

THE LATYMER SCHOOL

Founded 1624



THE LATYMER SCHOOL

ASSESSMENT FOR LEARNING

POLICY

UPDATE MAY 2009
APPROVED BY GOVERNORS JUNE 2009

JUNE 2009

ASSESSMENT FOR LEARNING POLICY

UPDATE MAY 2009

Introduction

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

(Assessment Reform Group, 2002)

Building on research by Black and William, the Assessment Reform Group has identified the following researched-based principles to guide classroom practice.

Assessment for learning:

- is part of effective planning
- focuses on how students learn
- is sensitive and constructive
- fosters motivation
- promotes understanding of goals and criteria
- helps learners know how to improve
- develops the capacity for self-assessment
- recognises all educational achievement

Rationale

AfL forms an integral part of teaching practice and incorporates a diverse range of approaches to learning. As such, it is recognised that the principles of AfL will be applied in different ways by individual teachers. This policy aims to promote the value of continued professional development in the use and understanding of AfL.

The AfL working party will meet regularly to share good practice for further dissemination to departments, including opportunities to enhance AfL through LatymerPlus. The AfL noticeboard in the staffroom will also be used as a forum to present examples to colleagues.

Aspects of AfL covered may include: (this list is neither exhaustive nor prescriptive)

- sharing learning objectives with students
- use of clear language, targets and positive comments
- providing students with time to read and respond to marking
- regularity and promptness of feedback to students
- ways of supporting students to self- and peer-assess
- teacher planning to take account of the results of assessment
- appropriate use of formative or summative assessment as well as verbal feedback

This policy should be read alongside the school's **Assessment of Learning** policy.

Departments should

The departmental approach to assessment for learning will vary.

- Departments should discuss strategies for the continued implementation of AfL at department and link meetings.
- In line with AfL, departments should identify opportunities for formative and summative assessments as well as peer- and self-evaluation.
- Departments should agree on approaches to sharing assessment data (eg test scores, GSR/BC reports) with students that will foster motivation and recognise achievement.

All staff should

- Take opportunities to explain assessment procedures to students to encourage an active engagement in their learning.
- Consider ways of communicating learning objectives and assessment criteria to students as part of their planning.
- Continue to use comments to inform students where they have done well and what they should do to improve. Where a piece of work is of a high standard it may not be necessary to give a target, instead staff could highlight specifically what the student has done well.
- Ensure that students understand the criteria for awarding GSR/BC report achievement grades.
- Design opportunities for students to reflect on assessments and to respond, identifying areas for future development.
- Record students' progress in their mark books as agreed within departments.

Mechanisms for ongoing development of AfL

Working party

Teaching staff from as many departments as possible should continue to meet regularly to review AfL within the school, with a particular focus on developing and sharing good practice.

Inset training

Staff should be provided with further training when appropriate to enhance and refresh understanding of AfL principles and techniques.

Sharing good practice

Effective strategies for implementing AfL should be shared through the working party, departments, display and LatymerPlus.

Student engagement

The importance of students' understanding of assessment in their learning should be recognised and further input into communicating this to students is required. Strategies for peer marking and self-assessment will be embedded across the curriculum to ensure that all students learn these skills.

Mima Bone. Chair of Assessment for Learning Working Party