

# Kings International College

## Assessment for Learning Policy

RATIONALE: When assessment for learning is well established in a classroom learners are:-

- Actively involved in their learning.
- Able to judge the success of their work and set and understand targets for improvement.
- Able to take responsibility for their own progress.

From DFES Ped and Prac. 12 AfL

DEFINITION: Assessment for learning has been defined as .....

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

From DFES Ped and Prac. 12 AfL

### **Assessment – an overview**

- Assessment should be formative and used to inform learning and teaching
- Assessment for learning strategies should be used to encourage learners to 'learn to learn'
- Assessment for learning strategies should be used for all learners
- The marking notation policy should be followed
- Homework should be planned, meaningful and clear
- In order for learners to feel that their work is valued it should be marked on a regular basis

The assessment for learning strategy underpins our assessment practice throughout the whole school. The effective assessment and marking of work is fundamental to successful teaching and learning. All assessment information should be used formatively for the teacher, the learner or, preferably, both.

## **Formative assessment – using learning objectives**

The aim of formative assessment is to give learners clear guidance about how to improve their work. Learning objectives should be shared with learners for class and homework tasks. Objectives should be written up and should be written down in books by all pupils except those for whom motor control issues make this impracticable.

This will enable .....

All work that is formally assessed to potentially receive formative comments. This will usually be in writing.

Work to be assessed against the learning objectives – either in written or verbal form by teacher, peer or self.

Formative comments to be made where they would usefully apply.

It is expected that a comment of some sort will appear, on average, on work from about one lesson in three that a pupil produces a product in. Many of these will be short in nature. Once per term a pupil should receive a formative comment in each subject based on the format itemised below.

Formative teacher comments should:

- Have a 'next step' target for improvement.
- Praise and highlight achievement.
- Include the learner's name.
- Be of immediate use to the learner.
- Periodically focus on pupils' literacy.

*Opportunities must be given for learners to act upon the guidance.*

This could be done through class or homework, for example:

- A starter or plenary activity.
- A discussion with a learner.
- A peer assessment activity.
- Peer teaching
- Peer or self target setting.
- Redrafting of work for content and /or literacy.

Each learner should experience peer and/or self-assessment at least once per term in every subject area.

The aim of self and peer assessment is to enable the learners to be actively involved in the assessment process and give them ownership of their learning.

The skills developed in peer assessment lead to the ability to self assess.

## **Assessment for Learning during a Lesson**

AfL is not just about marking and tasks. It is a process of teaching and learning. As such, all of the following should be regularly found in lessons in both key stages and for learners of all abilities.....

- Lessons objectives and success criteria that are explicitly shared with learners in a visual form
- Discussion of the standards required (inc. models of good/bad outcomes)
- Peer and self assessment
- Verbal feedback during discussions with the class, small group or individuals, designed to help learners move on
- Planned questioning that is targeted on taking the learners forward

Further guidance on these processes appears in section 2 of this policy.

## **Cross Year Assessment Tasks – the source of achievement grades and levels**

There should be a minimum of three cross year assessment tasks during any school year for each learner in every subject area. These tasks can be set as classroom or homework.

The tasks must be common across comparable groups.

There are many types of cross year assessment tasks including:

An extended piece of written work, an investigation, a project, a practical task, an oral or aural activity, a mid topic test, an end of unit test, end of key stage tests, the year examination.

These cross year assessment tasks should lead to achievement grades or levels. At KS4 grades should be awarded according to exam board criteria. The grades or levels awarded should be collated and centrally recorded after any necessary moderation. The process of how the grades or levels are awarded should be known to the staff and learners.

Each department should have a clear rationale for awarding teacher assessed levels during, and at the end of, key stage 3 – this is likely to be strongly linked to these cross year assessment tasks.

## **Assessment of Classwork and Homework**

Achievement grades should not be shared with learners – this is in line with research which shows that giving such grades to the learners stops them taking in the formative parts of the assessment.

Staff should record grades from a range of classwork and homework activities in their mark books/planners as this will allow the progress of individual learners to be monitored.

For certain activities (e.g. spelling tests) it may be appropriate to award a numerical mark.

### **Presentation**

High quality presentation does not equal learning but can be a significant factor in it. As such .....

Learners should not be allowed to deface books, folders or planners and should be required to rectify any damage done as appropriate.

All written work should have a title (underlined), a date (to allow future referencing) and an indication of whether it is classwork (CW) or homework (HW).

Teachers should ensure, that work is presented to a high standard unless it is to be annotated 'rough', 'draft', 'initial notes' or some other indication that presentation is not vital to it.

### **The role of homework in AfL**

Learning takes place inside and outside the classroom. To support learner's homework should be planned, meaningful and clear.

*Homework tasks allow learners to learn independently and individually, or to demonstrate the learning that they, as an individual, have achieved. It is therefore a highly effective tool in the AfL process if it is set, done and assessed with this in mind. As such .....*

Homework should be set according to the homework statement regarding the setting of homework 2007 – 2008. This enables learners to plan their time effectively.

A variety of homework tasks can be set, such as ...

Questions, research, thinking, reading, extended writing, past papers, notes, learning of keywords/spellings, redrafting, revision .....

All homework must be assessed or, where this is not practicable, acknowledged. This can be done in a variety of ways, such as:

Marked by the teacher, peer/self assessment, orally, by testing ....

Homework tasks should be planned and should not, unless so planned, be of a finish off type.

Learners should be clear about the purpose of homework and how it will be assessed. Learners should be given clear, written instructions of the homework task, it's deadline and how it should be done with informative assessment criteria. Provided with suitable facilities for independent learning homework tasks to be carried out at College.

It is the responsibility of the learner to ensure that homework is written in their planner BUT teachers should check periodically and may need to assist in the process for some learners, especially those with SEN that affect their ability to record clearly and swiftly.

AfL training will be ongoing throughout the year. A planned cycle of AfL + development is linked into the College calendar for 2008 – 2008.

**The amount of homework set will be approximately as follows:**

Year 7	45 minutes to 1 hour each day
Year 8	45 minutes to 1 ½ hours each day
Year 9	1 to 2 hours each day
Year 10 and 11	1 ½ to 2 ½ hours each day
Years Post 16	15 – 20 hours per week