

## Information for Parents

# Formative Assessment and Personal Learning Planning at Stromness Primary School

### What is formative assessment?

Formative assessment is about relating teaching and learning by pupils and teachers. It refers to pupils knowing what they can do well, but also knowing what they can improve on and being supported in the learning process by teachers. For formative assessment to be successful, teachers and pupils should be clear about the purposes of the activity or task and why they are doing it as well as what they are going to learn from it. These learning intentions then become the focus for formative assessment.

### What is personal learning planning?

Personal learning planning is about engaging young people in their own learning - developing their capacity to understand what is to be learned, how and why, and increasingly taking responsibility for their own development.

**Assessment as learning** is about reflecting on evidence of learning. This is part of the cycle of assessment where pupils and staff set learning goals, share learning intentions and success criteria, and evaluate their learning through dialogue and self and peer assessment.

### Learners become more aware of...

- **What they learn**
- **How they learn**
- **What helps them learn**

Through this process, learners are able to build knowledge of themselves as learners and they become aware of how they learn.

It also helps them to take more responsibility for their learning and participate more in the process of learning.

## **Learners learn best when ...**

- **they understand clearly** what they are trying to learn, and what is expected of them
- **they are given feedback** about the quality of their work and what they can do to make it better
- **they are given advice** about how to go about making improvements
- **they are fully involved** in deciding what needs to be done next, and who can give them help if they need it.

## **How will this make a difference to my child?**

The differences you might notice may relate to differences in language being used. Eg. learning intentions and success criteria will be used regularly with the children and in newsletters.

Some teachers are using

**WALT—we are learning to....**

and

**WILF—What I am looking for....**

for sharing learning intentions and success criteria in classroom practice.

In writing, all teachers are exploring ways to develop feedback in writing to involve pupils more in self and peer assessment and also to give more specific feedback to pupils to ensure that the children know how to improve their writing. Sometimes spelling and/or punctuation will not be corrected in a piece of writing as these may not have been the learning intentions. All class teachers will follow these up but perhaps in different lessons or on different days.

## **To summarise....**

The 3 aspects of formative assessment we have been looking at this session are

- Personal Learning Planning
- Sharing Learning Intentions
- Feedback and marking in writing

Each of these 3 areas will have an impact on classroom practice with every teacher exploring

- issues relating to formative
- assessment within their own class setting.

The particular focus initially will be based on writing in all classes, although some aspects of formative assessment may be undertaken in other curriculum areas.

Further information will be available during a planned curriculum evening in March 2006.

If you have any queries relating to this development or indeed, on any aspect of your child's education at Stromness Primary School, please do not hesitate to contact us.

**Feedback is always welcome.**

MM

Jan 2006

