

## Recognising what 'good learning' looks like

Put at its simplest, AifL focuses on pupils knowing what 'good' looks like in any given learning context. If they understand this, then they can manage the quality of their own work and become independent learners. If they don't know what 'good' looks like, they will require someone else to give them feedback and suggest their next steps for improvement. It all comes down to them becoming self-reliant learners.

In Garrowhill all teaching staff participate in regular activity to moderate learning experience and ensure a shared standard across all levels and stages in school. These expectations and standards are shared during lessons to help learners agree on success criteria and develop their understanding of what 'good learning' feels and looks like.

## How can you help?

- Talk to your child about what they are learning – your interest means a lot, even if it doesn't seem like it.
- Encourage your child to 'have a go', especially when they are uncertain. Praise and reward effort as much as you would performance or results.
- Read the comments on your child's work and talk to him/her about how they can use their comments to improve their work.
- Encourage your child to keep improving.
- When your child gets stuck, don't give him/her the answer; instead, encourage them to try different ways to become 'unstuck'.
- Encourage your child to ask questions as they are learning

## Useful links:

<https://education.gov.scot/parentzone/Documents/parent-leaflet-assessing-progress.pdf>

<https://www.scottishbooktrust.com/reading-and-stories/read-write-count>

<https://www.parentclub.scot/articles/read-write-count>

# Garrowhill Primary



## **ASSESSMENT FOR, AS and OF LEARNING**

## **WHAT IT MEANS FOR YOUR CHILD'S EDUCATION**



AiFL - Assessment is for Learning is about making a positive change to children's learning to improve their life chances. The overall aim is to provide a streamlined and coherent system of assessment to ensure pupils, parents, teachers and other professionals have feedback they need about pupils' learning and development needs.

Learners learn best, and attainment improves, when learners:

- Understand clearly what they are trying to learn, and what is expected of them
- Are given feedback about the quality of their work, and what they can do to make it better
- Are given advice about how to go about making improvements
- Are fully involved in deciding what needs to be done next, and who can give them help if they need it.

### **Assessment Types**

Many think that assessment is all about tests and exams, grades, right and wrong, and pass and fail – and it can be. This type of assessment is usually called summative assessment, as it takes place after a period of learning. Its purpose is to see how well the pupil can perform using their new learning.

#### Summative Assessment

- Assesses a pupil's performance at the end of the teaching period
- Provides a final grade for the piece of work and that grade is often combined with others to produce a final grade for the student for that course
- Feedback should be provided to the whole class summarising what was done well and what could be improved.
- Individualised feedback should be provided for next steps when appropriate.

#### Garrowhill Primary Assessment Timeline

In Garrowhill Primary we carry out summative, standardized assessment as follows:

P1: Phonic Assessments monthly

P1,4 and 7: Scottish National Standardised Assessments in Literacy and Numeracy October to March

P2,3,5 and 6: Standardised Assessment in reading and numeracy in November

Dyslexia screening and profiling is carried out in partnership with parents as formative assessment indicates a need.

In contrast, Assessment for Learning, (sometimes called formative assessment), happens during the period of learning and helps the pupil to know:

- where they are in their learning;
- where they need to go next; and
- how to get there.

Assessment for Learning informs the process of learning as it is happening, rather than simply measuring its outcome afterwards.

#### Formative Assessment

- Provides feedback on how to improve performance to the pupil.
- Provides feedback to the teacher on the class' understanding.
- Usually doesn't affect final grade.
- Is returned in time for the **summative assessment** to which it relates

### **FORMATIVE ASSESSMENT: HOW IT WILL HAPPEN**

We will:

- inform pupils about what they are going to learn and why it will be useful to them;
- share exactly how their work/learning will be assessed;
- use a comment-only marking strategy from time to time;
- mark their work by identifying areas of success and highlighting areas for improvement;
- encourage them to reflect on their own work, as well as the work of other children in their class, which builds and deepens their understanding of quality;
- use oral questioning in the classroom to stimulate their thinking and deepen their understanding;
- encourage them to 'have a go' by giving them more time to think of answers to oral questions;