

Assessment for Learning Policy



Oastlers Policy

Approved by Governing Body On	September 2013
To be Reviewed On	September 2016
Signed on Behalf of the Governing Body	Mike Vigurs

ASSESSMENT FOR LEARNING POLICY

OVERVIEW

This school will put into place a successful strategy for the assessment of learners' achievement, to measure attainment, to enhance learning, to improve the rates at which learners make progress and to report accurately to parents. Our School will have structured and systematic assessment systems that are used effectively to make regular and accurate assessments of pupils' achievement and progress.

OBJECTIVES

1. Teachers to know where learners are in their learning
2. Teachers to show learners where they need to go next to improve
3. To show learners how to get there and provide them with the necessary knowledge skills and understanding to be successful and to make good progress.
4. For all teachers to use formative assessment to accurately identify each learner's achievement and to ensure that each is making good progress
5. To ensure that teaching is effective and that learning is meaningful
6. To raise standards
7. To support teachers in using assessment to improve and plan provision
8. To support of Personalising Learning
9. To keep teacher's workload and record keeping to the minimum necessary.

STRATEGIES

- Teachers will involve learners in the setting of learning objectives
- Teachers will use peer and self-assessment.
- Teachers will carry out continuous formative assessment based on their accurate observations of the children they teach.
- Learners will be treated as partners in learning and given immediate feedback and targets for improvement agreed with learners.
- Teachers will build a clear profile of learners' achievement across the curriculum supported in their assessment by the APP materials to enable accurate judgements to be made about Levels and Sub-Levels of attainment and progress.
- Teachers will use their assessment to shape future planning and target setting
- Assessments will be used for reporting to parents and to those involved in the next stage of education.

OUTCOMES

We will track learners' progress regularly and accurately. Every learner will know how they are doing, understand what they need to do to improve and know how to get there. Every Teacher will be equipped to make accurate judgements of pupils' attainment, understand the concepts and principles of progression and use assessment judgements to forward plan

Oastlers School self-evaluation tables (modified from Assessment for Learning Strategy – DCSF 2008)

1. Reviewing the structures, systems, and practices and processes needed to support whole PRU development of AfL.

Oastlers School can use this table to collect evidence of impact of AfL and to identify priorities for development using a simple traffic light system of different colour highlighting.

Focusing	Developing	Establishing	Enhancing
Head Teacher review strengths and weaknesses of teaching and learning across and within all subjects.	Head Teacher introducing structures and systems to foster distributed leadership (to support and develop both top down and bottom up change processes)	Teaching staff work together to refine and sharpen structures, systems and approaches to whole PRU change introduce new ones where things aren't workings.	The school structures, systems and approaches are focused on developing a community of independent, deep learners.
Head Teacher to understand the nature and purpose of AfL (as a key aspect of all good teaching) and are beginning to build upon identified pockets of good practice.	Teaching staff are developing a shared understanding of AfL as a key means of accelerating learner progress and developing independent learners.	All teachers have a secure and shared understanding of what effective AfL practice 'looks like'.	A shared understanding of AfL continues to become ever more insightful.
AfL is being woven into SI planning as a key development priority.	Systems are being introduced to monitor and evaluate the impact of developing AfL on teaching and learning, motivation, behaviour and learner progress.	All teachers maintain an unrelenting focus on developing AfL, and address competing priorities and contradictory policy or practices which stem from these.	All staff and learners reflect critically about their ways of working and 'think outside the box' if necessary ie. flex & change through learning from others to take intelligent informed risks.
Systems are being introduced to evaluate strengths and weaknesses in learner performance and track individual learner progress in each subject.	The whole school focus for AfL development is informed by analysis of the learning needs of learners.	All teachers evaluate strengths and weaknesses in learner performance and track individual learners' progress.	Structures and mechanisms are established for encouraging and facilitating sustained professional dialogue between all staff.
All teaching staff (including LSWs) are included in communications and training.	Systems are being developed to evaluate strengths and weaknesses in learner performance, set individual targets, and track learner progress in each subject.	The impact of developing AfL on teaching and learning, motivation and learner progress is systematically and systemically monitored and evaluated. This ongoing process directly informs CPD.	All learners are fully engaged in processes to monitor and evaluate their progress.

Focusing	Developing	Establishing	Enhancing
AfL development is often a focus in team meeting discussions.	Most teachers are proactively developing AfL within their classroom and reviewing its impact to determine 'next steps'.	All teachers, and BSWs work collaboratively, share their practice and learn from each other (eg through peer observation) both within and across subjects.	All staff engage in enquiry based monitoring and evaluation which informs CPD (eg. Ongoing action research in lessons & coaching). CPD is seen as a journey.
All teachers are expected to review their AfL practice in their classroom as part of self evaluation.	Teachers are working collaboratively, within and across curriculum areas.	Coaching is established across the school and is an entitlement for all teacher and BSWs.	All staff work collaboratively within & across the curriculum, enthusiastically share their practice and learn from what they and their peers do well.
Teachers are prioritising the development of AfL	Coaching of AfL is being developed.	Parents and carers are consulted as part of self evaluation and are being helped to support their child's learning.	Cross school collaborative working is part of the culture and generates a learning buzz.
			Parents and carers are proactively engaged in supporting learning in and outside of school.

2. Reviewing AfL practice in lessons and its impact on the quality of learning and teaching

	Focusing	Developing	Establishing	Enhancing
LEARNERS	All learners know there are learning objectives.	Most learners are clear about what they are trying to learn.	All learners have a clear understanding of what they are trying to learn (and value having learning objectives).	All learners understand what they are trying to learn and confidently discuss this using subject terminology.
	Most know what they have to do; a few have a limited understanding of what they are trying to learn.	Many are aware of some features of a good learning outcome.	All learners are clear about the success criteria and can, with support, use these to judge the quality of their own and each others' work and identify how best to improve it.	All learners routinely determine and use their own success criteria to improve.
	Some learners can relate the lesson to recent lessons.	Many can, with support, identify some strengths and weaknesses in their work and suggest how to improve it.	Most learners can, with support, contribute to determining the success criteria.	Learners understand how the learning relates to the key concepts and skills they are developing.
	Most learners can work together.	Many recognise how the learning builds upon earlier learning.	All learners can relate their learning to past, present and future learning in the subject and most can relate this learning to other subjects.	Learners value talk for learning and consciously use it to advance their thinking.
	Some are confident to contribute to discussions.	In whole class discussions all learners listen to others. Many are confident to contribute.	In whole class, group or paired discussions all learners develop their thinking and learn from each other.	There is a classroom buzz: learners initiate and lead whole class discussions; group discussions are self determined and governed.
	Some are confident to talk about their work.	In paired or group discussions most learners contribute & learn from each other. Discussions remain focused.	Learners are confident to take risks by sharing partially formed thinking or constructively challenging others.	Responses are typically extended, demonstrate high level thinking and support their views.
	Most learners make progress in their learning.	Most learners make progress in relation to the learning objectives.	All learners make good progress, in relation to the learning objectives, with some independence.	All learners have an appetite for learning: they independently identify and take their next steps in learning to make good progress.

	Focusing	Developing	Establishing	Enhancing
TEACHER	Lessons are planned to learning objectives and appropriate tasks then identified.	The lesson is planned to appropriately challenging <i>learning objectives</i> (linked to NC standards) which focus the teaching.	The lesson is planned to appropriately challenging <i>learning objectives</i> and intended <i>learning outcomes</i> using success criteria to scaffold learning.	Planning is informed by an in depth understanding of standards and progression in key concepts and skills (subject and cross curricular).
	The learning objectives and/or learning outcomes are shared eg. displayed.	The teacher explains the <i>learning objectives</i> and <i>outcomes</i> and checks learners' understanding.	Opportunities are provided for learners to explore the objectives, outcomes and success criteria and sometimes determine the success criteria themselves.	The teaching enables each learner to use AfL to take their learning forward independently.
	Opportunities are provided for discussion related to learning (whole class, group or paired).	The teacher explains what a good <i>learning outcome</i> will 'look like' and this related to subject standards.	Exploration of the <i>big picture</i> includes links to other aspects of the subject and to other subjects.	The teacher routinely explores with learners how they learn most effectively and how this can be applied.
	Learners are encouraged to listen and learn from each other and contribute to discussions	The teacher explains the value of what is being learned and how it links to past and future learning (<i>big picture</i>).	Learners are helped to use success criteria (which focus on fine grades of progression in key concepts and skills) to identify how to take their next steps.	The teacher and learners develop the lesson together in response to the learning needs.
	Progress, in relation to the learning objectives, is reviewed with the class e.g. during the plenary.	The teacher relates the tasks to the learning objectives and outcomes throughout the lesson.	Progress is regularly reviewed with learners e.g. prior to the next stage of a task.	Whole class and group dialogue is skilfully orchestrated and supported as an integral feature of the lesson to accelerate learning and develop learners' independence.
		The teacher regularly assesses learning and provides specific, positive feedback to inform next steps.	The teaching is flexible and responsive to learners' learning needs and the progress they are making.	Teacher intervention in discussions is minimal but timely and in response to critical learning moments.
		There are opportunities for structured whole class, and supported group/paired discussion.	The teacher uses skilful questioning, appropriate resources and engaging activities to focus and sustain whole class, group and paired dialogue.	
		Teacher uses specific strategies to improve the quality of dialogue and learner confidence.	The teacher explicitly develops learners' dispositions, skills and confidence to engage in dialogue.	