



PARK HIGH SCHOOL

ASSESSMENT FOR LEARNING POLICY

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Assessment for Learning should:

- be part of effective planning of teaching and learning;
- take into account how students learn;
- be recognised as central to classroom practice;
- be regarded as a key professional skill for teachers;
- be sensitive and constructive;
- take into account the importance of learner motivation;
- emphasise learning objectives and promote a shared understanding of the criteria by which assessments are made;
- provide learners with constructive guidance on both where they are now and how to improve to reach their potential;
- develop learners' capacity for self-assessment so that they can become responsible, reflective and self managing;
- recognise the full range of achievements of all learners.

Agreed Practices in Assessment:

- When setting a piece of work likely to be assessed, success criteria/assessment objectives will always be shared with and explained carefully to students. Any assessment of work will always be based upon agreed learning objectives.
- Staff will maximise opportunities for students to self assess and also to assess the work of others, *based upon a clear understanding of the objectives set.*
- Teacher assessments will almost always be formative in nature; i.e. designed to establish both successes and future targets for improvement.
- A summative assessment will always generate formative targets.
- Standard Marking Codes are used.

Assessment for and of Learning: Marking and Feedback

[Separate operational policy in place, for explicit advice on marking and feedback.]

"Feedback is information given to the learner and/or teacher about the learner's performance relative to the learning goals, which can then redirect the teacher's and the learner's actions to achieve the goal."

Sutton Trust

We mark and comment to give *feedback* to improve learning and to enable individual students to make progress appropriate to their potential. Following identification of 'learning gaps', when students undertake a particular task, the feedback should be aimed at closing this gap.

"Feedback...is the single most important variable in the learning process."

Bob Sharp 1992

(from "Inside the Black Box" William and Black)

- Staff should exercise their professional judgement in the use of a palette of assessment styles / types. In this way assessment and feedback will not rely on

every piece of classwork and every piece of home learning having to be marked. The palette will include assessment based on observation and questioning, as well as on written work.

- According to *Black, Harrison, Lee, Marshall and Wiliam (Working inside the Black Box, 2002)*, "it is the nature, rather than the amount, that is critical when giving pupils feedback on both oral and written work."
- The marking of students' work should be regular and frequent. It should seek to motivate.
- It is important that staff understand and follow agreed procedures consistently within departments and across the school and that good practice is shared.

"Learners need information and guidance in order to plan next steps in their learning. Teachers should: pinpoint the learner's strengths and advise on how to develop them; be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work."

Assessment Reform Group

Reporting

All summative assessments are also formative, in that they lead to a dialogue between parents, students and staff, in order to find the most effective ways for all students to reach their potential. Neither staff nor students should compare student grades, so as to confer status based on test achievement.

We report to parents in the following ways:

- Annual consultation meeting
- Regular progress checks
- Review Days

At specific points in the school year, for Years 7 to 13, staff submit on-going judgements of each student's progress, seen in terms of behaviour, engagement, home learning and in relation to their end of year target. Parents receive a progress check each term. The school's SIMS system, in conjunction with DATASEC, collates, compares and analyses this data across the curriculum. Individual profiles are available for each student, affording an opportunity to assess and develop appropriate ways forward. Students whose progress is not commensurate with their potential are noted and subject teachers devise intervention strategies, agreed with Key Stage post holders, to address and improve issues. These strategies are applied in class and their effect monitored. Heads of Year liaise with Heads of Department and monitor intervention strategies with tutors and teachers on a one-to-one basis. In addition, student success is celebrated; this may involve the awarding of merits, department postcards sent home, 'Student of the Month' awards and Celebration Assemblies.

This policy to be reviewed annually.