

# Assessment for Learning Policy

## Context

This policy needs to be used in conjunction with the Academic Charter and the following:

- Assessment Policy
- Attainment Policy
- Marking Policy

## Definition

Assessment for Learning (AfL) involves: making it clear where the pupils are going in their learning; assessing where they are currently at; and providing feedback about what they need to do to improve, to close the gap.

## Purpose of AfL

An AfL approach is likely to:

- Enhance pupil progress, through clarity of goals and by personalised feedback.
- Promote greater independence and responsibility of the pupil.
- Aid planning and prompt the use of more relevant and focused learning activities by the teacher.
- Enhance feedback to parents, enabling them to understand and thus support their children's progress.

## The Elements of AfL

An AfL approach involves:

- Clear understanding by the teacher and by the pupil (through 'pupil-friendly' materials) of the criteria for success and what good work looks like, e.g. WAGOLL = 'What a Good One Looks Like'.
- Assessment of work, to enable strengths and weaknesses to be identified.
- Feedback to and dialogue with the pupil about the next steps in their learning, towards their goals.
- Ongoing support for the pupil towards their goals, through continued feedback and appropriate learning activities.

## The AfL Cycle

Dialogue between teacher and pupil will revolve around the three key AfL questions below:



Clarity of answers by pupils to these questions, together with appropriate activities and support for pupil efforts to 'close the gap', are the hallmarks of a successful AfL approach. Conversely, ignorance of answers to these questions would indicate that pupils were not as engaged in or understanding of their learning as is desirable.

### **AfL in different timescales**

The AfL cycle can be applied in different timescales:

- Within a lesson.
- Over a series of lessons (a project or topic).
- Over an 'assessment period' (half a term, at Abbotsholme).

### **Abbotsholme 'Assessments'**

At the time of the periodic (usually half termly) 'assessments', there is a formal grading of pupils' attainment. This provides a natural opportunity to reflect on the three AfL questions above. It is expected that on these occasions, pupils are given clear guidance about what they need to do to make progress, such that they can answer the three AfL questions, especially 'What do I need to do to get better?'

### **Department AfL Policies and Procedures**

Each department is expected to have the following within its handbook:

- **Framework for Attainment** which outlines the criteria against which the pupils' attainment is measured or judged, in Key Stage 3.
- **Marking Policy**, showing any conventions and procedures by which marking occurs.
- **AfL Policy**, which outlines the means by and frequency with which:
  - assessment takes place
  - feedback to and dialogue with pupils occurs.

The AfL policy is likely to be supported through departmental materials such as tracking records, pro-forma feedback sheets, target sheets, etc., designed to suit the purposes of that department.

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