

# Assessment for Learning Policy

## 1. Introduction & Rationale

1.1. This Assessment for Learning (AfL) Policy It is a statement of intent. It reminds us all of what the school is trying to achieve. It provides a working document which contains information about AfL in the school and establishes a philosophical and theoretical framework.

1.2. This Assessment for Learning (AfL) Policy provides a useful set of guidelines for teachers in the school, encouraging and supporting a common and consistent approach. AfL is an essential aspect of teaching and learning.

1.3. Underpinning this AfL Policy is the principal that all pupils can improve on previous performance. Research has shown that good AfL is one of the most powerful means of helping pupil make better progress and raising standards. Pupils improve most when they understand the aim of their learning, where they are in relation to this aim and what they need to do to achieve this aim.

1.4. Research also shows that being part of the review process raises standards and empowers pupils to take action to improve their performance. AfL allows greater connection with the work, learning intentions and pupil progress. It enables pupils to engage in improvements in their learning.

1.5. Good AfL guides, supports, encourages and motivates pupils and helps them be successful and feel happy about their achievements. **It also helps** pupils to build their self-confidence and self-esteem (especially those who have previously experienced educational failure and disengagement).

## 2. Purpose

2.1. This Assessment for Learning (AfL) is intended as a vehicle for classroom assessment to raise expectations and improve learning. It ensures pupils understand the aim of the lessons and provides feedback; as well as providing guidance on what pupils need to do to achieve their learning goals.

2.2. AfL provides feedback on what pupils need to do next to improve, and engage and take responsibility for their progress.

2.3. AfL enables pupils to develop the skills to assess their own work/progress, as well as allowing teaching staff to monitor pupil's learning, providing valuable information about progress. From this they can evaluate the appropriateness of teaching content, style, media etc.; and from this inform, support and improve planning of future teaching.

## 3. Staff Guidelines

3.1. AfL should be a continuous and integral part of good teaching. It should be sensitive and constructive (because all assessment has an emotional impact).

3.2. AfL should focus on learning goals NOT personal or behavioural goals. Goals should be individual and not compared with other learners. Teachers should focus on the learners strengths and progress that has been made as much as the new learning goals.

3.3. Teachers should share learning goals with pupils routinely at the start of lessons and should remind them periodically throughout the lessons.

3.4. Learning goals should start with “By the end of this lesson you will know ...” OR “By the end of this lesson you will be able to ...” (practical, skill). They should be framed using simple, pupil friendly language, ensuring they are both specific, and the success criteria clear and unambiguous.

3.5. Teachers should ensure pupils understanding of learning goals. When possible they should include pupils in decisions about new learning goals and the criteria for assessing progress. All pupils need guidance on how to achieve their learning goals.

3.6. Teachers should use a variety of methods to assess pupils learning.

3.7. Both teachers and pupils should review and reflect on performance and progress towards learning goals; involving pupils in their own learning, and providing opportunities for them to assess themselves and understand how they are learning and progressing. Teachers should teach children to review and assess their performance.

3.8. Pupils should also have opportunities for peer assessment.

#### **4. Policy Review**

4.1. This Policy was last reviewed in January 2019. Next review is due in July 2020.

# APPENDIX I

## Assessment for Learning - Classroom Strategies

### Teacher Assessment:

- Oral feedback
- Written feedback (Marking)
- Question and answer.
- Quick tests: (Could be used as starters)
  - Multiple choice
  - True or False (shooting stars)
  - Blockbusters
  - Call my bluff (Define key words)
  - Chinese whispers (Key point from last lesson)
  - Odd one out
  - Just a minute. (Talk on topic for one minute)
  - Pictionary (or Mime) (Key point from last lesson)
- Observational assessments.
- Lesson notes/evaluations/points.
- Target setting and review (Subject specific)
- Progress against targets.
- On-going progress against National curriculum levels
- Interim coursework marks

### Pupil Self-Assessment:

- Oral feedback (Ask pupils how they feel about the work. Ask pupils what they have learned).
- Written feedback
- Ask pupils to annotate work (best bits, hardest bits)
- Ask pupils to respond to written feedback on work.
- KWL (Cool) What I Know, Want to know, have Learned.
- Pupil summary (of lesson/project or performance).
- Self-Assessment 'forms'.
- 'Learning ladders' (for pupil to record progress).

### Peer Assessment:

- 'Critical friend'
- Ask pupils to ask questions for other pupils to answer
- 'Listening Threes' (One questions, one answers, one listens and records).
- Hot seat. (Pupils answer any/all questions)
- Group evaluations.
- 'Snowball' what has been learned. (ask each pupil to share one piece of learning)
- Mind maps / Brainstorms