



Flowery Principle number 4

Assessment For Learning

We all demonstrate in our actions how to be ‘the best that we can be’, and try to make Flowery Field ‘a happy place to learn’.

We believe that if learners are to be successful they need to embrace challenge, take risks and persevere as they strive for beautiful work.

Marking and Feedback

Teachers demonstrate high expectations of learners in terms of progress and quality of work.

Effective written and verbal feedback ensures all learners are clear of their next steps. Teachers use this to adapt learning, both within and between lessons.

Daily ‘Fix it time’ ensures learners have time to reflect and act on feedback in their quest for beautiful work.

Skilful questioning ensures children are challenged at an appropriate level and any gaps are identified and addressed timely through ‘Leaps to Success’.

Success Criteria (WIN)

Learning objectives are made achievable through clear transferable success criteria (WIN) that are shared with the children. These focus on the skills to be taught.

Learners are taught to identify specific ways in which they can improve through colour coded WINs. This approach is modelled, within lessons, to ensure all learners develop their understanding and have the skills necessary to succeed.

Working walls ensure children are supported at all stages of the learning journey.

Peer and Self-Assessment

Teachers create optimum conditions for learning, ensuring children have the opportunity to develop their learning through collaboration.

Self and peer assessment techniques are taught and used to maximise learning.

Children are exposed to each other’s work to enable them to develop their own understanding. Through discussion learners are able to deepen their own understanding and new learning emerges.

Celebrate Mistakes

Staff recognise that mistakes are an essential part of the learning process and children view these as a learning opportunity.