

John Colet School

A Specialist Humanities College

ASSESSMENT FOR LEARNING POLICY

May 2010

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Date policy was reviewed	March 2010
Date reviewed by Governor Advisor	May 2010
Date reviewed by Parents	April 2010
Date reviewed by the Governors	June 2010
Governors body responsible for the review	Curriculum Committee
Senior Leadership Team Member accountable for writing and reviewing the policy	Mr P Phillips

Consultants:

Staff at John Colet, Mrs. C. McLintock (Headteacher), County Advisor (Mrs C Lloyd-Staples), School Governors (Keith Wilkinson).

The John Colet School

Assessment for Learning Policy.

'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)

Assessment for Learning is ...

- What good teachers do.
- When both teachers and students are clear about the purpose of the learning and the expected outcomes.
- Students knowing why they are learning something.

When **Assessment for Learning** is working well, **students** are able to do the following:

- Are involved in and be responsible for their own learning
- Are able to explain what they are learning and talk about what a successful outcome will look like.
- Identify aspects of their work that are easy or difficult.
- Use feedback from the teacher or from a peer to make improvements in their own work.
- Use success criteria to identify their successes and the next steps in their own work and that of their peers.
- Understand where and how their current learning fits into the bigger picture.
- Ask and answer questions about what they are learning.
- Are able to discuss their targets, the progress they are making towards them and what they specifically need to do to achieve them.

To enable our students to do this, **teachers will...**

- Promote a classroom ethos which values the students' views.
- Involve the students at all stages in decisions about their learning.
- Gather information about progress by using a variety of assessment techniques (linked to Assessing Pupil Progress tables) to suit the students and the nature of the learning such as:
 - observation, discussion, questioning, error diagnosis, analysis, feedback (both oral and written.)
- Make links between prior learning and new learning.
- Outline clear learning objectives - separate from the activity or task through which the objective will be achieved.
- Share these objectives with students in a language they can understand.
- Involve students in generating success criteria by using exemplars of good and not so good quality.
- Enable the students to know what they are learning, why they are learning it and how it fits into the 'bigger picture'.
- Help students understand how they learn most effectively.
- Plan for and ask good quality questions (Bloom's Taxonomy).
- Develop peer and self assessment.
- Use effective oral and written feedback.
- Make use of planning and recording systems that allow them to track groups and individuals that are not meeting or are exceeding their targets.
- Use analysis of national, optional and other tests and assessments to identify strengths and weaknesses of students and to adjust their planning accordingly.

To enable teachers to do this, **Subject Team Leaders will ...**

- Ensure that the principles of Assessment for Learning are reflected in departmental support and training.
- Ensure that effective questions and activities are shared between teachers.
- Ensure that examples of good practice are shared at departmental meetings.
- Use patterns and trends from assessment information to inform curriculum developments in order to respond to students' learning needs.
- Monitor and evaluate learning and teaching within the department.

To enable Subject Team Leaders to do this, **the School Leadership will ...**

- Promote a culture which supports the key principles of Assessment for Learning.
- Ensure that assessment information is used effectively to support learning.
- Analyse assessment information to:
 - Identify strengths
 - Address issues relating to student progress
 - Coordinate intervention programmes
- Promote an understanding that good learning and teaching will lead to good test results and the raising of standards
- Ensure that school policies reflect Assessment for Learning principles.
- Make clear that students' progress cannot be gauged solely by test results.
- Monitor and evaluate learning and teaching throughout the school.

To monitor the effectiveness of the School Leadership in achieving this policy, the **Curriculum Committee of the Governing Body** will...

- Understand what Assessment for Learning is so that they are able to effectively monitor the school's implementation of its principles.
- Ensure that AFL is embedded in the aims and vision for the school.
- Hold the Leadership Team accountable for implementing AFL across the school by examining progress reports in departmental presentations to the Committee.
- Seek evidence that AFL is informing whole school and departmental policies.

This policy needs to be read in conjunction with the Appendix to the Policy 2010