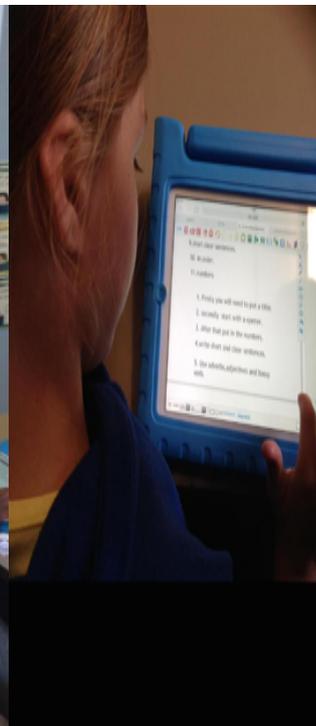


# RICHMOND PARK PRIMARY SCHOOL

## YSGOL PARC WAUNDEW

# THE BIG ISSUE

Term 1, 2015



*Each academic year we write a plan of what we intend to do to improve the achievement of pupils' teaching and learning, behaviour and leadership and management of the school. We call this plan the School Development Plan.*

*From this we develop more succinct termly plans with a very specific focus which we wish to share with you. We will call this **THE BIG ISSUE!***

To ensure that the school's progress is as rapid as possible, we will be focusing upon one key developmental point or 'Big Issue' each term. The issue will be identified through staff discussions and our analysis of all the data that we collate and analyse. It will also tie in closely with the overall School Development Plan – you can view the targets that make up this plan on our school website: <http://www.richmondpark.amdro.org.uk>

We will send out a 'Big Issue' newsletter each term highlighting what we are doing so that we can work together in an informed way. We will send out a summary sheet at the end of each term letting you know how we have been getting on – we will optimistically be calling this '**Our Soaring Success**'.

**This term's focus is to:**

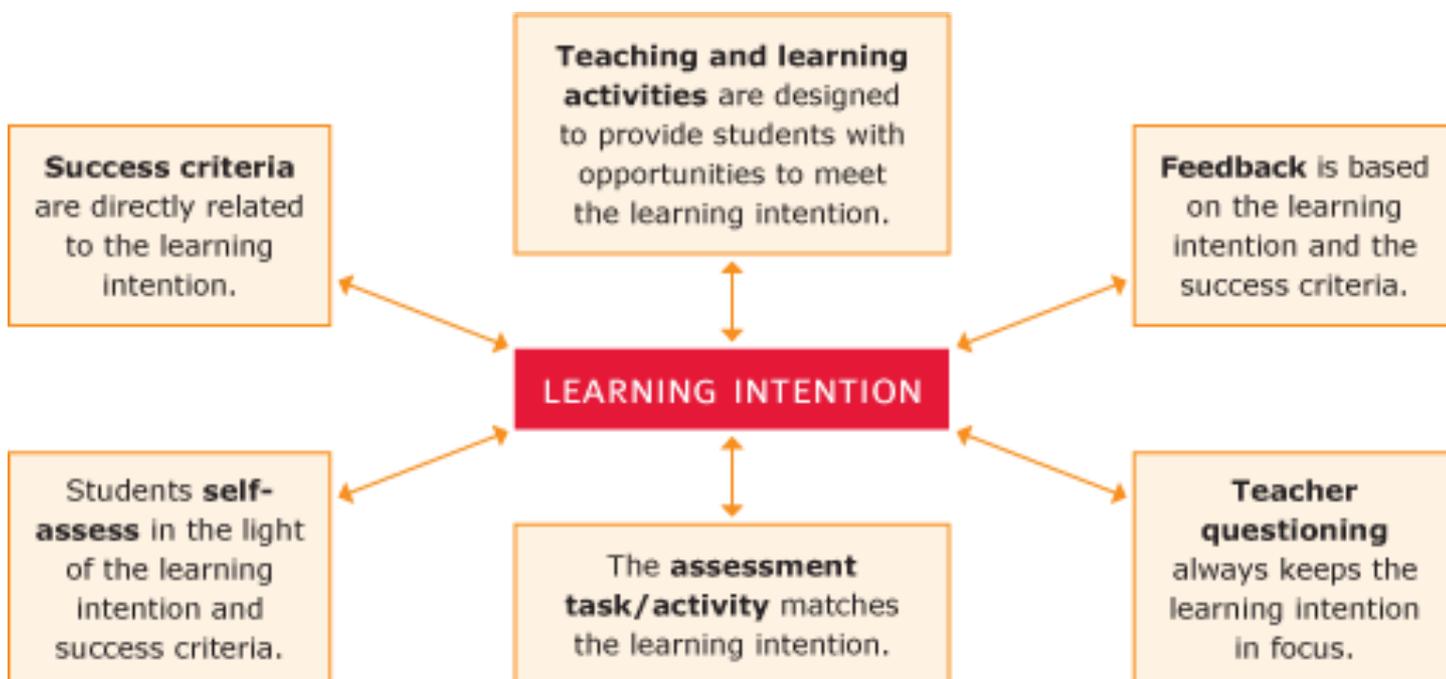
### What is Assessment for Learning?

Assessment for Learning of AFL as it is commonly known is an ongoing assessment process that should run through all lessons.

It is based on children, teacher and teaching assistant having a clear, shared understanding of the learning intentions or objectives of the lesson. The children may refer to the objectives as TBATs which stands for 'To Be Able To', or Learning Challenges.

The objectives are the key skills that children are learning about. Once this learning intention is clear, all parts of the lesson become linked as shown overleaf:





When this link is strong, it is possible for the teacher to be assessing on an on-going basis through asking the children to provide the ‘success criteria’ (the steps to being successful), selecting the questions they ask the children and seeing how the children do in the task they are set. If children are very clear on what they have been asked to do and how to be successful, they can self-assess their learning and think about their own next steps. Teachers can clearly mark work referring to areas that children have been successful in and what is next for the child’s learning. All this information can be considered by teachers when they decide what learning to plan next.

### What we will do...

- Look again at our planning to ensure that our objectives are completely skills based and that it is clear to the children what the steps to achieving the objective (the success criteria) are
- Involve children even more with the setting of success criteria in lessons
- Discuss and agree a clear format for the children to use for peer and self assessment of work
- Train the children in the use of peer and self assessment and give them lots of opportunities to practise this skill
- Share good examples of peer and self assessment with the children so that they can develop their skills further
- Look at our marking and feedback policy again and see if we can improve it further
- Talk to all the adults that work in classrooms to ensure that we all understand how we are going to mark
- Talk to the children at regular intervals to check if they are more confident about how to assess their own learning and whether they feel that marking and feedback helps them to identify how well they are doing and what they need to do next.

### We will ask the children to ...

- Be honest with us at all times about their understanding of the lesson objective and if they understand what they have to do to be successful in the lesson
- Be prepared to work with their teachers to decide upon success criteria for lessons and be honest about when they are not sure what the success criteria should be, or how they lead to achieving the lesson objective
- Listen carefully when we talk to them about how to carry out self and peer assessment
- Try really hard to carry out peer and self assessment that is useful and helpful to their own, and others’ progress
- Read (or listen to the) feedback they get from their teachers and do what they are asked to do to improve their work
- Make sure they understand where they are in their learning and what they need to do next to get even better.

### What you can do ...

- Talk to your child about how they have done in lessons - did they know what they needed to do and how successful do they think they were? Are they able to assess their own learning accurately?
- Talk to your child about the feedback they are getting. Do they understand how to get even better than they are already - what is next for them in their learning and how can they achieve it?
- Ask us to help you with anything you don’t understand or need help on
- Send your child to school everyday as we cannot teach them if they are not here

