

Assessment Capable Learners at Clevedon School

Rationale

At Clevedon School we are striving to improve our students' assessment capability, because research tells us that children who are assessment capable are more likely to achieve. The various elements that help develop assessment capability, such as those listed below, are ones that according to Professor John Hattie's research, have the highest effect size on achievement.

Elements that influence students' assessment capability

- Teachers' assessment capability
- Clarity of expectations (for the teacher, therefore for the student)
- Understanding of what *progress* looks like (for both teachers and students)
- Use of *exemplars* to assist in clarity of expectations (including worked examples - not just posters on a wall)
- Sharing of, and the understanding of assessment data by students
- Feedback from teacher and peers
- Students' ability to know:
 - Where am I going? What are my goals?
 - How am I going? What progress is being made towards the goal?
 - Where to next? What activities need to be undertaken next to better progress?

In the first year of school

What does an assessment capable learner sound like?	What is it that an assessment capable learner can do?	What specific teaching should be evident?	What do the classroom walls look like in order to promote students' assessment capability?
<ul style="list-style-type: none"> • They say, "I am learning to ..."e.g I am learning to point my finger to the words when I read • "I can" 	<ul style="list-style-type: none"> • Show evidence in work, "Here is a full stop." 	<ul style="list-style-type: none"> • Learning Intentions shared and Success criteria co-constructed 	<ul style="list-style-type: none"> • Visible learning environment - reading levels/writing levels/maths levels are displayed so that students are clear about where they are at and where to next
<ul style="list-style-type: none"> • Say what their goal is e.g. "I need to remember my finger spaces in my writing." • "I am working on" 	<ul style="list-style-type: none"> • Show which writing tractor/reading planet/maths lilypad that they are on 	<ul style="list-style-type: none"> • Opportunities for students to self and buddy assess. 	<ul style="list-style-type: none"> • Child friendly wall displays that children can manipulate and move levels themselves.
<ul style="list-style-type: none"> • Say what level they are working at. E.g "I'm on the red tractor and my goal is to hold what my idea in my head" 	<ul style="list-style-type: none"> • Co-construct success criteria 	<ul style="list-style-type: none"> • Reflect during lessons on how they are going. Opportunities to refer back to LI and SCs to remind students what their focus is. 	<ul style="list-style-type: none"> • Exemplars displayed - where we are at and where to next - what are we aiming for?
<ul style="list-style-type: none"> • Say what their next steps are. E.g "To move to the next level in reading I need to stop when I make a mistake and reread" 	<ul style="list-style-type: none"> • Uses shared language of learning. Understand what their LI and SC mean. 	<ul style="list-style-type: none"> • Explicit teaching that "It is ok to make mistakes/circle a sad face etc... because it means we are learning!" 	<ul style="list-style-type: none"> • Child speak LIs and SCs that students can easily talk about and refer back to.
<ul style="list-style-type: none"> • Uses the language of learning. "My Learning intention is..." "My success criteria is..." 	<ul style="list-style-type: none"> • Self and peer assess at a basic level. 	<ul style="list-style-type: none"> • Teacher Modelling/ use of exemplars so that students are clear on where they are going and what is expected. 	<ul style="list-style-type: none"> • Rubrics are displayed in child speak.
<ul style="list-style-type: none"> • Can describe the characteristics of a 'good' learner. 	<ul style="list-style-type: none"> • Learner observer - notice who is demonstrating learner dispositions and how they are doing so. 	<ul style="list-style-type: none"> • Using rubrics to self assess. Teaching students to use a rubric and share where they are at and where to next. 	<ul style="list-style-type: none"> • Photos/worked examples of children doing the right thing with learning intentions and success criteria attached.
<ul style="list-style-type: none"> • Can describe which learner disposition they are using in different areas of learning. 		<ul style="list-style-type: none"> • Teach children how to identify success criteria in their own learning. 	<ul style="list-style-type: none"> • Learning wall - Learner dispositions are displayed and examples of students showing these in action.
		<ul style="list-style-type: none"> • Teach children how to give feedback/feedforward. 	<ul style="list-style-type: none"> • Good student vs good learner displayed.

		<ul style="list-style-type: none">• Model using prompts how to talk about learning to others.	<ul style="list-style-type: none">• Learning is shared on class blog.
		<ul style="list-style-type: none">• Teach what our 4 Learner Dispositions are in different curriculum areas (split screen teaching).	

In the second year of school

What does an assessment capable learner sound like?	What is it that an assessment capable learner can do?	What specific teaching should be evident?	What do the classroom walls look like in order to promote students' assessment capability?
<ul style="list-style-type: none"> • They say, "I am learning to ..."e.g I am learning to point my finger to the words when I read • "I can" 	<ul style="list-style-type: none"> • Show evidence in work, "Here is a full stop." 	<ul style="list-style-type: none"> • Learning Intentions shared and Success criteria co-constructed 	<ul style="list-style-type: none"> • Visible learning environment - reading levels/writing levels/maths levels so that students are clear about where they are at and where to next
<ul style="list-style-type: none"> • Say what their goal is e.g. "I need to remember my finger spaces in my writing." • "I am working on" 	<ul style="list-style-type: none"> • Show which writing tractor/reading planet/maths lilypad that they are on 	<ul style="list-style-type: none"> • Opportunities for students to self and buddy assess. • Teacher modelling how to give specific feedback using the success criteria 	<ul style="list-style-type: none"> • Child friendly wall displays that children can manipulate and move levels themselves.
<ul style="list-style-type: none"> • Say what level they are working at in all areas. E.g "I'm on the red tractor and my goal is to hold what my idea in my head" 	<ul style="list-style-type: none"> • Co-construct success criteria 	<ul style="list-style-type: none"> • Reflect during lessons on how they are going. Opportunities to refer back to LI and SCs to remind students what their focus is. 	<ul style="list-style-type: none"> • exemplars - of peers' work
<ul style="list-style-type: none"> • Say what their next steps are. E.g "To move to the next level in reading I need to stop when I make a mistake and reread" 	<ul style="list-style-type: none"> • Uses shared language of learning. Understand what their LI and SC mean. 	<ul style="list-style-type: none"> • Explicit teaching that "It is ok to make mistakes/circle a sad face etc... because it means we are learning!" 	<ul style="list-style-type: none"> • LIs and SC available
<ul style="list-style-type: none"> • Say why they are learning this, how will it help, what's the purpose 	<ul style="list-style-type: none"> • Act on feedback 	<ul style="list-style-type: none"> • Teach use of tools for self and peer assessment 	<ul style="list-style-type: none"> • Blogs for sharing work
	<ul style="list-style-type: none"> • Check against the SC, self assessment, peer assessment against SC 	<ul style="list-style-type: none"> • Using rubrics to self assess. Teaching students to use a rubric and share where they are at and where to next. 	
		<ul style="list-style-type: none"> • Scaffolding - Model how to give feedback/feedforward, how to identify SC in my work and peers work 	
<ul style="list-style-type: none"> • Introducing their parents to you • "I am learning to I am working on....." 	<ul style="list-style-type: none"> • Use prompt cards • moving around the room 	<ul style="list-style-type: none"> • Model how to • model how to talk about the marks they gave and the marks the teacher gave 	<ul style="list-style-type: none"> • Photos of children doing the right thing • videos on wikis/blogs • seating arrangements

<ul style="list-style-type: none">• talking about the marks that they got and what the teacher gave		and why they're different	<ul style="list-style-type: none">• prompts - visual and written
		<ul style="list-style-type: none">• Teach what our 4 Learner Dispositions are in different curriculum areas (split screen teaching).	

By the end of year 3

What does an assessment capable learner sound like?	What is it that an assessment capable learner can do?	What specific teaching should be evident?	What do the classroom walls look like in order to promote students' assessment capability?
<ul style="list-style-type: none"> • I can... • I am learning to... • I am working on... 	<ul style="list-style-type: none"> • Peer assess using set criteria- tick list /check list 	<ul style="list-style-type: none"> • knowing the vocab of assessment , the language of learning - success criteria, WALT, rubric, exemplar 	<ul style="list-style-type: none"> • Exemplars on display • Rubrics in modelling books
<ul style="list-style-type: none"> • I want to be able to 	<ul style="list-style-type: none"> • Set goals for their learning 	<ul style="list-style-type: none"> • How to set SMART goals 	<ul style="list-style-type: none"> • Groups displayed on the wall
<ul style="list-style-type: none"> • How do I 	<ul style="list-style-type: none"> • Verbalise and explain what it is they are learning 	<ul style="list-style-type: none"> • Teacher modelling how to give specific feedback using the success criteria • Teacher modelling how to use a rubric to give feedback • Teacher model how to receive feedback and work on it 	<ul style="list-style-type: none"> • Rubrics on display
<ul style="list-style-type: none"> • To get to the next level / step / stage I need to ... 	<ul style="list-style-type: none"> • Act on feedback from the teacher or a buddy • Can give feedback to other people about their work by using rubric • I act on the feedback given to me about my work in order to improve it • Show evidence in their work of where they have achieved the success criteria 	<ul style="list-style-type: none"> • How to reflect on their learning- did they 'get it', do they need more practise? Is this too challenging? • Smiley faces, thumbs up 	<ul style="list-style-type: none"> • Worked examples for students to refer to on display • L.I.s and success criteria on display with students work
<ul style="list-style-type: none"> • This is what I need to do.... 	<ul style="list-style-type: none"> • Co-construct success criteria 	<ul style="list-style-type: none"> • Work with students to co-construct success criteria 	<ul style="list-style-type: none"> • Examples of student work for everyone to refer to
		<ul style="list-style-type: none"> • Teacher to model how to use prompts to talk about their learning. 	<ul style="list-style-type: none"> • Blogs - sharing student work for feedback
			<ul style="list-style-type: none"> • Photos of what success criteria looks like.
		<ul style="list-style-type: none"> • Teach what our 4 Learner Dispositions are in different curriculum areas (split screen teaching). 	

By the end of year 4/5

What does an assessment capable learner sound like?	What is it that an assessment capable learner can do?	What specific teaching should be evident?	What do the classroom walls look like in order to promote students' assessment capability?
<ul style="list-style-type: none"> ● "My assessment tells me I am a level _____. Because..." 	<ul style="list-style-type: none"> ● Self assess a piece of work 	<ul style="list-style-type: none"> ● Teacher to clearly communicate the learning intentions and having them available for students in various places 	<ul style="list-style-type: none"> ● Have LI and SC clearly displayed
<ul style="list-style-type: none"> ● "I know my next steps are _____, because _____" 	<ul style="list-style-type: none"> ● They know where to find resources in the classroom to help the discuss their learning eg: modelling books with LIs, writing exemplars... 	<ul style="list-style-type: none"> ● Teacher to guide co-construction of the success criteria in student speak 	<ul style="list-style-type: none"> ● Exemplars at different levels and worked examples - including actual recent student work
<ul style="list-style-type: none"> ● "My strengths are... " 	<ul style="list-style-type: none"> ● Write a reflection about what they have been learning and evaluate how they went with this 	<ul style="list-style-type: none"> ● Teacher modelling of how to self assess, peer assess against the SC and give specific feedback 	<ul style="list-style-type: none"> ● Rubrics should be easily accessible and printed ones for sticking into books ● Two stars and wish type templates for giving feedback
<ul style="list-style-type: none"> ● "To get to the next level I need to _____" 	<ul style="list-style-type: none"> ● Relate what they are learning to a real life context 	<ul style="list-style-type: none"> ● Teach to use student exemplars of well written feedback or reflections 	<ul style="list-style-type: none"> ● Reflection is evident on the walls or in books
<p>Peer feedback</p> <ul style="list-style-type: none"> ● This work meets the criteria because... ● I like the way you... ● Well done you have.... 	<ul style="list-style-type: none"> ● Begin able to act on feedback from peers and the teacher and show evidence of the action 	<ul style="list-style-type: none"> ● Teacher to unpack exemplars and show students worked examples 	<ul style="list-style-type: none"> ● Groups on display
<p>Peer feed forward:</p> <ul style="list-style-type: none"> ● Next time you might like to do... ● It would be even better if.... ● I think you could improve on.... 	<ul style="list-style-type: none"> ● Use exemplars 	<ul style="list-style-type: none"> ● Teach children how to set SMART goals 	<ul style="list-style-type: none"> ● Photos of students doing the right things ● Videos of students doing peer assessment and self assessment on the wiki or class blog
<ul style="list-style-type: none"> ● "Welcome to my class, this is my teacher _____" ● "I am working on _____" ● "I am learning to _____" ● "These are the goals which I have set _____" ● "To achieve my goals I need to 		<ul style="list-style-type: none"> ● Teacher to model how to use prompts to help guide discussions ● Teacher to provide opportunities for practising 'mock' 3-way conferences with parents 	<ul style="list-style-type: none"> ● Sitting around a table not behind a formal desk ● Student moving around the room to find materials eg: modelling book, books, ipad

<ul style="list-style-type: none"> _____” “In my self assessment I said _____” 			
<ul style="list-style-type: none"> “I am using the learner disposition of _____ by _____” “I need to work on the disposition of _____ because _____” 	<ul style="list-style-type: none"> Self assess themselves about how often they use the 	<p>Explicit teaching of the learner dispositions and how they equate to being a good learner</p>	<p>Learner dispositions on display</p>

By the end of year 6

What does an assessment capable learner sound like?	What is it that an assessment capable learner can do?	What specific teaching should be evident?	What do the classroom walls look like in order to promote students' assessment capability?
<ul style="list-style-type: none"> ● “My assessment tells me I am a level _____. Because _____ (from a couple of sources of evidence) 	<ul style="list-style-type: none"> ● Self assess a piece of work 	<ul style="list-style-type: none"> ● Teacher to clearly communicate the learning intentions and having them available for students in various places 	<ul style="list-style-type: none"> ● Have LI and SC clearly displayed
<ul style="list-style-type: none"> ● “I know my next steps are _____, because _____” 	<ul style="list-style-type: none"> ● They know where to find resources in the classroom to help the discuss their learning eg: modelling books with LIs, writing exemplars... 	<ul style="list-style-type: none"> ● Teacher to guide co-construction of the success criteria in student speak 	<ul style="list-style-type: none"> ● Exemplars at different levels and worked examples - including actual recent student work
<ul style="list-style-type: none"> ● “My strengths are... and I need to work on....” 	<ul style="list-style-type: none"> ● Write a reflection about what they have been learning and evaluate how they went with this 	<ul style="list-style-type: none"> ● Teacher modelling of how to self assess, peer assess against the SC and give specific feedback 	<ul style="list-style-type: none"> ● Rubrics should be easily accessible and printed ones for sticking into books
<ul style="list-style-type: none"> ● “To get to the next level I need to _____” 	<ul style="list-style-type: none"> ● Relate what they are learning to a real life context 	<ul style="list-style-type: none"> ● Teach to use student exemplars of well written feedback or reflections ● Use of SC to discuss their learning 	<ul style="list-style-type: none"> ● Reflection is evident on the walls or in books ● SC are co-constructed and students have access to them.
<p>Peer feedback</p> <ul style="list-style-type: none"> ● This work meets the criteria because... ● The biggest strength of this work is... ● You have thought of a good way of doing... ● I like the way you... ● Well done you have.... 	<ul style="list-style-type: none"> ● Be able to act on feedback from peers and the teacher and show evidence of the action 	<ul style="list-style-type: none"> ● Teacher to unpack exemplars and show students worked examples ● Teach students how to deconstruct their own work to create worked examples 	<ul style="list-style-type: none"> ● Groups on display
<p>Peer feed forward:</p> <ul style="list-style-type: none"> ● You might like to... ● Next time you might like to do... ● You could take another look at... ● I suggest that.... ● It would be even better if.... ● I think you could improve on.... 	<ul style="list-style-type: none"> ● Use exemplars ● Use the language of assessment 	<ul style="list-style-type: none"> ● Teach children how to set SMART goals 	<ul style="list-style-type: none"> ● Photos of students doing the right things ● Videos of students doing peer assessment and self assessment on the wiki or class blog
<ul style="list-style-type: none"> ● Act on feedback given 	<p>Read the feedback given to them by the teacher and peers and make</p>	<p>Teacher to model how to act on feedback</p>	

	changes to their work		
<ul style="list-style-type: none"> ● “Welcome to my class, this is my teacher _____” ● “I am learning to _____” ● “These are my goals _____ because _____” ● “To achieve my goals I need to _____” ● “In my self assessment I said _____” ● “The teacher said I need to work on _____” ● “There’s a difference between the teacher report and my report because _____” 	<ul style="list-style-type: none"> ● Take notes to refer back to which help the conversation to flow 	<ul style="list-style-type: none"> ● Teacher to model how to use prompts to help guide discussions about ● Teacher to provide opportunities for practising ‘mock’ 3-way conferences with parents 	<ul style="list-style-type: none"> ● Sitting around a table not behind a formal desk ● Student moving around the room to find materials eg: modelling book, books, ipad

By the end of year 8

What does an assessment capable learner sound like?	What is it that an assessment capable learner can do?	What specific teaching should be evident?	What do the classroom walls look like to promote students' assessment capability?
<ul style="list-style-type: none"> ● Would be able to say what level they are working at "I am working at about level 4" 	<ul style="list-style-type: none"> ● Can speak specifically about their learning strengths and learning needs. "I have lots of good ideas to write about, but I still need to learn about punctuation" ● Can put their hands on a range of different evidence to show how they are working towards their goal 	<ul style="list-style-type: none"> ● Learning intentions and success criteria (inclusive of their goals) ● Co-construction of success criteria. 	<ul style="list-style-type: none"> ● Progressions on the wall for appropriate levels. ● Exemplars that are part of the focus area and show a range of levels.
<ul style="list-style-type: none"> ● Would be able to say what level they need to be at the end of the year. "I am in year 7 because I was at the National Standard at year 6 I should be working at about a 4b (or the beginning of level 4) by the end of the year" 	<ul style="list-style-type: none"> ● Set their own goals ● "My goal is to continue to work on my vocabulary in my writing, because I am only at rubric 4 and I would like to be working in rubric 5" 	<ul style="list-style-type: none"> ● Ensure goals are set with the students ● Need to give the students the language of learning 	<ul style="list-style-type: none"> ● Group goals LI evident to refer to
<ul style="list-style-type: none"> ● Will be specific in what they say about what they are learning. "My first attempt at shows me that I can.... I need to now work on" ● In integrated studies- being able to articulate the key concepts 	<ul style="list-style-type: none"> ● Resource themselves to be able to meet their goals. (fuel their own learning) "I am working on getting faster and more accurate recall of my basic facts, so I found this website and I am practising on it each night" 	<ul style="list-style-type: none"> ● Ensure students have individual goals as well as group goals if they need them. 	<ul style="list-style-type: none"> ● Modelling books/docs available.
<ul style="list-style-type: none"> ● "I am using to help me to meet my goal, it shows me....." 	<ul style="list-style-type: none"> ● Reflect on their learning (& towards their goals- written or oral specific to their learning). 	<ul style="list-style-type: none"> ● Provide opportunities for peer assessment & teaching them how to peer assess. 	<ul style="list-style-type: none"> ● Interactive walls (pull things off to use and put them back)
<ul style="list-style-type: none"> ● "My next goal should be.... because I notice that I need to improve....." 	<ul style="list-style-type: none"> ● Use their "evidence" to guide this. 	<ul style="list-style-type: none"> ● Modelling 	<ul style="list-style-type: none"> ● Examples of students work, with feedback from, self, peer and teacher etc..
<ul style="list-style-type: none"> ● "I am ready to be assessed on ... because I feel like I have met my goals" 	<ul style="list-style-type: none"> ● Show evidence to support this statement eg. docs, projects etc... 	<ul style="list-style-type: none"> ● Marking of the assessment is aligned to what the teacher thinks. Conferencing 1:1 	
<ul style="list-style-type: none"> ● "For our task our SC was..... I met this one but I need to keep working on this one...." - By self and peer 		<ul style="list-style-type: none"> ● 3 Way conferences- seating arrangements (conducive to sharing- no barriers) 	<ul style="list-style-type: none"> ● Success criteria for classroom routines > including photos and reminders.
<p>Student Led Conferences,</p> <ul style="list-style-type: none"> ● introducing parents hosts, ● evidence can be moving around the room. 	<ul style="list-style-type: none"> ● Sharing is not high stakes so should be relaxed celebrating. ● these are the goals, my next steps, organisations and behaviours. 	<ul style="list-style-type: none"> ● Framework - sentence starters ● How to act - Manners and introducing etc... Practise, modelling practise, video each others. 	<ul style="list-style-type: none"> ● 3 way conferences > Prompts for students and parents ● Student work on the wall. ● Rubrics etc...

