • Students ask questions about each other's work.

	<ul style="list-style-type: none"> • Mini quiz/questioning games. • Question chain; each child answers a question until the chain breaks. • Ask students in pm tutor group time what they have learnt during the day.
<p>Involving students in peer and self assessment</p> <p>Since the Kings College research has been carried out, it is now recognised that peer and self assessment is one of the more powerful strategies in AfL.</p> <p>In order for students to engage in self assessment, they have to be trained in peer assessment first. This will involve using appropriate assessment criteria.</p> <p>Peer assessment is valuable, because students may more readily accept constructive criticism from each other.</p> <p>Peer work is also valuable because the interchange will be in language that the students themselves naturally use.</p>	<ul style="list-style-type: none"> • The precursor to all productive peer and self assessment is that students have access to and understanding of learning objectives and level descriptors. • Level descriptors are displayed in classrooms in ‘pupil speak’ • Teachers need to reflect carefully on groupings/pairing for peer assessment activities in the light of ability. • Teacher explains what they want from a piece of work, students then respond with examples of what they have done. • Students using smiley faces or traffic light colours to indicate what they think the student has understood/not understood. • Use of colour coding in students marking each other’s work. • Students use mark schemes to mark/level/grade other students work. • Students use exemplars from previous years to mark/grade each other’s work. • Peer proof reading of drafts in light of assessment criteria.

<p>Links to the learning objectives will form a significant part of the dialogue.</p> <p>Feedback from a group to a teacher can command more attention than that of an individual and so peer assessment helps strengthen the student voice</p>	<ul style="list-style-type: none"> • Students could identify 2/3 positive areas about another person's work and one target to work on. • Peer observer of group work elected to assess and provide constructive feedback. • Self assessment using SUMAX grades. • Develop self assessment checklists or proformas with a scale, to illustrate how far student has met learning objectives. • Word bank for self evaluation. • Post-it notes.
<p style="text-align: center;">Key characteristics of AfL</p> <p style="text-align: center;">Philosophy/principles</p>	<p style="text-align: center;">Ideas & good practice</p>
<p style="text-align: center;">Formative use of summative tests</p> <p>Summative tests and assessments should be a positive part of the learning process and used as a snapshot of student progress, not to dominate the assessment picture.</p> <p>Summative tests can be marked using AfL principles.</p> <p>Active involvement of students in the test process can help students see that they can be the beneficiaries rather than the victims of testing.</p>	<ul style="list-style-type: none"> • Students 'traffic light' a topic for revision. Areas marked red are the focus for more in depth revision. • Students set and mark own exam questions or practical activities. • Students 'unpick' model answer. • Rewrite a particular section to improve a specific criteria. • Pull out phonic weaknesses from summative testing. • Recap past assessments allowing students to fully realise how many skills they have learned. • Blank piece of paper write down/design a poster of all you know about a topic. • Short snappy tests to assess shortfalls in learning and identify areas for revision.

<p>Students should be engaged in a reflective review of the work they have done to enable them to plan their next steps effectively.</p> <p>Students should be trained to ask appropriate questions and mark answers.</p> <p>Students should be encouraged through peer and self assessment to apply criteria to help them understand how their work might be improved.</p>	<ul style="list-style-type: none"> • Examine/discuss public examination criteria. • Use pre mocks, mocks and coursework drafts as key work for the formative use of summative assessment. • Students mark each others work using exam mark criteria. • Coursework grade boundaries used to inform students of their current level/grade in order to move them on. • Use games/fun/more relaxed forms of assessment rather than 'silent' exams. • Use WWW ie 'What Works Well' and EBI 'Even Better If'
<p style="text-align: center;">Key characteristics of AfL</p> <p style="text-align: center;">Philosophy/principles</p>	<p style="text-align: center;">Ideas & good practice</p>
<p>Providing feedback which leads students to recognise their next steps and how to take them:</p> <p>Good feedback involves good planning. Unless activities are designed to enable good feedback, it is highly unlikely that good feedback can take place.</p> <p>The research from Kings College showed that the greatest gains were made by</p>	<ul style="list-style-type: none"> • Distinguish between day to day marking which may be a quick tick, small correction, sticker, stamp or smiley face and more in depth marking which merits a written comment with a target. • 'Two stars and a wish' ie two points of praise for a piece of work and then a clear target for improvement. • Written comments include 'next steps' related to learning objectives. • Frequent oral feedback during the lesson.

<p>students who received comment only marking.</p> <p>Where comments and grades are given, students in the main ignore the comments.</p> <p>Students need to be informed of what they have achieved and what they need to do next to improve.</p> <p>Feedback that focuses on what needs to be done can encourage all to believe that they can improve.</p>	<ul style="list-style-type: none"> • Give oral feedback on next steps and targets. • Give oral feedback and then keep a record this has been done in mark book. • Show examples of previous work and what contributes to a good piece of work. • Focusing marking on a single feature which has been made explicit to the students in advance. • Collating common issues that arise from a set of marking and sharing these with the class via a sheet or OHP or whiteboard etc, rather than writing detailed comments on all work individually. • Feedback lessons, recapping work the whole class needs help with. • Using colour to highlight what student has done well/needs to improve on. • Videoing presentations/drama work & review with students. • Checklists/tick boxes. • Use school rewards system e.g. merits/commendations as incentives for students to produce good work. • Write praise notes (focusing on effort and strategy rather than the child's ability) in planners.
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