

# **Cairney School**



**Assessment is for  
Learning**

**September 2017**

*'Assessment supports learning by focusing on the process of children and young people moving from where they are in their learning towards their desired goals.*

*High quality interactions between learners and staff lie at the heart of assessment as part of learning and teaching. These interactions should promote thinking and demonstrate learning and development. They should be based on thoughtful questions, careful listening and reflective responses and effective feedback strategies.*

*Learners need timely, accurate feedback about what they have learned and about how well and how much they have learned. This helps them to move forward in their learning and to identify what they need to do next and to decide who can help them build up their knowledge, understanding and skills'. **(Building the Curriculum 5)***

## **Vision**

In Cairney School we recognise that *Assessment is for Learning* is at the heart of effective planning of teaching and learning and should focus on how children learn. We acknowledge the strong links between *A Curriculum for Excellence* and *Assessment is for Learning*, bringing opportunities for the development of Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

## **Aims**

- ◆ To create a learning culture with the belief that every learner can improve.
- ◆ To involve pupils in the planning of content and contexts for learning.
- ◆ To involve learners in the analysis and discussion about what excellence consists of.
- ◆ To develop and involve learners in effective self and peer evaluation.
- ◆ To actively engage learners in thinking and learning.
- ◆ To develop pupils as Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

## **Learning and Teaching**

Formative assessment consists of five common principles, underpinned by the confidence that every pupil can improve and an awareness of the importance of pupil's high self-esteem:

- ◆ **High quality interactions**
  - Questioning is used to extend learning by encouraging thinking, for example by providing thinking time and encouraging dialogue.
  - Questions identify what pupils understand, partly understand and do not understand.
  - Pupils' responses to questions are listened to carefully and taken account of to adjust teaching approaches.

#### ◆ **Involvement**

- Pupils can discuss their learning and progress in a meaningful way with adults and peers. This helps them to identify strengths and next steps in their learning.
- Pupils are confident and can ask for help from the appropriate person when they do not fully understand the work.
- Pupils have opportunities to develop the skills and capacities they need to become more effective in evaluating and directing their own learning.

#### ◆ **Giving feedback**

- Feedback is positive and encouraging while taking care that it always points towards a specific action for improvement.
- All pupils can make progress from where they are, based on assessment of and feedback on their last piece of work/activity.
- Pupils take responsibility for, and are active in, their own learning. They recognise their responsibility for acting on feedback given.
- Assessment information is used formatively to plan for future learning experiences.

#### ◆ **Sharing criteria**

- Planning ensures that the learning objectives are clear and that there are appropriate experiences for achieving these.
- Pupils know what they are expected to learn because learning objectives are shared.
- Success criteria are shared with pupils to help them know when they have achieved a learning objective.
- Pupils are helped to understand success criteria through sharing examples of work which either meet or don't meet agreed expectations or standards.
- Learning objectives are shared with parents and carers.

#### ◆ **Self and peer assessment**

- Incorporated in day-to-day activities are ways of promoting self and peer assessment, for example through the use of learning logs, diaries, concept maps, traffic lighting, learning/talking partners, 'two stars and a wish', 'tickled pink and green for growth'.
- Pupils are engaged in meaningful dialogue about their progress and in identifying next steps for learning.
- Peer assessment is used regularly to help pupils to understand what is expected of them and to recognise the standard of work required.

### **Learning Environment**

Learners learn best when...

- **they understand clearly** what they are trying to learn, and what is expected of them

- **they are given 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 who can give them help if they need it

### **Impact**

- Pupils actively engaged in thinking, learning and assessing that learning
- Teacher/pupil dialogue based on thoughtful questions, careful listening and reflective responses,
- Emphasis on the role of assessment in supporting individuals' learning and the identification and understanding of learner needs to support the development of the four capacities of *Curriculum for Excellence*

### **References**

#### **Appendix 1 – Assessment is for Learning – tools and strategies**

#### **A Curriculum for Excellence, Building the Curriculum 5 – a framework for assessment**

Black, P and William, D. **Inside the Black Box: Raising Standards through Classroom Assessment.** King's College School of Education 1998

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Clarke, Shirley. **Active Learning Through Formative Assessment.** Hodder Education 2008

Clarke, Shirley. **Outstanding Formative Assessment: Culture and Practise.** Hodder Education 2014

Harrison, Christine and Howard, Sally. **Inside the Primary Black Box. GL Assessment 2008**

William, Dylan. **Embedded Formative Assessment.** Solution Tree 2011

Young, Eric. **Assessment for Learning: Embedding and Extending.** LTS December 2005

Do you have any comments to make regarding this document?

Signed \_\_\_\_\_

Name (please print) \_\_\_\_\_

Please tear off and return to the Head Teacher Cairney School