Formative Assessment Policy

Our policy for Assessment for Learning supports our ethos, aims, mission and values.

Inquisitive minds, creative hands, caring hearts.

We Aim for Every Child to

Keep safe and feel secure
Be healthy and happy
Enjoy school and feel positive about learning
Achieve their potential
Develop strong social skills and emotional well-being

Our Mission Statement

Our school environment is welcoming and friendly.
We are positive role models and lead by example.
We are all learners and we work as a team.
We innovate, inspire, challenge and have fun!
We empower others to do and to become the best they can.
We have high expectations and believe we can!

Our Core Values

Purpose

Formative Assessment, alongside Assessment for Learning, forms part of the learning cycle. It is the process of seeking and interpreting evidence for use by learners and their teachers to decide **where the learners are** in their learning, **where they need to go** and **how best to get there.**

Formative Assessment is part of ongoing classroom practice and is meant to enhance the quality of learning processes. (Black and William 1998)

Through Formative Assessment we aim to ensure that:

- pupils enjoy school and feel positive about learning.
- pupils make optimum progress.
- pupils achieve their potential.
- lessons are planned according to pupils' needs in order to continually move forwards.
- pupils' self-efficacy is developed.
- effective use is made of time, both for teachers and pupils
- parents can be given a full and clear picture of how their child is doing.

Five strategies for Formative Assessment:

1. Clarifying, sharing and understanding learning goals and criteria for success.
2. Engineering effective classroom discussions, activities and learning tasks that elicit evidence of learning.
3. Providing feedback that moves learning forwards.
4. Activating learners as learning resources for one another
5. Activating learners as the owners of their own learning

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

(Dylan William 2011)

Formative Assessment Policy

Strategy 1 - Clarifying, sharing and understanding learning goals and criteria for success

Effective learning takes place when learners understand what they are trying to achieve and what the expected outcomes are. This should then lay the foundations for effective feedback. Learning objectives may be planned across a series of lessons, rather than one by one. The 'big picture' of learning for each subject within a topic is outlined in the Creative Path Plans. This is then broken down into short-term objectives in weekly planning. Some longer-term objectives may span several lessons, which are then broken down into smaller, short-term objectives. Learning objectives should include specific knowledge, concepts or procedures learners should understand and this should build on the knowledge they already have.

There are various ways to clarify the intended learning outcomes, such as:
- sharing and discussing the 'big picture' at the start of a topic, making connections between subjects
- sharing and discussing examples of work completed by previous cohorts, so that they can see what a successful outcome looks like. These may include written work, art work, photographs of completed work, videos of performances or routines.
- comparing samples of work to identify what makes one more successful than another.
- sharing and discussing teacher models or examples, such as model texts in Talk for Writing.
- sharing and discussing learning objectives before, during or after completion of a task.
- completing a discovery map where they can demonstrate the connections and knowledge they already have.

Clarifying Criteria for Success

Learning objectives must be backed up by clear criteria to enable learners to be successful. They outline how learners will reach the goal and what is required to be successful. Sharing Steps to Success (S2S) will help provide learners with a framework against which they can focus their efforts, evaluate their progress and discuss difficulties. Steps to Success can be generated by the teacher or alongside the children as part of the process.

Teacher demonstration and modelling will closely relate and support the process of reaching the learning objective, using the Steps to Success. Live modelling can help learners to understand the thinking that is required to complete a task successfully. Steps to Success and modelling will scaffold and guide children to successfully achieve the objective.

Steps to Success:

- are linked directly with the Learning Objective, breaking it into workable chunks.
- will clarify the steps needed to reach the objective or the desired outcome.
- are shared and discussed orally and/or visually with pupils prior to or during an activity.

- are referred to by the teacher and pupils whilst engaged in the activity, to support independent learning.
- are referred to at the end of the lesson to allow pupils to measure their own success.
- may be backed up by additional resources to further scaffold learning, such as writer's toolkits, worked examples, manipulatives, vocabulary or visuals.
- Will sometimes be exemplified by teachers through live modelling and thinking aloud as they demonstrate how to put the steps to success into practice.

Strategy 2 - Engineering effective classroom discussions, activities and learning tasks that elicit evidence of learning.

Eliciting evidence is a planned process to find out where learners are in their learning and whether they are working towards or achieving the intended learning. This evidence also allows teachers to make an informed judgment as to what to do next. It is important to focus on the learning goals and S2S during the activities and tasks, rather than focusing on whether enough work is completed. The completion of a task does not always demonstrate the intended learning. Some examples of how to check for understanding or elicit evidence of learning are:

- talking to pupils about their work
- questioning pupils, where responses may be verbal or written (mini whiteboard)
- referring to S2S
- quizzing (multiple choice, true or false, labelling a diagram, bullet point lists)
- assessing, reading or analysing pupils' work for example, performances, actions, artwork, writing, problem solving methods or demonstrations.

When gathering evidence, the aim is to check that **all** learners can demonstrate the learning in question. Asking for volunteers with hands up is not a reflection of everyone's learning as only those who feel confident will offer a response. Some examples of eliciting evidence from all learners include:

- formal and informal assessments to identify areas for improvement or gaps in understanding.
- asking pupils to show a response on mini whiteboards, or show-me boards
- allowing adequate thinking time, so that all pupils can respond.
- asking pupils to jot down notes to organise their thoughts before responding.
- providing necessary resources needed to show where they are in their learning.
- Think-Pair-Share

Strategy 3 - Providing feedback that moves learning forwards.

The Education Endowment Foundation outline feedback as the following:

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to produce improvement in students' learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation.

This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers. Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and some time after learning.
Education Endowment Foundation

Feedback should focus on describing actions that will enable learners to improve future performance. It must be understood by learners and there must be opportunities to take the feedback into their learning and act upon it. The language of feedback should be positive and encouraging to support self-efficacy and motivation. It is important to be specific so that pupils know not just what they can improve but how they can improve.

Feedback is only successful if students' learning improves – and this depends on their capacity to understand it and inclination to accept and act on it. Effective learners can link their work to the success criteria and generate their own ongoing self-correcting feedback narrative.

Dylan Wiliam

Looking at pupils' work is an important part of the feedback process as it allows teachers to make judgments about how well learners have understood the task and also help flag up misconceptions which need to be addressed.

Feedback will include a range of:

- whole class feedback, given as soon as possible after the task, which highlights success and addresses misconceptions. Action can be taken at the start of the following lesson. There are whole class feedback forms for this.
- 'Live Marking' of pupils' work in the moment, providing instant feedback on what they have done well so far,
- making error corrections, providing guidance or resources to allow learners to move forward and make improvements in the moment. error corrections completed with

learners whilst completing a task, allowing them to recognise and 'fix' mistakes as they go.

- verbal feedback given during live marking, the following lesson or after the completion of a piece of work. Verbal feedback does not need recording but can be noted on written work as VF.
- individual written feedback may be given, but it is costly in teacher time. Teachers should consider the benefits to learners of writing individual comments, which are often repeated in several books. Whole class feedback is generally more time efficient and effective.
- highlighting green for great and think pink is visual and can be used during live marking or shortly after the work is completed.

Strategy 4 - Activating learners as learning resources for one another (peer feedback)

If teachers develop strong routines where students support each other's learning in a serious structured manner, then the ratio, quality and frequency of student interactions with the knowledge in hand can increase significantly. We can't have a dialogue with every student at once, but they can all be involved in meaningful dialogues with each other to support the process of working out 'where the learner is' and 'how to get to where the learner is going'. The amount of feedback can be significantly increased if learners are providing feedback for each other.

Some strategies for engaging learners in supporting each other:

- Looking at each other's work against exemplars, S2S, fact sheets, sets of criteria.
- Providing constructive feedback for a peer
- Think-Pair-Share
- Checking a partner's work and providing feedback
- Repeated Oral Reading
- Quizzing each other

Strategy 5 - Activating learners as the owners of their own learning

The most important decisions in the classroom are taken by students, not teachers.
Dylan Wiliam

When learners know what they need to do to improve, and have the opportunity to put this advice into action, then further learning will occur. Pupils who know what they need to do to improve and how to get there can achieve success. This in turn has a positive impact on their confidence, self-regulation and growth mindset as they take control of their own learning and boost their self-efficacy.

Pupils can be activated as the owners of their own learning through revisiting principal 1 and:

Formative Assessment Policy

- discussing the 'big picture' at the end of the topic and making connections.
- assessing their own work against the Steps to Success.
- assessing their own work against a set of criteria.
- correcting their own work using answers provided.
- making judgments about their own work in comparison to examples of work shared at the start of the project e.g., artwork, writing, posters.
- making improvements to their work based on feedback.
- adding annotations to their topic discovery map, where they can demonstrate the new knowledge, skills and understanding they have developed over the topic.
- comparing different samples of work to identify successful elements and areas for improvement.
- Showing their understanding of a lesson through traffic lights, faces or triangles, thumbs up

Formative Assessment in Planning
- learning objectives (LOs) are indicated for each lesson in the weekly planning
- Steps to Success (S2S) are indicated in the weekly planning for each lesson and / or on the teaching materials so that they are clear for teachers and learners.
- strategies, such as talk partners and questions are included in weekly planning
- adjustments to weekly plans are annotated for each class where appropriate
- planning is flexible and must be adapted to meet the needs of the class or groups of pupils
- level of marking may be indicated in planning relevant to task
- planning should follow pupils on their learning journey

Leadership
It is the role of PLT and TLRs to keep abreast of the latest curriculum developments and take any necessary action. PLT and TLRs are also the first point of reference for teacher support and advice. The Head of Year plays a leading role in monitoring and evaluating AfL ensuring continuity between classes within their year group.

Formative Assessment will be monitored through:
- work scrutiny
- planning scrutiny
- wonder walks
- discussions with teachers and pupils

Marking Colours

Teacher's may use	for
green highlighter or pen	'green for great' identifies successful elements
pink highlighter or pen	'think pink' shows where improvements may be made
Pupils use	for
Purple Learning pen	Editing, corrections, marking their own work

Resources:

- Whole class feedback forms (Appendices)
- Planning documents
- Coloured pens are provided for teachers and pupils

Dylan Wiliam video series links:
What formative assessment is and isn't
Strategy 1: Clarifying, Sharing, and Understanding Learning Intentions
Strategy 2: Eliciting Evidence of Learning
Strategy 3: Providing Feedback that Moves Learning Forward
Strategies 4 and 5: Activating Students
Make feedback into detective work - Tips for Teachers

Whole Class Feedback for Writing

Date:	Task:
Work to praise and share plus reason	**Pupils needing further support plus reason**
Presentation / layout to be addressed	**3 spellings to re-teach**
Misconceptions and things to be addressed next lesson	

CAXTON COLLEGE

Whole Class Feedback for Reading

Date:	Task:
Work to praise and share plus reason	**Pupils needing further support plus reason**
Pronunciation be addressed	**3 words to re-teach (decoding or meaning)**
Misconceptions and things to be addressed next lesson	

CAXTON COLLEGE

Whole Class Feedback for Maths

Date:	Task:
Work to praise and share plus reason	**Pupils needing further support plus reason**
Layout / presentation to be addressed	**language / vocabulary to re-teach**
Misconceptions and things to be addressed next lesson	