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# **Nayland Primary School**

## **Assessment for Learning Policy 2025/26**

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### **Aim...**

#### **To improve the children's learning by...**

- Being acutely aware of learners' capabilities and prior learning and understanding and having high expectations of all children taking their starting points into consideration
- Providing high quality and detailed ongoing assessments to the child, parents, carers and other professionals on the elements of the learning successfully achieved and the improvements that could be made
- Identifying each child's needs and therefore ensuring very effective interventions and planning for teachers and other adults leading to a striking impact.
- Helping the children to focus on their own learning intention and reflect on how well it has been met, any barriers they may have encountered and identifying their own next steps in learning
- Collecting appropriate data in order to monitor the effectiveness of teaching and learning throughout the school and plan for improvement.
- Providing a clear picture of a child's progress and attainment in relation to National Curriculum objectives and standards.
- Providing information for present and future teachers, support staff, curriculum leaders, parents, other schools and relevant professionals.
- Fulfilling current statutory requirements.

#### **We will fulfil these aims through...**

- Providing a clear learning intention and the elements necessary to succeed ('steps to success')
- Providing all children with either verbal or written feedback which relates directly to the learning intention
- Providing opportunities for children to assess their own and each other's learning and dispositions
- Precisely targeted observations and quality questioning to ascertain the depth of understanding and be quickly alerted to pupil errors and misconceptions so that effective support can be given
- Suggesting areas for improvement to consolidate and accelerate learning.

- Teaching all children to use simple assessment procedures and using these consistently throughout the school, adopting alternative recorded and non-recorded strategies as appropriate to the subject area.
- Using pupil progress meetings for timely identification of those learners who are not meeting, or are in danger of not meeting pre-NC, expected levels and precisely targeting support for greatest impact.
- Ensuring that all staff, learners and home supporters understand in detail the next steps in learning, ways to offer specific reinforcement and what success will look like.

### **Assessment strategies include...**

- SLT/Learner Dialogue...senior leaders and learners will meet individually or in small groups to share a detailed picture of the progress they have identified so far, their next steps in learning, what success will look like and how these gains will lead onto further attainment.
- Verbal...timely intervention by an adult to clarify misconceptions and comment on the elements of the learning intention successfully achieved and possible areas for improvement which will be acknowledged by a 'I talked about my learning with a teacher, stamp and/or the adult's initials in the case of recorded learning.
- Targeted questioning...carefully differentiated questions to challenge, highlight any errors or misconceptions and allow for swift correction.
- Written...notes by an adult supporter showing e.g. support, time on task, partner learning or other information for ongoing assessment
- Self-Assessment...Children will indicate to what extent they have met the learning intention and the level of challenge encountered with e.g. a written smiley, straight or sad face, in a circle discussion and use 'thumbs up' gestures, use of 'learnometers.'
- Written Self-Assessment... the child assesses their own learning e.g. using a model example (writing exemplars), highlighting an example of where they have met the success criteria, indicating whether they have included the elements required to meet the learning intention.
- Peer Assessment... children mark each other's learning directed by the teacher or teaching assistant e.g. stars and a wish, against success criteria, BLP traits.
- Capturing Learning... 'wow' moments of learning, particularly verbal or action contributions, are not lost but captured. Written on a 'captured learning' sticker and added to 'Learning Over Time' books.
- 'Learning Over Time' books...a selection of learning that gives a year by year picture of each pupil's learning so that children and parents can really see the progress they have made.
- Distance Marking...the teacher marks learning after lessons, this marking evaluates success against learning intentions or level descriptors, and suggests areas for improvement/targets.
- Correct/Incorrect marking...some pieces of recorded learning lend themselves best to marking which simply indicates whether the answer is correct or incorrect so that future learning foci are identified.

- Test Marking...Occasionally the teacher will mark learning or set tests against all of the objectives taught so far so that the work can be levelled against National Curriculum criteria.
- Lesson Plenaries...during a plenary the teacher may focus on common mistakes or areas for improvement thus feeding back to a group of children or indeed the whole class.
- Informing...Making assessment information and learning strategies available to present and future teachers, support staff, curriculum leaders, parents, other schools and relevant professionals. Teachers will use their professional judgement to decide when and which assessment procedure to use, bearing in mind the age of the child and the subject area being assessed.