



ASSESSMENT FOR LEARNING Summary KS4 and KS5

POLICY 2021-2023

Effective Date: October 2015

Last Reviewed: sept 2021

Reviewed by: K Hayward

Next Review Date: June 2023

1. The AFL strategy aims to:

- Raise the profile of assessment amongst staff and learners
- Provide an insight into students learning for both students and teachers
- Promote success for all
- Support the target setting process
- Enable continuous reflection on what students know now and what they need to know
- Promote immediate interventions and link judgements to learning intentions
- Encourage student confidence and self-esteem
- Improve learner self-evaluation skills
- Improve learner literacy levels across the school

2. Purpose

This document is to support Curriculum Leaders and their departments in creating an assessment focussed curriculum. Further documents will provide guidelines to understanding the role of assessment, possible teaching and learning strategies for assessment implementation and development, help staff highlight their personal areas for development and ways to effectively execute and monitor assessment practice.

3. Management of Assessment for Learning: Roles & Responsibilities

Curriculum Leaders

- Review and evaluate current assessment practice
- Create an assessment focussed learning environment and department
- Support and develop staff in the assessment process
- Seek opportunities to use to a range of assessment practices both in the classroom and when marking
- Share ideas and resources to ensure consistent teaching practice

Every Member of Staff

- Be aware of the assessment policy, its aims and objectives
- Use agreed universal approaches and strategies in the delivery and promotion of assessment
- Contribute to the development and implementation of the whole school strategy
- Assist in the monitoring and evaluation of the department's learning and teaching
- Encourage learners to develop their use of language and target setting

4. Whole School Policies

Marking Code

In order to provide consistency and ensure every teacher is not only marking the subject content of a learner's work, but also their overall literacy, a common marking code needs to be introduced.

The following table details the universal symbols for most writing mistakes and should be adopted by all staff and written in the margin of their books, portfolios and/or essays.

It is expected that a member of staff team marks students' key pieces of work every 3 weeks for key stages three and four and every 2 weeks for key stage five, as well as home learning, in accordance with the Marking Policy.

SP	Spelling errors differentiated: Low ability – give students the correct spelling and in the AFL sticker ask them to create a sentence that includes this. Mid ability – circle part of the word that is spelt incorrectly and ask them to look up the correct spelling and re-write. More able – underline the word and ask them to correct it
T	Incorrect tense
^	Omission – (missed out a word)
//	Start new paragraph
P	Punctuation error
?	Meaning not clear
(-)	Learner needs to put one line through mistakes
U	Incorrect / no unit
WO	Working out

Teachers are expected, to use What Went Well (WWW) and Even Better IF (EBI) after each 3 weekly marking session to help students progress, as well as a Seek & Sort activity to help progress.

Agreed marking colours: Green for teachers and Purple for students when completing Seek & Sort activities and correcting mistakes and peer assessments.

Department AFL Stickers

Students' half termly assessments should be formally marked using the department's assessment methods.

When marked work is returned to learners, there should be some kind of verbal feedback, either individually, or to the class, where the student completes their comments and actions. This can form part of an engagement activity in a teacher's planning, which is the Seek & Sort activity. This clearly has a comment on what they did well, what needs to improve, learning target and a target for numeracy and literacy, the student's target grade, as well as the working at grade (WAG).

Methods of Assessment

We expect to see a range of assessment strategies adopted in a classroom, in books and written in schemes of learning. Staff should ensure that they use and understand the following means of assessment.

Formal: A planned activity resulting in the award of a grade, level or mark. This should be designed to establish the extent to which learning objectives have been achieved. Results are recorded and shared with students.

Informal: Teachers regularly check the progress that students are making. It will often be a qualitative judgement shared verbally following observation and/or questioning.

Diagnostic: Students and teachers make judgements about achievement against clear criteria (learning objectives) which highlight gaps in skills, knowledge and understanding and should lead to strategies for closing these gaps.

Formative: Provides information/evidence that will be helpful in determining how learning can be taken forward. Formative assessment must be used to inform future planning and may result in an

interim grade, level or mark. It needs to involve the student in making judgements about attainment, progress and targets for improvement.

Summative: Provides information/evidence of what a student knows, understands and can do. This usually results in the award of a grade, level or mark.

Peer: Students monitor each other's progress against known criteria and can report to individual students.

Half Termly Department Monitoring and Review

- Curriculum Leaders must review samples of work to monitor standardisation and implementation of this policy through the completion of the departmental half-termly monitoring, which will form part of the department's half-termly review with the Senior Team Line Manager, Head of School and the Executive Principal.
- During the QA audits and to test a typicality judgement, a focus will be placed on assessment during lesson observations and work sampling. Students' work and department plans/schemes will help inform the department's focus and commitment to assessment.
- Work scrutiny will be carried out to evaluate the learner's assessment for learning experience and develop teaching and learning.

The desired outcomes for this policy are improvement in student's learning and a greater clarity amongst learners and parents concerning achievements and progress.

The performance indicators will be:

- An improvement in student attainment
- Teacher, student and parent testimony concerning the usefulness of the marking
- Consistency in teachers' marking across the school
- An awareness on the part of the learners of what is expected of them, what their working at grade, target grades are and how they can develop their overall literacy. This will also be shared with learners through their planners and class books.