

# Assessment is For Learning Policy

## 1.0 Rationale

1.1 Effective application of the principles of AiFL in Millersneuk Primary School will enable pupils to become better learners by ensuring:

- They understand clearly what they are trying to learn, and what is expected of them
- They are given constructive feedback about the quality of their work, and what they can do to make it better
- They are given advice about how to go about making improvements
- They are fully involved in deciding what needs to be done next, and know who can give them help if they need it
- They can apply the skills required when engaging in peer and self-evaluation

1.2 It is essential that all staff and pupils engage fully with the principles of Assessment is For Learning. The aim of this policy is to clearly set out how Millersneuk Primary School evaluates children's progress using robust assessment processes fully in line with Curriculum for Excellence.

1.3 Millersneuk Primary School's Assessment is For Learning Policy will cover the following areas:

- The importance of setting clear learning intentions and success criteria and how to do it.
- The use of effective questioning strategies to gauge understanding and to advance pupils' learning.
- The importance of formative feedback as a means of providing children with their next steps and how to do it.
- How teachers can scaffold the reflection process for pupils within their class.

## 2.0 Setting Clear Learning Intentions and Success Criteria

2.1 Ensuring that all staff set clear Learning Intentions and Success Criteria means that the learning experiences of pupils at Millersneuk are focused and meaningful. This is essential for the improvement of attainment across all areas of the curriculum.

2.2 Learning intentions must represent the objective of a lesson. They should focus on new learning as well as transferrable skills. 'Intention' is used purposefully as it focuses on the process as opposed to the product. They should be discussed with children across all areas of the curriculum so that pupils are aware of what they are learning.

2.3 Success criteria should reflect what the children need to do in order to meet the learning intention. Pupils should be involved in co-constructing this criteria so that they can take ownership for their own learning. Teachers must first model how to do this so that children are familiar with the process.

2.4 Teachers should read the *Guidelines on Learning Intentions and Success Criteria* (appendix 1) to maintain continuity across the school. This should also be made available to new members of staff.

### 3.0 Bloom's Taxonomy Questioning Strategies

#### 4.0 Formative Feedback

4.1 Formative feedback should be held in equal regard as summative forms of assessment.

4.2 All staff should be involved in providing pupils with high quality formative feedback to give children a clear idea of where they are, what they should be doing next and how to get there.

4.3 Feedback should be based on a set of clear and measurable success criteria. It should clearly state areas of strength and next steps. Teachers should ensure the feedback they are giving is age and stage appropriate. Teachers should engage in both quality dialogue and written comments.

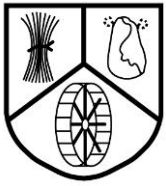
4.4 Feedback must be appropriately timed and based on observation of learning. It should reflect learner progress both in the short term and over a longer period of time.

4.5 Teachers must create opportunities for providing feedback by focusing on groups and individuals during a session rather than the whole class. Teachers can provide feedback on a rotational basis to make it more manageable. This will ensure that the feedback is of a high standard.

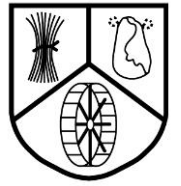
4.6 Strategies for the management of effective feedback include:

- Reducing the number of books marked each week to around 1/3 of the class to provide time for quality comments from the teacher.
- Developing skills in the peer group so that feedback is embedded in routine class time.
- Investing time in establishing agreed criteria for marking schemes so pupils understand the task demands to evaluate their own work at the end of the session e.g. Answer sheets with the correct content can be made available and the allowance of time to discuss and resolve differences of interpretation.
- Establishing a universal comment bank to provide stimuli or prompts may be helpful.
- Setting the minimum standard of work for a class or group based on information acquired via assessment for learning.
- Engaging children in what successful achievement of the task should look or sound like.
- The use of 'closing the gap' prompts for example using reminders, suggestions and questions to help close the gap where students are and where they are aiming to be.

- 4.7 Teachers should read and familiarise themselves with the Guidelines on Feedback (appendix 2) to maintain continuity across the school. This should also be made available to new members of staff.
- 5.0 Scaffolding Reflection
- 5.1 Teachers must demonstrate how to reflect on *what* pupils have learned as well as *how* they have learned through the modelling of the language to be used when evaluating learning. This process of reflection ensures pupils are more aware of their own skills.
- 5.2 Teachers should provide opportunities for children to work collaboratively to provide one another with feedback. Children should start with peer evaluation before self as they are more adept at giving an honest critique.
- 5.3 Peer evaluation means that teachers have more time to focus on the learning of particular pupils. (see 4.6)
- 5.4 Pupils will benefit from peer evaluation as it develops critical thinking, the ability to accept and act on criticism, and to make changes to their work.
- 5.5 Teachers should encourage the modelling of evaluation based on given success criteria to ensure feedback is considered, thoughtful, constructive, relevant and specific.
- 5.6 Pupils should be given opportunities to be involved in the process of peer editing. (appendix 3)



## Appendix 1



### Guidelines on Learning Intentions and Success Criteria

#### Millersneuk Primary School

*'They (teachers) should clarify and share learning intentions and success criteria and appropriate experiences for achieving these. Both staff and learners should foster a sense of achievement by sharing challenging and realistic expectations. Sharing success criteria along with learning intentions allows learners to 'see what success looks like'. With practice, success criteria can often be devised by the learners themselves.'* **Building the Curriculum 5**

#### What is a Learning intention?

This is the objective of the lesson. What do you intend the pupil to know, learn or be able to do by the end of the lesson? Learning intentions should focus on new learning as well as transferrable skills. 'Intention' is used purposefully as it focuses on the process as opposed to the product i.e. a learning intention should always focus on what the pupil is **learning** instead of what they are **doing**.

#### What is Success Criteria?

These should be a demonstration of what the pupils need to do in order to achieve the learning intention.

*'... success criteria summarise the key steps or ingredients the student needs in order to fulfil the learning intention – the main things to do, include or focus on.'*

*- Shirley Clarke*

#### Creating Learning Intentions and Success Criteria

It is important to differentiate between learning intentions and success criteria, particularly when consulting the targets we set our pupils. For example, within writing, it is important for us to dissect our outcomes into key targets which refer to the learning intentions, and key targets which are suited to success criteria.

*I can convey an appropriate setting/scene through description and characters through description/dialogue. (ENG 2-31a)*

The above outcome is contained within 2.3 of our Writing Planner and refers to imaginative writing. Therefore the learning intention would be:

- We are learning to create an imaginative story

Whereas the success criteria is contained within the outcome and could consist of the following:

- Include interesting dialogue
- Use adjectives and adverbs
- Develop my characters
- Describe the setting

In general, the learning intention refers to the genre of writing which the children are creating and the success criteria contains the ingredients required to meet it.

Below are examples of the language which can be used to create a suitable Learning Intention:

If you cannot use “To be able to...” the following stems may be helpful:

By the end of the lesson students will:

- **know that** ... (knowledge: factual information, e.g. names, places, symbols formulae, events)
- **develop / be able to** ... (skills: using knowledge, applying techniques, analysing information, etc.)
- **understand how / why** ... (understanding: concepts, reasons, effects, principles, processes, etc.)
- **develop / be aware of** ... (attitudes and values: empathy, caring, sensitivity towards social issues, feelings, moral issues, etc.)

***It is important to note that some success criteria must first become a learning intention if it is considered new learning or is an area that children need to concentrate on.***

The creation of success criteria should be **co-constructed** with the **Class Teacher and pupils** which provides opportunities for children to be leaders of their own learning. John Hattie outlines the following ways to share and co-construct success criteria with students for maximum impact:

1. Doing it wrong so the students correct you, or not completing them, so that they do.
2. Show a finished product, so that they can see what a good one looks like (modelling).
3. A comparison of two products is even better as it gives an indication of quality (why is this one better than that one?).
4. Sloppy success criteria giving rise to incorrect methods or work. The students then decide together how to make the success criteria better.
5. Retrospective creation of success criteria is useful when the product or process is so big it's not immediately obvious what went into it. This is especially useful in breaking down aspects of enquiry.
6. Revisiting existing success criteria, to see if you can make it better.

### Consistency of Approach

**To ensure that staff are being consistent in their delivery of Learning Intentions and Success Criteria they should make use of the slides to display these which have been created for Early First and Second Level.**

What Are We Learning Today?



What Are We Learning Today?



What Are We Learning Today?

We Are Learning To:



Success Criteria :

## Learning Intentions and Success Criteria in Practice – Reading

### Early Level

#### **We are learning to:**

- Say what is going to happen next in a story.

#### **We will be able to:**

- Look at the pictures
- Try to read words we know
- Tell others what I think

### First Level

#### **We are learning to:**

- Use a glossary

#### **We will be able to:**

- Find bold information from a non-fiction/fiction text
- Look at first letter of a tricky word
- Scan the glossary to find the right word using the first letter (alphabetical order)
- Summarise the meanings of these in my own words

### Second Level

#### **We are learning to...**

- Compare and contrast two texts on a similar theme.

#### **We will be able to:**

- Consider the characters (the who)
- Compare the events that take place (the what)
- Compare the setting and time (the where and the when)
- Consider the purpose of each text (the why)
- Analyse the key features of how the text is written (the how)

## Learning Intentions and Success Criteria in Practice – Maths

### Early Level

#### **We are learning to...**

- Count numbers to 20

#### **We will be able to:**

- Count out our objects
- Match our objects to the number
- Point to the right number on the number line

### First Level

#### **We are learning to...**

- Recognise the value of all digits up to 1,000.

#### **We will be able to:**

- Place numbers into numerical order
- Give the value of the underlined digit
- Use the terms – thousands, hundreds, tens and units correctly

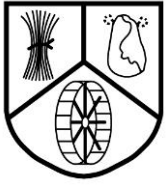
### Second Level

#### **We are learning to...**

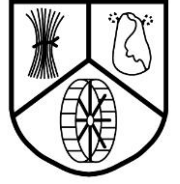
- Read and plot points on a 4 quadrant grid

#### **We will be able to:**

- Label the axes correctly with positive/negative integers
- Go along the x-axis and up/down the y-axis
- Write our coordinates in the form (x,y)



## Appendix 2



### Guidelines on Feedback and Next Steps Millersneuk Primary School

Feedback is important as it ensures learners are clear about what they have done and what they need to do to improve.

It supports learners with target setting, profiling and personal learning planning. There should be both a verbal and written dialogue with pupils. Feedback should support learners both in the short term but also over a longer period of time.

*"We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning."*

**(HGIOS 4 2.3 Learning, Teaching and Assessment: Level 5 illustration - Quality of Teaching)**

*'Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve'*

*'Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve'*

**(HGIOS 4 2.3 Learning, Teaching and Assessment Features of highly effective practice: Quality of Teaching)**

#### What is Effective Feedback and how does it support Pupils' Next Steps

The use of Effective Feedback supports learners and allows them to make decisions about their Next Steps.

Areas to consider when providing feedback -

Are learners receiving ongoing feedback on their work?

Is the feedback linked to the Success Criteria?

Does the feedback explain clearly what they need to do to improve?

Does it explain clearly what they have been successful with?

With success, does it then suggest their next steps in their learning?

Feedback can be mix of self, peer and teacher led.

Feedback should allow a learner to co-construct their next targets.



## How do we build Feedback into day to day learning?

Mid - lesson reviews using Success Criteria.

Highlighting and sharing good examples of work mid-way through lesson.

Plenary sessions which allow time for effective questioning and interventions during lessons.

Discussions and verbal feedback.

Give time to respond to written and verbal feedback from previous lesson at start of next lesson.

Opportunities for learners to engage in self and peer - assessment.

### Verbal Feedback

This can give learners time to reflect and respond immediately during lessons.

Allows learners the opportunity to clarify what is being asked of them there and then.

Can allow learners opportunities to explain their thinking or ask further questions.

Teachers can support learners who require more support as a result of the feedback given.

Conversely allows challenge to be given to pupils too.

### Areas to consider

This method relies on learners remembering as there are no records to refer back to.

Only effective if learners have the opportunity to refer to it and apply it soon after.

### Written Feedback

Provides a clear record for learners to reflect on.

Can be revised easily at the next lesson.

Visual record may suit some learners better.

Can suit learners who are less confident when engaging in peer feedback discussions.

## Areas to consider -

How do you support young learners to ensure they can read/understand feedback given?

How do learners then respond to the feedback and how soon does this happen?

## Examples of Feedback - Consider the Impact they have in relation to Success Criteria

### Improving Feedback Do you agree with these comments?

Feedback	Comments
<i>"You completed half of the questions"</i>	Is based on amount of work completed rather than learning. Not helpful to move learning forward.
<i>"Well done for persevering with the task."</i>	Refers to attitude towards learning but not specifically what the learner has done to be successful. No next steps.
<i>"You've included most of the features of a bar graph. Can you add the X and Y axis?"</i>	Could be more specific in what has been done well – which features? Gives a clear next step.
<i>"You scored 9 out of 10"</i>	Is based on a score but doesn't give any specific information about learning and no next step.

Transforming lives through learning

### Improving Feedback Do you agree with these comments?

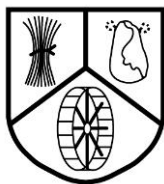
	Feedback	Comments
1	<i>'You've completed the task with a score of 9/10'</i>	Focused on task completion and score with no reference to specific area of focus in learning.
2	<i>'Good effort, great work'</i>	Motivational and encouraging but not linked to the learning. Although there is a place for this, it should be combined with specific comments relating to the intended learning and be specific about areas of strength and development.
3	<i>'Your writing has good detail and it is well presented'</i>	Too generic. Gives some indication of what has been done well but needs to be more specific – why was the detail good? Was presentation part of the intended learning?

Transforming lives through learning

### Improving Feedback Do you agree with these comments?

Feedback	Comments
<i>"I agree with the pattern that you have identified in the table. I am not convinced that the rule you wrote works for all the values in the table. How could you prove this?"</i>	Gives specific information about what has been done well. Indicates there is an area for improvement and uses questioning to challenge the learner to explore this themselves.
<i>"You put in a lot of effort today."</i>	Motivational comment but does not indicate strengths and next steps in learning.
<i>"You've included lots of persuasive language in this letter. Can you add a final paragraph to summarise your points and bring the letter to a close?"</i>	Could define 'persuasive language more' Gives a clear next step. Gives what (write final paragraph) and how (to summarise)

Transforming lives through learning



## Appendix 3

### Scaffolding Reflection



#### What is it?

**Scaffolding** is the process by which teachers model or demonstrate how to solve a problem.

**Scaffolding Reflection** relates to showing children how to self or peer evaluate **what** they have learned and **how** they have learned.

#### How to do it?

It is important that teachers model the language which should be used when reflecting on learning as this will allow pupils to imitate this when they come to do it themselves.

Reflection ensures that pupils are more aware of their own skills, capabilities, strengths and weaknesses.

Children can reflect on which strategies help to facilitate their learning and can apply them in different contexts.

Reflection is beneficial for both pupil and teacher as a means of assessment.

Children must be provided with clear learning intentions and success criteria in order to peer and self-assess.

Children should be given plenty of opportunities to peer assess having observed the teacher model how to approach this, before engaging in self-assessment.

Consider the 4Rs poster relating to reflection to demonstrate what children can do in order to reflect on their own learning.

#### When to reflect?

- At the beginning of a lesson – KWL grid.
- During learning by referring to LI and SC (self/peer/teacher assessment)
- After – what/how have they learned with children giving, receiving and responding to feedback.

#### Strategy Examples

##### More to think about

You can make subtle but significant changes by using a range of approaches to encourage reflection. These include:

- allowing 'wait time' after asking questions;
- allowing 'wait time' after questions have been answered;
- using processing strategies, for example 'Take two minutes to write three things you remember about...';
- discouraging 'hands up' (since this can distract thinking);
- promoting 'think-pair-share' time;
- offering prompts to initiate reflection;
- building in time to reflect before, during and after learning;
- displaying pupils' learning targets;
- encouraging the use of a learning log or diary;
- having an end-of-week review; and
- using strategies such as 'thumbs-up', traffic lights or smiley faces.

##### Traffic Light Reflection

Got it



Not sure



Need more help

