

HOW CAN YOU HELP YOUR CHILD'S LEARNING?

- 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.

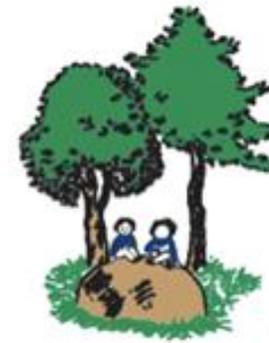
School Address: **Lawley Primary School**
Arleston Lane
Telford

Telephone Number: **01952388410**



LAWLEY PRIMARY SCHOOL INFORMATION FOR PARENTS

WHAT IT MEANS FOR YOUR CHILD'S EDUCATION



Discovery Unites Us!

We place pupil development, well-being and learning progress at the heart of our school.

WHAT IS ASSESSMENT FOR LEARNING?

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.

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. Teachers across the school make use of Assessment for Learning to raise their pupils' achievement and to increase their motivation and confidence.



HOW WILL IT 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;
- value all answers, because making mistakes is part of the normal learning process; and
- encourage them to be more resourceful and independent in their learning by equipping them with helpful strategies that they can use when they get stuck in their learning.

WHEN WILL IT START?

It has already started! This practice is not new to teaching. Indeed, it has been in use for a long time. What is more recent is that Assessment for Learning has been formally recognised as a mode of assessment to enable children's learning.

However, we are not alone in this practice. Most of the world's education systems are adopting Assessment for Learning approaches because they are focused on improving pupils' learning and raising their achievement.