



Assessment for Learning Policy

Introduction

AfL is the process of seeking and interpreting evidence for use by students and teachers to decide where the students are in their learning, where they need to go and how best to get there. AfL incorporates marking and feedback but is also a process of learning and teaching.

Policy Statement

AfL shall be formative and used to inform learning and teaching. It shall be standardised where appropriate, regular and include a programme of planned formal assessments. The ultimate responsibility for this lies with the Academy Council, working in conjunction with the staff and school. The Vice Principal (Curriculum) and Assistant Principal (Curriculum and Assessment) are responsible for developing AfL, in consultation with the Leadership Team and Central Leaders, and for presenting any review to the Governors Learning sub-committee.

Key Aims

- Assessment should be formative and used to inform learning and teaching
- Assessment for learning strategies should be used for all learners and include termly peer / self and teacher assessment using yellow stickers
- To ensure feedback is meaningful, differentiated Learning Objectives will be written up and, at least in part, copied by students. Clear success criteria will be set
- Teachers will ensure that students regularly use the PCSA tick system to self assess progress against Learning Objectives
- Written, formative teacher comments will include the student's name, will praise and highlight where success criteria have been met, will be of immediate use to the student and will periodically focus on literacy and PLTS. PLTS boxes on yellow stickers must be used
- The "PCS" literacy notation must be followed
- Keyword glossaries must be kept in the back of exercise books
- Exercise books and folders must have target grades or levels clearly on front covers

- Each faculty must have a programme of formal assessments. These will happen at least three times a year for all subject areas. In Upper School these assessments should lead to achievement grades and reflect exam board criteria and in Lower School this will adhere to the PCSA Assessment without levels progress ladders
- Where teachers provide a formative comment on work there should not be any grade, level or mark but a comment only
- Effort grades will only be used as part of school reports
- Central Leaders will have an effective programme of work sampling and standardisation in place
- Lessons should regularly include exemplification of standards through modelling and sharing examples, verbal feedback to students and pre-planned questioning
- Not all work needs formative comments but, in order for students to feel that their work is valued, it should be marked on a regular basis. Teachers must flick and tick through exercise books at least every three weeks
- Students will not be allowed to deface books. Teachers will ensure that students take care with their presentation and that written work has an underlined title and date.

Policy Review

The policy will be reviewed bi-annually by the Academy Council Learning and Progress committee.

Data for Review

The Governors will use lesson observations, faculty reviews, analysis of data relating to external exams and parent and student voice to assess the implementation of this policy.

Other Related Policies

Curriculum Policy, Equal Opportunities Policy, Learning Policy, Literacy Policy

Date Policy Approved - November 2016

The name of the designated person is: Jason Edwards and David Pye

The Policy is to be reviewed every 2 years and the next review is due in November 2018