



Formative Assessment Guidance Document (YCIS Pudong)

As Clarke (2014) states, *the most powerful educational tool for raising achievement and preparing children to be lifelong learners, in any context, is formative assessment.*

The aim of this guidance document is to develop an effective and coherent approach to formative assessment across the YCIS Primary School. It is intended to be used in a flexible way to allow teachers to explore a range of strategies.

Self and Peer Assessment, Success Criteria, Learning Objectives and Feedback should be seen as an integral part of teaching and learning. Listed below are the expectations for formative assessment at YCIS.

Self and Peer Assessment

Planning

- Strategies for self and peer assessment to be included in the planning.
- Ensure there is adequate time set aside within lesson plans for self and peer assessment to take place.
- Link outcomes to learning objectives and provide clear success criteria for self and peer assessment to take place effectively.

Classroom

- Routines and strategies for self and peer assessment should be established at the classroom level at the start of the year, including modelling how to give feedback.

Learning Objectives (LO) and Success Criteria (SC)

Planning

- Ensure that LO and SC are included for every lesson on the plan, in child friendly language.
- Ensure that the LO conveys the overall goal of the lesson, and the SC relates to how students achieve the LO.

Classroom

- Students in Year 3 and above should use the LO as a title for their work. There may be exceptions/adaptation for individual students.
- LO and SC should be shared orally within the lesson, in child friendly language.
- LO and SC should be shared visually within the lesson, in child friendly language.
- Where possible, include LO and SC on homework tasks.

Feedback

Planning

- Ensure that time is specifically planned into lesson activities for feedback.

Classroom

- Set up routines and strategies for ensuring teacher feedback is timely, effective, user friendly, and used by students.
- Link feedback to learning objectives and provide clear success criteria, which teachers reference.
- Teachers provide feedback to students about where the success is and where improvements are needed.
- Books need to show evidence of written teacher feedback.
- Books need to show evidence of students acting upon written teacher feedback.