

Cultercullen School

Formative Assessment – policy statement

We aim to support and improve our pupils' learning by :

Involving children in their own learning to a greater degree

Stating clearly what we expect them to learn and what they should do to be successful in a task

Giving children focused feedback and support for their next steps in learning

Encouraging independence and striving to motivate all pupils

Providing all this in a way which is tuned to the needs of the child

❖ SHARING LEARNING GOALS

OVERVIEW

In each class teachers will provide an overview of blocks of learning – e.g. using a 'spider diagram', learning logs, etc. Children will be encouraged to refer to these as the block of learning is undertaken as well as at the end of the block to identify what has been achieved.

LEARNING GOALS

In each class teachers will share the learning goals for key activities and provide clear guidance as to which criteria pupils should meet to be successful in the learning task. Modelling, reviewing past learning, 'having a go' and then reflecting, providing targets etc can be used to help children understand where they are in their learning and what the next steps are. A common format will be used for displaying targets, learning goals and success criteria which is:

I am learning to: (clearly defined goals are then listed)

Remember to: (success criteria are then clearly listed)

❖ EFFECTIVE QUESTIONING

Sufficient 'think time' between asking a question and expecting an answer will be provided. Various techniques will be tried out as suggested in the literature on formative assessment. In general we aim to avoid a sterile use of closed

summative questions and techniques of whole class questioning which 'turn off' the enthusiasm or dent the self esteem of pupils.

In middle and upper stages, 'learning partners' will be used regularly. Children will be given the opportunity to work collaboratively with different partners. Questioning will be used to extend learning rather than solely to confirm learning. We aim to make it feel 'safe' to answer and 'safe' for a pupil to ask for help or to collaborate. We aim to use questions to build up a pupil's self esteem and will always try to avoid 'exposing' a child who may not know the answer, e.g. by using learning partners, or by having a 'question round' – what do you think? – then coming back to the child who was uncertain who can choose the 'best answer'. We hope that children will be able to ask when they are unsure, learn from mistakes and 'bounce back' from any setbacks with support from teacher and peers.

❖ **EFFECTIVE FEEDBACK**

MARKING CHILDREN'S WORK

Teachers will aim increasingly to provide comment based feedback rather than marks. Comments will be focused on what a child has done to meet or exceed success criteria and will also include structured support to help children move to the next step in learning. Comments may be oral and/or written. Feedback will be given within the framework of the lesson itself whenever possible and children will improve their work in the course of that lesson as far as possible.

USING SYMBOLS

The use of the symbols + = - will be used to mark children's work wherever appropriate and giving out marks and scores will be used infrequently.

+ better than last time

= equal quality to last time

- not so good as last time

HIGHLIGHTING

In written pieces of work, sections where a child has achieved the success criteria or personal target will be highlighted. Suggestions for improvement will also be given regularly as the task is underway with enough support, oral or written provided to help the child to achieve their next step in learning.

Teachers will plan to provide this kind of feedback in a structured and focused way so that over the course of a session each group or individual will benefit. With older pupils, a review of previous targets prior to or during a similar task can be built in to the task and this will aid pupil self-assessment of current learning and help to focus on the success criteria which are most appropriate.

❖ PUPIL SELF EVALUATION

TRAFFIC LIGHTS

Children will be given opportunities to 'traffic light' their work and their understanding of a task.

They will decide whether their work is:

Well understood- green light

Understood in the main but with room for improvement in understanding
-amber light

Not understood – red light

Children will make these assessments on the evidence provided by teacher, self or peer assessment as appropriate. In middle and upper stages, self assessment will be a normal part of classroom work.