

Our Purpose
To work with our diverse community empowering all children to dream without limits, embrace challenge and actively shape their own worlds for life-long learning.

Our Goals

- Outstanding outcomes through high quality learning and teaching
- Resilient, resourceful, reflective and collaborative children
- Engaged and respectful members of the community
- Nurturing, stimulating and enabling environments

Our Vision
We dream, we aspire, we thrive.
Powerful learning for life.

Our Values

- ❖ Children at the heart of all we do
- ❖ Growth Mindset
- ❖ Laughter, friendship and celebration
- ❖ Curiosity and innovation
- ❖ Equality and inclusion
- ❖ Emotional wellbeing
- ❖ Global responsibility
- ❖ Developing relationships – respect, trust and empathy

Patcham Infant School
Learning, laughter and friendship

Assessment for Learning

2018

The Ideal Learning Culture

William (2006) states that the key features of an effective learning environment are that it creates **pupil engagement** and it is **well-regulated**. In the context of learning, well-regulated refers to guiding **learning to the appropriate goal**. We can also add to this the importance of **dialogue and active reflection**.

Active pupil engagement is an indicator of real learning taking place. Pupils learn best when they have a slightly difficult task, which they have to work at. This is of course dependent on cooperative interaction between children and adults (ZPD, Lev Vygotsky). Knowing they can cope with difficulties makes learners seek challenges and overcome further problems.

In order to ensure effective engagement, reflection, dialogue and appropriate guidance, we need to create, with pupils, the best environment for those elements and therefore for effective learning to take place. As with all formative assessment, learners need to be actively involved in deciding, with teachers, what they need.

Sharing Learning Objectives

Learning objectives and success criteria are the tools which enable learners to exercise power over their own learning. It enables them to make better decisions about how to go about a task.

In order for the learning objective to be shared effectively, it needs to be clear and unambiguous, so that the teacher can explain it in a way which makes sense to her/him and the children.

It is vital that the task matches the learning objective for learners to have a chance of fulfilling it. The learning objective has the greatest impact on children's understanding of the task and their progress if it includes **success criteria** as well as the learning objective itself. It is crucial that the learning objective is the main focus for **feedback**.

Learners Generating Success Criteria

Success criteria must be generated by learners to have maximum impact (although it needs to be known, in a basic form, by teachers first). There are now several high-quality techniques for not only getting learners to generate success criteria, but also for helping them understand what excellence looks like for the learning objective in focus.

Effective techniques

- Ask "can you....(e.g. count these cubes)?" To the answer 'Yes!' ask the children to **prove it**, by saying what they need to do first, then next and so on. A more structured strategy is to demonstrate something being done (making sure you do it wrong) and let the children call out to tell you what you are **doing wrong** and what should be done instead.
- **A finished piece of work** for this lesson from a previous/parallel class is projected. The work is analysed, via talk partners, for what can be seen. The success criteria can be generated and pupils have a clear idea of expectations and 'the big picture'.
- **Comparing two pieces of finished work** to identify which piece best fulfills the success criteria.
- **Retrospective creation of success criteria** - teacher to demonstrate while pupils decide the possible success criteria. At frequent intervals, ask the children to describe exactly what has been done so far and in

what order. Teacher to create a list of success criteria. Once the list has been created, it can be used over and over again and modified as necessary.

Discussion about What Excellence consists of/Looks like

Using success criteria has enabled learners to have a sense of what their work should include, and, if success criteria are broken down and include examples along the way, quality will be increased. Having, for any lesson, one piece of work from a previous class, which can be analysed by pupils at the beginning of a lesson or series of lessons, leads to:

- An understanding of the overall expectation, how the finished piece might look, how long it is, what exactly is meant by the learning objective in context;
- Through talk-partner discussion, the identification of success criteria - what the piece consists of;
- Some indication of quality.

Having, however, two examples of differing quality side by side, leads to a more explicit and deeper understanding of quality, because:

- seeing why one example is more successful than the other, against specific success criteria, allows pupils to see what excellence looks like in real terms;
- Seeing what one example includes, compared to what the other example does not include, and communicates excellence much more explicitly than one example which simply shows good work.

Talk Partners, No Hands Up and Wait Time

Talk-partner discussions need to be very **focused** and not too long (e.g. 30 seconds to come up with one thing you can see in this writing; One minute to think of a good simile for a cat; Two minutes to decide what has gone wrong in this calculation) to avoid learners going off the task and losing momentum.

Children should be encouraged to share ideas by talking *and* listening and to 'magpie' ideas from each other and the group.

Randomly paired talk partners is the most effective organisational device, with partners changing weekly or fortnightly. Pupils appreciate the fairness factor and get to value the rich variety of social and learning experiences they encounter because of the frequent change.

Teachers need to avoid asking for 'hands up/thumbs up' because the same few learners are always first with their hands/thumbs up and do most of the answering - and most of the class opt out of listening and thinking as a consequence. If learners have been **actively engaged** in talk partner discussions, then teachers should be able to ask any pair or individual a question. Teachers may like to use 'lolly' sticks or a name generator to randomly choose children to speak.

Learners need to have **thinking time** to answer a question (10 seconds), but discussion with a talk partner during that time or using whiteboards makes the thinking time more productive.

Use of Learning Walls

Learning walls are displays for literacy and Mathematics which supports children's learning and exemplifies the teaching sequence for a particular unit of work. Learning walls make use of a visible display of outcomes, modeled examples and success criteria. This approach enables children to know what they are learning and how this learning process develops over a period of time.

In classrooms learning walls are created to:

- support children's learning towards specific curricular outcomes;
- model the learning processes and learning steps;
- visibly display outcomes, modeled examples and success criteria;

- provide for children a visible exemplification of their curricular outcomes and how their learning towards this is developed.

A Learning wall is:

- Situated close to where the teacher most often teaches
- A place where children can find key information about their current learning
- Added to over a series of lessons
- A place where anyone can make a contribution
- A storehouse of information and ideas - vocabulary, guidance, images, diagrams
- Frequently changed to be current
- Adapted to suit purpose
- Age related
- Explicit acknowledgement of children's contributions
- A place that has visual impact
- Confidence building
- Constantly used and referred to
- A teaching aid reinforcing learning points

Effective Dialogic Talk and Worthwhile Questioning

Pupil talk is central to active learning and a key identifier of a formative assessment culture, in which pupils are actively involved in thinking: effective learner talk playing a central role in the philosophy of citizenship, personalisation and lifelong learning. Dialogic talk should be seen as:

- **collective:** teacher and learner addressing learning tasks together, whether as a group or as a class, rather than in isolation;
- **reciprocal:** teachers and learners listen to each other, shared ideas and consider alternative viewpoints;

- **supportive:** learners articulate their ideas freely, without fear of embarrassment over wrong answers; and they help each other to reach common understandings;
- **cumulative:** teachers and learners build on their own and each other's ideas and chain them into coherent lines of thinking and enquiry;
- **purposeful;** teachers plan and facilitate dialogic teaching with particular education goals in view.

Dialogic teaching is facilitated and supported when teachers are sensitive to the way their expression, gesture, body language, physical stance and location in the classroom can affect the type and quality of classroom talk; teachers recognise that in all aspects of classroom talk they themselves are influential models.

To participate effectively learners need to:

- listen,
- be receptive to alternative viewpoints,
- think about what they hear,
- give others time to think.

Having talk partners, eliminating 'hands up' and giving pupils thinking time transforms a classroom, but the kinds of questions teachers ask determine how far the discussions will go in deepening and furthering children's learning and understanding.

We need to be asking learners questions which will extend their thinking and learning (as opposed to recall (closed) questions). To create a *community of enquiry* we need to **plan** at least one worthwhile question per lesson. Research and trialing recommends that the following five templates questioning support effective discussion in the classroom.

1. A range of answers
2. A statement
3. Right or wrong
4. Starting from the answer or end
5. An opposing standpoint

1. **A range of answers** – develop thinking skills, improving reasoning skills, promoting discussion and explanation, whilst revealing misconceptions and encouraging debate.

Ask a question and give a range of possible answers for the learners to discuss. Include definite Yes answers, definite No answers and some ambiguous answers to enrich discussion. E.g. **'What do we need for life? water, telephones, clothing, cars, shelter, food.'**

2. **A statement** – to encourage open discussion, develop critical thinking and reveal misconceptions and understanding.

Turn a question into a statement, and ask whether pupils agree or disagree with the statement, and to give reasons. E.g. **'Guy Fawkes was a bad man. Agree or disagree?' 'Victorian children must have been unhappy. Agree or disagree?'**

3. **Right or wrong** – to encourage problem solving, identify success criteria, stimulate curiosity and interest, reinforce previous learning, assess knowledge.

Two opposites are presented to learners. They are told that one is 'right' and one is 'wrong', and they have to decide how we know this to be true. E.g. **'Why does this toy move and this one not?' 'Why is this child happy and this child sad?' (show two pictures, of a child sharing and a child not sharing).**

4. **Starting from the answer/end** – to promote reasoning skills, elicit prior knowledge, reinforce learning objectives, and identify success criteria.

This involves giving learners the 'answer' or endpoint at the beginning and asking what they think the question might have been. This changes the focus from the answer itself to discussion reasons for the answer. E.g. **'Play fair is the answer. What might the question have been?' 'The prince kissed sleeping beauty and she woke up. What needs to be in place in the story before this happens?'**

5. **Opposing standpoint** – to improve debating skills, encourage reasoning, develop respect for other points of view, and encourage lateral thinking.

This template involves introducing a different point of view in the question, rather than the conventional slant. E.g. 'How could Cinderella have helped her stepmother become a better person?' 'Would it be OK to hit someone if you thought they were going to hit you?'

Praise Achievement not Ability/the use of Language

Our language tells learners what we believe and what we value.

Praising learner's intelligence harms their motivation and their performance. Children love to be praised for their intelligence and talent, but if this is the norm, the minute they encounter an obstacle their confidence drops. If success means they are clever, then failure can only mean they are not! (Clarke, 2008)

Any feedback we give learners clearly needs to support a view of ability as incremental rather than fixed. We need to praise learners for what **they have accomplished** and the **strategies used**, such as practice, research, persistence, evaluating and making improvements: *'Well done, that is a beautiful rainbow, especially the way you've worked so carefully to blend the colours', 'Fantastic. You worked so hard at that problem.'*

Well done - you're learning to...

Good - it's making you think - that's how your brain is growing!

Every time you practice, you're making connections in your brain stronger.

You're good at things you like because you work at them.

Let's look at what you've achieved.

If you could already do it, you wouldn't be learning anything.

Your skills have really improved.

You can use this mistake. Think about why it didn't work and learn from it.

You kept going - well done.

You chose something tricky - you'll really grow your brain today!

Reflecting on Learning

How did I/you do it?

How else could I/you do it?

What could I do when I am stuck?

How could I help someone else do that?

What would have made it easier for me?

Transferring learning skills

Where else could you use that?

Where else might that be good for?

A set of commonly devised strategies for dealing with challenge can be a useful visual prompt for enabling pupils to be self-sufficient, such as:

When something really makes you think....

1. Don't worry or panic.
2. Remind yourself that, if it makes you think, you are learning.
3. Read the success criteria again and check exactly where you are having difficulties
4. Look at any finished examples to see what other learners have done.
5. Ask your talk partner for advice.
6. Use class resources to help solve the problem, such as a work card or number line.

Plenary

Historically, plenaries have been delivered at the end of a learning period. However, if it is to challenge misconceptions, then it is too late! The problem with end-point evaluation is that it comes too late for any worthwhile improvement to be made. Evaluation needs to be constant - as the learning is happening - so that changes can be made or new thinking applied while the work is in progress, rather than retrospectively.

Here is a checklist of possibilities. You can:

- Look at good examples - it is much more valuable to share just a few examples in detail with children explaining their learning. Once again it is a good opportunity to look for misconceptions;
- question children, assess work informally, rectify misconceptions - this should be at the back of your mind throughout all lessons;

- generalise a rule from examples generated by the class;
- remind children about lesson objectives and highlight progress;
- draw together what has been learned so far - find out from the children what they think they've learned, what they found easy/difficult and what they need to try and remember;
- summarise key ideas and vocabulary - recap on what you hoped they would become better at and any key vocabulary relating to it;
- discuss problems that can now be solved - make those important links to other areas of maths and put the concept into a problem to see if they can still apply their learning;
- make links to other work - it is important that children see how different areas of maths interrelate and also how maths can be used in other areas of the curriculum;
- discuss briefly how what they have learnt will support them next.

The three main purposes of the plenary are **feedback**, **reflection** and **forward planning**.

The process of review and improvement

This section should be read as a continuation of the previous sections, because everything comes together at this point in the lesson: through the whole lesson examples presented here you will see pupil analysis of old pieces of work, talk partner discussion, pupil-generation of success criteria and self- and peer-evaluation during lessons and the teachers' place in marking.

Evaluating learner's work has come a long way in recent years. Marking was often focused on secretarial skills and comments that were unhelpful (e.g. 'I really enjoyed reading this'). A more 'diagnostic' marking approach was introduced where the 'success and improvement' model was developed to improve the feedback given to learners. This marking focused on the learning objective and the success criteria.

Self- and peer-evaluation was also introduced as a way for learners to decide how well they were doing: traffic lights and other rating systems or swapping work to mark success and improvement.

The use of **visualisers** enable a teacher to project **randomly** chosen work part way through a lesson and use it for whole class evaluation, deciding what is successful and what can be improved,

Although this was a great improvement, research suggests that there were still problems:

- the marking was necessarily done away from the learners, so the feedback was late and in a written form, sometimes hard to access;
- time had to be found for subsequent improvements to be made;
- marking all the books in this way was unmanageable for every lesson.

The obvious problem with end-point marking and evaluation is that it comes too late for any worthwhile improvement to be made. Evaluation needs to take place as the learning is happening so that changes can be made or new thinking applied while the work is in progress, rather than retrospectively. Action research teams found that when integrating *quality verbal feedback* in lessons, learners could fairly easily identify their own and each other's success against the success criteria and, with guidance from the teacher, be able to make improvements.

The stages of 'review and improvement' are;

- to work with a focus group
- to give focused verbal feedback
- to start with the positives - make sure the **Growth Mindset** is vocalised e.g. 'You can...' 'You are learning to...'
- to discuss 'what went well' + 'even better if'
- to provide an opportunity to improve one aspect/success criteria/target.

The teacher's role in marking is now to evaluate progress and the quality of learners' improvements in the light of future planning, making only minimal comments on the work, because a feedback and learning conversation has already taken place, so teachers are marking less.

Key Stage 1

To ensure consistency throughout Key Stage 1, it has been agreed that all children's work will include the learning objective and be acknowledged by the teacher.

If the teacher has evidence that the learning objective has been met the objective will be ticked. If it has not the objective will be annotated with TN (teacher notes).

If the teacher has worked with a child in a focus group speech bubbles will be used for feedback relating to the learning intention, success criteria or the child's individual target, this can be a symbol or a short phrase that reminds the teacher and learner what the feedback was. Children should be given an opportunity to respond to feedback and learning conversations.

If tasks or activities have been carried out independently the teacher will acknowledge that an assessment has been made using the *Incy Independent stamp* (independent work) and either tick the learning objective (if they have evidence that it has been met) or annotate it with TN (teacher notes to indicate that they do not have enough evidence).

Individual or generic targets - for example, using full stops and capital letters. From Spring term 2019 a target flap is being trialed and will be attached to writing books and will show target symbols. These will be ticked when a target is achieved.

Purple polishing pens should be used after feedback is given. This will help both teacher and pupil in the review and improve process and show how a child has responded to verbal feedback and ways forward.

Early Years Foundation Stage

For guided writing the children's work will include the learning objective and be acknowledged by the teacher. If the teacher has evidence that the learning objective has been met the objective will be ticked. If it has not the objective will be annotated with TN (teacher notes). During or after a guided writing session the children will be given an opportunity to review and improve, for example, letter formation.

Reception children will be introduced to purple polishing pens at the discretion of the class teacher and Reception teaching team.

If tasks or activities have been carried out independently the teacher will acknowledge that an assessment has been made using the *Incy Independent stamp* (independent work).

Marking code

Focus group oral feedback

Ways forward...  use this for feedback related to the learning intentions and success criteria. Include a symbol or short phrase to evidence what the feedback was, symbols from the marking code are useful for this. Feedback should be given during the session when the children are present and they should have an opportunity to respond. For example, feedback for finger spaces would show a bubble at the point that the feedback was given and the writing should then show a response - the child continues writing in pencil and finger spaces are now evident. Or, feedback is given for using a word mat for common exception spellings, a bubble shows this and there is evidence of a response to review and improve in Purple Pen.

Explore and Learn

All E&L activity sheets should be headed with the zone and learning objective. This will indicate that it is independent work and part of Explore & Learn. Annotate if any intervention/support/feedback is given and acknowledge that

an assessment has been made using the Incy Independent stamp. Annotate the objective with a tick or TN (for teacher notes) as above.

Maths and Literacy (Not focus group work)

Acknowledge that an assessment has been made using the Incy Independent stamp and annotate the objective by either ticking it to show the objective has been met or TN (teacher notes) meaning the child has not met or is working towards the objective. For Maths calculations or other solutions/work tick or dot each recording as appropriate. If there is a clear misconception take the next opportunity to address it and record that it has been acknowledged using TN (teacher notes). Additional ticks can be used to celebrate any work.

Other marking

Acknowledge that an assessment has been made using Incy Independent stamp and annotate the objective with a tick or TN as above. Annotate if any intervention/support/feedback is given. If there is a clear misconception take the next opportunity to address it and record that it has been acknowledged using TN. Additional ticks can be used to celebrate work.

Purple polishing pens

Purple polishing pens should be used for all work that is a response to feedback as detailed above.

Key Stage 1

All work must show the learning objective and this must be annotated.

In writing and Maths focus group work must be annotated with a speech bubble to indicate the verbal feedback given.

EYFS

Guided writing must show the learning objective and this must be annotated.

All marking

Please use green ball point pens for all marking.

Please use purple pens for all of the children's responses.

Symbols



I can use a finger space

.A

I can use full stops and capital letters

abc

I can join my handwriting



I can think it and say it

?

I can check my work for sense

a ↘
a

I can make my writing a good size



I can start each new line on the left

cAn
x

I don't put capital letters in the wrong place

abc

I can write my letter shapes correctly

"Yes"

I can use speech marks



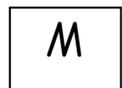
A cat. I can use adjectives



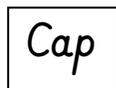
I can listen for sounds in words.

and

I can use conjunctions to join my ideas



I can use a word or sound mat.



I can use classroom resources.