ASHGATE CROFT SCHOOL
ASSESSMENT FOR LEARNING POLICY

Approved by Curriculum & Progress Committee: 14.01.2019
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INTRODUCTION

Purpose

Assessment for Learning (AFL) means that students benefit from assessment which does far more than simply test what they know. It ensures that students take part in the kinds of activities that are: valuable long term, help them to develop, provide them with guidance and feedback and ensure that students learn how to assess themselves.

AFL consists of four areas – namely *Learning Objectives and Learning Outcomes; Questioning; Peer and Self Assessment;* and *Feedback.* These areas are all essential in supporting pupils and enabling them to become engaged and active in their own learning.

AFL is integral in lessons and planning. This policy sets out to ensure all the areas of AFL are covered in appropriate ways to suit pupils' learning needs and abilities.

It is the responsibility of every teacher in school to follow the procedures set out in this policy. The Deputy Headteacher is responsible for monitoring the policy and for ensuring AFL is robust and effective in providing high quality education for all and showing pupils' progress.

Aims

- To provide staff and pupils with the information they need to make progress in their learning
- To ensure consistency across the school in terms of pupil involvement in and knowledge of their learning
- To ensure staff have up-to-date knowledge of procedures and understand all aspects of AFL

PROCEDURES AND PRACTICE

Learning Objectives and Learning Outcomes

Learning objectives (targets) form the basis of every lesson and should be linked to what the pupils will learn within the lesson. They might be relevant to pupils over a small number of sessions although should be reviewed as part of the planning process in line with objectives for the term or topic.

As part of the introduction, pupils should be told and reminded about what they are learning (e.g. We are learning to- WALT) and the link to the overall objective. The way in which this should be done will differ according to the pupils' learning needs and ability.

Pupils' **learning outcomes** (success criteria) should be shared with pupils (e.g. What I'm looking for WILF). Key words regarding learning outcomes should form part of introductions to lessons and should also be provided in a visual form (eg on whiteboard, visual cards on pupil desks, pupil

folders, on pupils' work etc). As part of sharing the learning outcomes in the lesson, pupils should be informed of what the teacher will be looking for in order for the pupil to meet the learning outcomes. This should be as detailed as appropriate for the pupils' ability levels and should also include information about the amount of help pupils might need. The learning outcomes should be in pupil-friendly language (with symbol support if needed), learning outcomes written on plans or assessment sheets may be more detailed.

Where possible and appropriate, staff should inform pupils of what they will learn or develop, rather than just what they will do in the lesson. Throughout the lesson, staff should refer to the learning outcomes and provide pupils with regular opportunities to review and reflect on the learning outcomes. Any marking or feedback should be against the learning outcomes (see marking guidance).

Examples:

WALT: Write about a picture (this may be the same learning objective for the whole class (doesn't always need to be differentiated)

WILF: (will need to be differentiated)

Group 1
Write 3 sentences
Use capital letters and full stops.
Use describing words

Group 2
Write 1 sentence
Sound out the first letter of each word
Use a colour to describe the picture

Group 3
Choose 3 symbols from a choice of 5 to describe the picture with SH

For some pupils with Profound and Multiple Learning Difficulties and lower ability Severe Learning Difficulties, it might be more appropriate to share the learning outcome with pupils immediately before they take part in the activity or task. Teachers should however also provide an overall learning focus for the lesson in the introduction.

Pupils with Profound and Multiple Learning Difficulties should be encouraged to show awareness of, respond to and show recognition of the work they produce.

Peer and Self-Assessment

In addition to teacher assessment, peer and self assessment play a vital role in pupils' involvement in their learning and refining their skills. Pupils will need to be taught and provided with support to peer assess and some of these skills will be developed through R-Time sessions. You may need to set up 'rules' for peer assessment e.g. respect the work of others, only reflect on the learning outcomes.

Dependent upon the needs of the pupils, peer assessment may take place through questioning techniques and interviews (e.g. in the case of learning about an event in history, peers could

generate questions to ask a peer in their group about what might have happened). Pupils could be asked to show awareness of the work their peers have done by being shown work and being asked to show a response to it or comment on the work through positive phrasing. Teachers may use techniques such as '2 stars and a wish', say 2 positive things about the piece of work and one 'wish' or area where it could be improved. A useful tool to use to support this would be the visuliser in the classroom (which enables work to quickly and easily be displayed on the screen).

Pupil self assessment should be against the given learning outcomes. Pupils should be asked, for example, did you….

Write 3 sentences   -   yes/no/partly achieved
Use capital letters and full stops   -   yes/no/partly achieved
Use describing words   -   yes/no/partly achieved

This can be shown visually in this way (traffic light stamps can also be used)
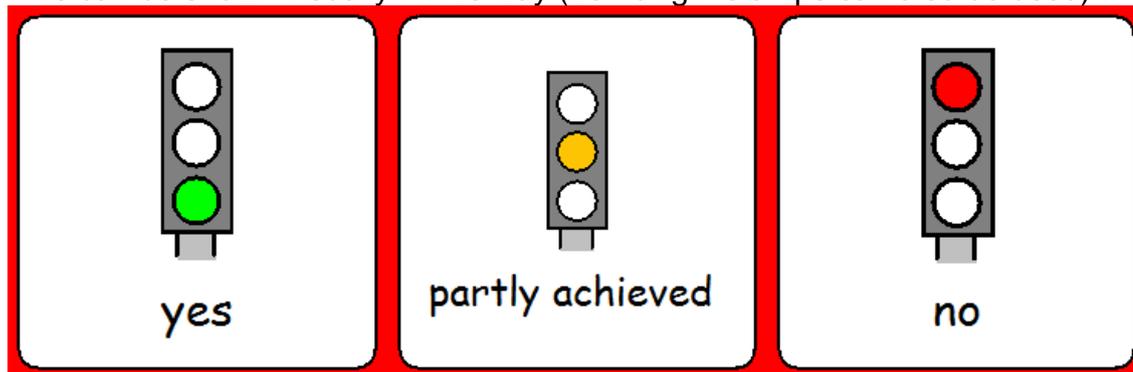
Pupils may also indicate if they worked independently or if they required help
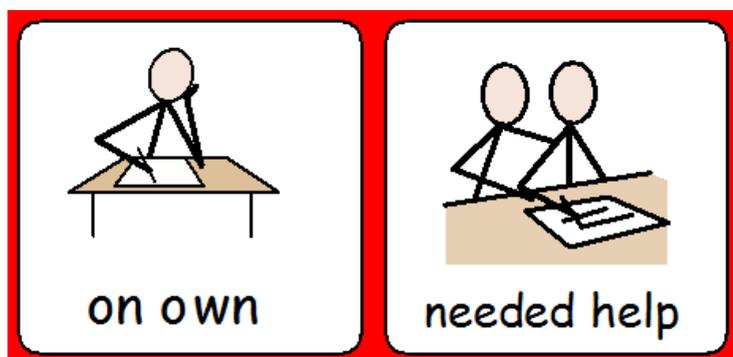
How this is presented to pupils is the decision of the teacher and will depend on the age and ability of the pupils in the class. Self-assessment should be done for all English, Maths and Science lessons (for pupils it is appropriate for).

It is important that class staff give pupils feedback or have a brief discussion on their self-assessment, for example if the pupil's assessment of their own work is inaccurate, this will help develop a pupil's ability to accurately reflect on their learning, as for most pupils this is also a skill that will need to be learnt and developed over time.

Personal Skills Targets

Pupils with Moderate Learning Difficulties in all Key Stages should decide on one of their personal skills targets (Personal Skills Policy). This should be done using the 'Personal Target Sheet'

Pupils with Severe Learning Difficulties in all Key Stages should have all their targets set by their teacher and parent / carers. They should then choose one of their targets to become their own 'preferred' target through using the 'Personal Target Choice Sheet' (Appendix 2)

Pupils with Profound and Multiple Learning Difficulties and lower ability Severe Learning Difficulties should have all their targets set by their teacher and parents/carers.

Pupils should be involved as above with assessing their progress towards targets.

<u>Monitoring of the policy</u>

- Do the pupils know what they are working towards in personal skills and subjects/topics?
- Do MLD pupils know what they need to do to reach the next target?
- Are pupils involved in reviewing how well they are getting on towards achieving their target?
- Is there evidence of pupil involvement in target setting?

<u>Children's Rights</u>

Within the AFL Policy the Children's Rights which are developed are:

Article 12 - Children have the right to say what they think

Article 13 - Every child has the right to freedom of expression

Article 14 - Every child has the right to freedom of thought, belief and religion

Article 23 - Children with disabilities are provided support to participate

Article 28 - The Right to education

APPENDICES

- Appendix 1: Marking Guidance
- Appendix 2: levels of help/support