



Formative Assessment Strategy

At Meadowburn Primary School we recognise the role of AifL strategies in enhancing learning and teaching for our pupils. As a staff, we have evaluated the strategies used throughout the school and agreed strategies that are consistently used taking into account the needs and learning experiences of our pupils. All practitioners are committed to ensuring our pupils are actively involved in the learning process.

'In order to gather good quality evidence of learners' progress through relevant experiences, staff will plan to use a range of approaches that reflect the breadth, challenge and application of learning and the wide range of skills being developed. The active involvement of children and young people in assessment is essential to ensure they have a well-developed sense of ownership of their learning and help one another.'

(Building the Curriculum 5, A Framework for Assessment)

We share our Learning Intentions ('We are learning to...') and Success Criteria (I can...) with pupils:

- ❖ LI is shared orally or written on the board.
- ❖ Pupils are regularly involved in co-constructing SC.
- ❖ SC shared orally or written on the board.

We use effective questioning to structure and provoke thought in our pupils:

- ❖ Open and closed questions
- ❖ BLOOMS

We use 'No hands up' to engage all pupils:

- ❖ All children are encouraged to think of an answer
- ❖ Name randomiser may be used
- ❖ Phone a friend option to support children who may not have an answer

We use talking partners to encourage thinking in our pupils:

- ❖ Children are encouraged to work collaboratively to share their ideas and create a combined answer

We use increased wait time to support all pupils to provide an answer:

- ❖ Teachers provide 5 second wait time to encourage all children to think of an answer.

We use pupils' responses to structure and build on their previous ideas:

- ❖ Used together with effective questioning, no hands up and talking partners.

Children are regularly involved in peer and self-assessment activities:

We use feedback that is focussed on the task:

- ❖ The focus is on the LI and SC.
 - ❖ It focuses on positives as well as area for development e.g 2 Stars and a wish.
 - ❖ Balance of praise of effort and technique and prompting and probing (e.g. What do you think about...? Can you show me...?)
 - ❖ This is a balance of written and oral feedback.
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- ❖ Traffic lighting to enable pupils to indicate how they feel they have coped with their learning.

We use thumbs to inform teachers of next steps in the lesson:

- ❖ Strategy is used before sending children to complete task to ensure they have understood instructions/ learning.
- ❖ Thumbs up when children are clear about task/learning.
- ❖ Thumbs in the middle when children are unsure of how to complete task/learning.
- ❖ Thumbs down when children do not understand task/ learning.

We use Checklists to inform pupils of expectations to achieve success in their learning:

- ❖ Sharing marking criteria during writing lessons.
We use Learning Stories to reflect on learning achieved and next steps
- ❖ Learning stories reinforce learning achieved.
- ❖ Support pupils' to identify next steps in their learning.

For further formative assessment strategies please see the 'Formative Assessment: Practical ideas for the Classroom' Document in the Formative Assessment folder in the staffroom.

'Formative assessment describes all those processes by which teachers and learners use information about student's achievement to improve their achievements. So it's about using information to adapt your teaching, to adapt the work of your pupils to put the learning back on track ... to make sure the learning is proceeding in the right direction and to support that learning.'

(Dylan Wiliam, Nov 2006)