



Assessment for Learning Policy

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1 Summative And Formative

“Formative Assessment refers to all those activities undertaken by teachers, and by the students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessments become formative when the evidence is actually used to adapt the teaching to meet the needs.” (Black and William, *Inside The Black Box*, 1998)

1.1 Assessment of Learning

- Also known as **summative** assessment
- Carried out periodically (e.g. end of a unit or year)
- To judge how well a pupil is performing
- Probably reported in terms of grades, marks or levels
- Allows schools to track progress over time

1.2 Assessment for Learning

- Also known as **formative** assessment
- *“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)

2 What is Involved?

Assessment for learning describes the assessment processes that take place during teaching and learning. Evidence is actually used to adapt the teaching work to meet the needs of the learners.

Great benefits can result from teaching students to “learn how to learn” – in other words to be included explicitly in their own learning using strategies which show them how to diagnose their own strengths and weaknesses and act upon them.

2.1 Good Assessment for Learning

- Involves sharing learning goals / objectives with pupils

- Aims to help pupils to know and to recognise the standards they are aiming for
- Involves pupils in self and peer assessment
- Provides feedback that leads to pupils recognising their next steps and how to take them
- Involves both teacher and pupils reviewing, and reflecting on, assessment information

2.2 Assessment for Learning in Practice

As a matter of classroom practice, teachers should:

- Share the learning objectives of a lesson
 - Research shows that, all too often, pupils have a good surface understanding of individual tasks but little sense of purpose of the task and, ultimately, what they are required to learn
 - Use traffic light system to identify if children have successfully achieved their learning outcome
 - Sharing learning objectives with pupils helps them recognise what they are trying to learn and why
 - However, a common pitfall in the sharing of learning objectives is to identify what pupils are going to **do** in the lesson, rather than what they are going to **learn**
- Clarify the learning outcomes of each task:
 - Pupils need to **know** and recognise the **standards** they are aiming for
 - It is essential that teachers are clear about their **expectations** and **communicate** these to pupils
 - The **learning outcome(s)** will specify what is expected from the pupil as a result of a task or episode within a lesson
 - It will explain the **criteria for success**
 - Wherever possible these should be **hierarchical**, e.g. differentiated outcomes, so that students can see what they have to do in order to 'move up a level'

- Expectations / outcomes should be discussed **before students start** the activity and should be **referred back to** during the course of the lesson and in a plenary
- View the process of completing a piece of work to be as important as the outcome
- Model and share ideas of quality
- Share assessment objectives and marking criteria before commencing a piece of work
- Involve students in the assessment of their own work and the evaluation of the work of others, in relation to specific criteria
- Create an environment where students develop as active learners
- Enable students to have clear, detailed and focused targets for improvement by providing appropriate feedback
- Adjust teaching to take into account the results of Assessment for Learning
- Mark selectively by focusing on the learning objectives.

3 Some examples of Assessment for Learning Strategies (links with Brookside's Marking Policy)

- Peer and self- assessment using pupil-friendly criteria
 - Should be much more than simply marking their own or each other's work
 - Engages pupils with the quality of their work and in **reflecting on how to improve it**
 - Provides pupils with valuable **feedback**, enabling them to learn from and support each other
 - Adds a valuable dimension to learning – the **opportunity to talk, discuss, explain and challenge each other**
- Develop skills of self and peer assessment
 - As pupils do not become self-evaluative overnight

- The development of self and peer assessment takes planning, time, patience and commitment
 - Many pupils do not naturally find it easy to critique their own or other pupils' work and they need to be taught structures of language that they can use. Encourage them to:
 - a) Start with **positive language**, identifying where criteria have been met, before ...
 - b) Discuss where things are missing, and then ...
 - c) Make suggestions about what they can do to fully meet the criteria

- Develop a language for peer assessment
 - You have met the criteria here by
 - This is your best sentence because ...
 - You could improve this further by
 - You have not met this part of the criteria because
 - To reach the next stage you need to include more of

- Thinking skills
- Dialogue about tasks rather than monologue
- Open questioning
- Written frameworks to scaffold, then move towards independence
- Students to annotate and assess pieces of work according to specific criteria
- Providing models so students understand what a successful example of the task is – in other words helping students recognise the standards they are aiming for
 - At times, sharing learning outcomes at the start of a task is not enough, and there may be occasions when more time needs to be spent on helping pupils understand what they have to do to reach a particular standard
 - a) Modelling
 - b) Showing and discussing good examples

- c) Teacher led discussion against criteria / learning outcomes
 - d) **Peer and self assessment** against criteria / learning outcomes
- Comments on marking which create an expectation that the students respond in some way and marking that is focused on “Closing The Gap”
 - For the student who has fulfilled all of the learning objectives give them an extension task at a higher level

4 Equality, Diversity and Inclusion

This policy encourages the practice of inclusion for all.

At Brookside School, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of ‘differences’. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children’s range of life experiences when devising and implementing school policies and procedures.

5 Policy Review

This policy will be regularly reviewed by the Governing Body and updated routinely in line with Brookside Primary School’s Policy Schedule.