

At Ysgol Carrog we acknowledge the important role that assessment plays. We have high expectations for all our students and aim to provide an outstanding learning experience in order to maximise their learning outcomes. We recognise that good assessment promotes learning and motivates learners. We value our relationships with parents and carers and appreciate your continued involvement as we work together for the benefit of the pupils in our care.

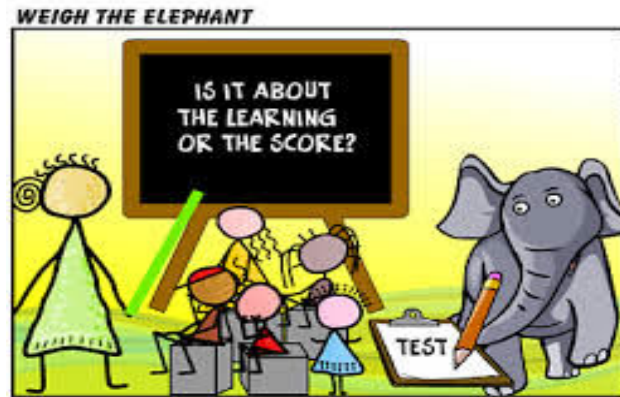


### What is Formative Assessment ?

- Monitoring pupils' performance against targets and objectives
- Assessment which informs next steps to teaching and learning
- Teachers giving feedback for improvement
- Teachers learning about children's learning
- Children taking control of their own learning and assessment
- Turning assessment into a learning event

### Methods of Formative Assessment

- Growth Mindset
- Learning Powers
- Child Centred Planning
- Child centred success criteria
- Self and Peer Assessment
- Working Walls
- Thinking Time
- Lollipop Sticks
- Talking Partners



How do we know this works?



By using Formative Assessment, teachers and pupils are able to make better decisions about next steps, indicating where challenge and change may be needed. Formative assessment highlights the need for any intervention ensuring personalised learning for all. It is a continuous process embedded in the

### What pupils need to think about



## GROWTH MINDSET

There is a Growth Mindset display in each class. The children understand the difference between a 'Fixed' and a 'Growth' Mindset and refer to them in their learning. Growth Mindset posters and quotes are visible throughout the school. Using Growth Mindset in our classrooms has raised opportunities for compromise, negotiation, open-minded activities and the importance of the word 'yet' - 'I can't do it yet'. Growth Mindset quotes can be read in our weekly newsletter to give you and your children food for thought.

## SELF AND PEER ASSESSMENT

Pupils assess their own work against the Learning Objective and Success Criteria set by the Teacher and sometimes decided by the pupils themselves. They will check these at the end of their work and assess whether they have completed what is asked of them. Foundation Phase pupils colour in a 'Bullseye Target' in green, yellow or red according to how difficult or easy they found the work. They are becoming better critical thinkers and more honest about their work with practice. Key Stage 2 pupils use the same method of working and place their work in the appropriately coloured drawer. When assessing their own and others' work they are able to use pink (Tickled Pink/positive feedback) and green (Green for Growth) pens with purple pens used for corrections.

## LOLLIPOP STICKS & THINKING TIME

Using lollipop sticks in the classroom is an effective way of ensuring the attention of all pupils when the teacher is asking a question. When a question is asked, the pupils are given adequate time to think of an answer or a response before the teacher selects a lollipop stick at random. All lollipop sticks are the same colour so that the pupils have no chance of guessing if it is theirs or not. This will encourage them all to focus on the question and think of an answer or response. This strategy also eliminates 'hands up' which gives every pupil equal opportunity to use their 'Pupil Voice' in different situations.

## LEARNING POWERS

Eight characters with names have been developed which represent each of the different elements of being a successful learner. The characters are on display in the classroom with Foundation Phase pupils using toys to focus on a particular element to help them learn. KS2 use the same Learning Powers which are displayed as posters on the classroom wall.

Elements of Learning Powers include:

- **Concentrate**
- **Don't give up**
- **Be-cooperative**
- **Be curious**
- **Have a go**
- **Use your imagination**

## CHILD CENTRED PLANNING

Pupils are involved in planning aspects of their learning such as Topic planning at the beginning of each Term and activities for Task areas in the Foundation Phase and Mission Areas in Key Stage 2. - in this way the teachers are able to find out what the pupils 'already know' and 'what they want to find out' making the learning more purposeful and child centred.

Children often come up with ideas which are more interesting and meaningful to them which are then developed by the teacher to ensure coverage of skills. Behaviours and attitudes have improved and work is of a higher standard as the children have ownership of their work/topics. The pupils write down their ideas for 'Tasks' in Foundation Phase and 'Missions' in KS2 which are displayed on a 'Pupil Voice' board called 'Lleisiau'r Enfys' (Rainbow Voices) and are changed every two to three weeks.

## How we use Formative Assessment in Ysgol Carrog



## FEEDBACK FRIDAY

On a Friday afternoon on a weekly basis, the pupils have an opportunity to review work done during the week and discuss it with their teacher. This is a valuable opportunity for individuals to express how they felt about their work, to make improvements or corrections and to decide on targets and next steps with the teacher. There is an opportunity for verbal feedback and for the teacher to discuss with the pupils the impact these sessions have on their work. This enables the pupil to have ownership of their work and to use their 'Pupil Voice' to ask purposeful questions and improve their performance. It helps them to put 'Growth Mindset' into practice - a pupil said "My teacher told me that I could make my brain grow so I had a go and it worked!"

## TALKING/LEARNING PARTNERS

We have 'Talking Partners' in the Foundation Phase and 'Learning Partners' in Key Stage 2.

This gives the pupils an opportunity to discuss topics and planning and cooperatively improve each others' learning. Partners are changed on a weekly basis to ensure that pupils have the opportunity to work with different children, share different viewpoints and voice and listen to different opinions. This has proved especially beneficial for those pupils who are quiet or do not like to speak in front of the class.

## EFFECTIVE FEEDBACK

Pupils' work is marked by the teacher in pink (Tickled Pink-celebrating good aspects of work) and green (Green for Growth - (setting next steps or identifying corrections to be made)) A purple pen is used for corrections by Year 2 to Year 6 and is called 'Purple Progress'. Verbal feedback is also used to guide pupils through their work and is marked with 'VF' in their books. The pupils are encouraged to use their 'Growth Mindset' and their 'Learning Powers' in all aspects of their learning.