



Greenside
Primary School

A great school in a great community
achieving great outcomes for children

Assessment for Learning Policy

Date Reviewed: September 2017

Assessment for Learning Policy for Greenside Primary School.

Principles and Objectives

In order for all children to make good or better progress, assessment is essential. Staff need to be aware of the progress that the children make within a lesson, marking and feedback to children needs to inform them of their progress along with their next steps in order to continue to develop their learning and deal with any misconceptions at the earliest point.

By children knowing the progress that they are making and how to improve through their next steps, progress can be maximised.

Aims

- To use AfL within lessons to ensure that all children make progress within each lesson.
- To adjust lessons and planning as relevant in light of assessments to accommodate the needs of the children.
- To mark books on a daily basis so that children know if they have met the objectives of the lesson and what their next steps are where necessary.
- To provide specific and constructive feedback through marking.
- To guide the children in their learning through the use of next steps regularly to both address misconceptions and challenges to extend the more able.
- To intervene quickly for any child not making the progress expected.

Assessment for learning within different areas of the curriculum.

Mathematics:

- Books to be marked daily in green pen: ✓ for correct answers, ✗ for incorrect answers.
- Pink comments are used to highlight areas for improvement, whether that be corrections or a challenge to extend learning.
- Comments must be specific and related to the area of Mathematics, not just on effort or presentation.
- Next steps are given regularly (minimum once a week) which move the learning on (what the next step in their learning are) and also to challenge the children (e.g. corrections, using and applying opportunities or 'explain...')
- Children must be given time to work on their next steps within the daily Maths lesson.
- Peer marking may be used as an opportunity to assess their own learning within a lesson and that of a peer.
- Praise to be given to children through the use of stickers, verbal feedback and specific written feedback.

English:

- Books to be marked daily in green pen: ✓ for correct answers, ✗ for incorrect answers.
- Pink comments are used to highlight areas for improvement, whether that be corrections or a challenge to extend learning.
- Next steps are given every writing lesson which focuses on an area for development within the writing. This is identified within the children's writing by being 'boxed' using a pink highlighter.
- All children must be given time during the week to work on their next steps in writing.
- For every writing session, children must be given a success criteria that is differentiated with an opportunity for children to include their own next steps (their self-assessment of areas to develop).
- Marking of the children's main pieces of writing must include a code for the reason within the margin (e.g. AAA, adj, DUS).
- Comments must be specific and related to the area of English, not just on effort or presentation.
- Praise to be given to children through the use of stickers, verbal feedback and specific written feedback.

Read, Write, Inc.

- Marking for writing in Read Write Inc. is a mixture of self and peer marking for sentences and editing activities and teacher marking for longer pieces of writing. For these longer pieces of writing, teachers use green pen and pink for think. If applicable they will also include a next step.
- Verbal feedback takes place throughout the sessions to ensure children make the most progress in their writing at the time of writing.

All other subject areas:

- Books to be marked after each lesson in green pen: ✓ for correct answers, ✗ for incorrect answers.
- Pink comments are used to highlight areas for improvement, whether that is corrections or a challenge to extend learning.
- Praise to be given to children through the use of stickers, oral feedback and specific written feedback.

In the Foundation Stage:

Nursery and Reception.

- Nursery: baseline using observation and entered onto SIMS within the first half term.
- Reception: baseline is carried forward from the end of Nursery. Any new children to the school **must** be baselined within September through observations and data entered onto the SIMS system.
- Ongoing assessments are made from observations, from children's independent work and from teacher judgements following focussed activities.
- E-profile to be updated from the children's learning journeys termly.
- More formal assessments take place- e.g. RWI for phonics, number recognition, ability to count etc.

Reception only.

- Language link program to assess children's understanding of speech during the first half term.
- End of year assessment completed around Whit holidays (due into authority around mid June).

In Phase One:

- Read, Write, Inc. assessments are carried out every 6 weeks so that children are regrouped accordingly.

Year 1:

- Baseline to be carried out during the first 2 weeks. All assessments throughout the year use 'assertive mentoring' for Reading, Grammar and Maths. Holiday news is used to gather information for a writing baseline using the 'Greenside writing criteria'. White Rose materials are used for an Arithmetic baseline.
- Spelling assessments are to be used to inform teaching and learning throughout the year.

Year 2:

- Baseline for Reading, Maths, Arithmetic and Grammar: sample SATS paper 2016. Autumn assessment: 2016 SATS papers, Spring assessment: 2017 SATS papers, Summer assessment: actual SATS. Writing baseline gathered through the use of the 'interim assessment framework' and throughout the year.
- Spelling assessments are to be used to inform teaching and learning throughout the year.

Year 3:

- Holiday news is used to gather information for a writing baseline using the 'Greenside writing criteria' and throughout the year.
- NFER assessments for Reading, Maths, Arithmetic and Grammar to be used for termly assessments.
- Spelling assessments are to be used to inform teaching and learning throughout the year.

In Phase Two:

Years 4 and 5:

- Holiday news is used to gather information for a writing baseline using the 'Greenside writing criteria' and throughout the year.
- NFER assessments for Reading, Maths, Arithmetic and Grammar to be used for termly assessments.
- Spelling assessments are to be used to inform teaching and learning throughout the year.

Year 6:

- Baseline for Reading, Maths, Arithmetic and Grammar: SATS paper from 2017. All other assessments throughout the year are carried out by using a variety of past SATS papers.
- Writing: baseline gathered through the use of the 'interim assessment framework' and throughout the year.
- Spelling assessments are to be used to inform teaching and learning throughout the year.

At Greenside Primary School we will continually strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability.

Kerry Mitchell, September 2017.