

# Peter Gladwin Primary School



## Assessment for Learning Guide for Parents

At Peter Gladwin Primary School we wish to provide the very best learning experiences for all our pupils.

This leaflet gives information about how assessment in our school is instrumental in unlocking children's understanding of their learning and providing them with a thirst for knowledge, the tools to achieve and the aspiration to become a lifelong learner.

## **The principles of Assessment for Learning**

Research shows us that children learn best when:

- They know what they are going to learn
- They know how they are going to learn
- They know how they will be assessed
- They know how to meet the criteria for assessment

In lessons this means that teachers give children more information about what they are going to learn (the learning objectives) and use more strategies to actively engage them in learning. Teachers use a variety of methods to assess the progress children make, and children are involved in the assessment process.

## **What does Assessment for Learning at Peter Gladwin look like in a lesson?**

There is a clear focus on exactly what is being taught. Children are given the learning objectives (referred to as '*I am learning to...*') in verbal and written forms, so they know exactly what they are learning. Questioning, feedback and marking are focused on checking that the children are achieving these learning objectives. Teachers also help children to recognise what they need to achieve during the lesson and what their work should include in order for them to be successful in their learning (the success criteria, sometimes referred to as '*Remember to...*').

**Self-Assessment** happens throughout each lesson, and ensures your child is given the opportunity to decide how successful they were with their learning. They may use the original learning objectives or success criteria for the lesson. They may also be asked to set themselves targets for their next piece of work, and are supported in this process as appropriate.

Self-assessment is managed in a variety of ways. Below are some examples:


### Thumbs up


Children use their thumbs to show their own level of understanding. This is instant so teachers can provide extra help on-the-spot during a lesson to support those who need it and extension tasks for those who are confident in the task.

### Self-assessment triangles

Children draw sides of a triangle at the end of their work to show their level of understanding:

 **Green** - I feel confident and could teach it to someone else

 **Amber** – I need a little more practice.

 **Red** - I had a go.

Using this method, teachers get an immediate indication of children's understanding, perception and general confidence levels.

### Individual whiteboards

Following a question from the teacher, the children hold up their answer on an individual whiteboard. This allows the teacher to make a quick assessment of their progress and identify those who are ready to move on and those who may need extra help.

### Learning Partners

Children may discuss their thinking, answers to questions or decide what is required in order to complete a task with a learning partner. Teachers use this approach to build children's confidence and will listen in on conversations to gain an overview of children's understanding.

### No Hands Up

Rather than asking a question and getting the answer from someone who puts their hand up, teachers pick a named lolly stick from a pot to randomly select a child and their learning partner to answer a question, to check how much they understand. This means children do not need to put their hand up. Teachers often intentionally wait longer for answers in this situation, allowing for thinking and discussion time with talk partners.


### Peer Assessment

This is when another child decides how successful your child has been in achieving the learning objective for the lesson. They can highlight successful areas as well as areas for further improvement, and learn to phrase their feedback constructively. At the same time, your child will assess another child's work. This helps children learn about how their work is assessed and what they need to include to move forward with their learning.

### **Feedback and Marking**

Verbal feedback from the teacher and marking of written work help children to move forward with their learning. Verbal feedback and marking clarify to the child **what they have learned** and **what they need to improve** to do even better. Children are given an opportunity to respond to or correct work where appropriate.

### **Feedback and marking can be:**

- Given during a lesson to give the child time to make improvements immediately, or written after the lesson.
- Given verbally in a lesson, so you may see no written comment after some pieces of work or just an indication that verbal feedback has been given. This is indicated by the symbol  and/or the teacher's or teaching assistant's initials.

- Given after the lesson.
- Given by the teacher, teaching assistant, the child themselves or one of their class mates.

### Things you might notice

On your child's work sometimes there will be positive comments written in **green pen** ("green for great!"), as well as smart ways forward for progress written in **purple pen** (PIP, or "purple is progress"). At other times there may be no written marking, or just a symbol to show that assessment took place or feedback was given during the lesson. Other children might also have written constructive comments in your child's book. Work will be marked by adults in either green or purple pen; comments in purple are always constructive and identify ways forward or 'remember to' comments. There may also be symbols used from our marking code which make reference to achievement of learning objectives, punctuation, spelling or handwriting. These codes are age-appropriate, are explained to all children and are displayed clearly in all classrooms.

### Testing

Written tests also take place as they are another way to monitor children's progress and attainment. Tests are sometimes called **Assessment of Learning** or **Summative Assessment**. After a test, the teacher will give extensive feedback to the class, not just a score or mark. This feedback will include information on how the answers were marked and ways forward for improvement. In this way the test becomes part of learning.

National testing (known as SATs) takes place in the summer term of year two and year six, and results are reported to parents by the end of the summer term.

**If you have any questions about Assessment for Learning at Peter Gladwin Primary School please contact your child's teacher for further information.**