



FOREST HILL SCHOOL

ASSESSMENT FOR LEARNING POLICY

February 2014
Review: every two years

'We want to enable students to become the best learners that they can be.'

- Forest Hill School

Introduction

At Forest Hill School we recognise that assessment for learning is an integral part of high quality, effective teaching. The main aim of assessment is to contribute to the process of teaching and learning, which helps all pupils to become more effective learners and achieve their full potential.

Effective assessment provides:

For pupils:

- an understanding about what is being learnt, information about progress made, feedback on areas of strength and weakness, guidance about ways forward and celebrates what has been achieved.

For teachers:

- A range of information that aids planning, target setting and suitable delivery for pupils at all stages and levels.

For parents:

- Information regarding pupil progress, concerns and achievements and encourages and strengthens the home-school partnership.

In its wider context AfL can be seen as a range of strategies and approaches that motivate student interest and engage them because they are actively involved in their own learning and progress.

It can be defined as 'the process of seeking and interpreting evidence for use by learners and their teachers to decide where their learners are in their learning, where they need to go and how best to get there' (Assessment Reform Group 2002).

AfL

- Helps teachers to enable students to take the next steps in their learning
- Helps students to support each other in taking those steps
- Empowers students themselves to take the next steps in their learning

This policy addresses the roles and responsibilities of students, teachers, middle leaders and the Senior Leadership Team.

Students

Students are actively involved in their own learning and progress in the following ways:

- understanding and responding to teachers' feedback on how to improve written work
- showing that other students' opinions and ideas are valuable by providing honest and constructive feedback
- listen and respond to each other as well as the teacher to enhance collaborative work
- evaluating the quality of their own and other people's work through self and peer assessment
- using agreed criteria to improve their own work
- developing a sense of their own learning style
- discussing with teachers how they would prefer to learn eg when completing homework, carrying out research, planning revision etc
- Students must follow the Presentation Guidelines when presenting their work

Teachers

Learning Outcomes and Success Criteria

At Forest Hill the policy is to use the term *Learning Outcomes* rather than *Learning Objectives*. However, when we use the term *Learning Outcomes* we actually mean a statement that combines both the learning objective and the learning outcome so that students are absolutely clear about what they are learning. We also encourage the use of a number of differentiated Learning Outcomes that encourage progression of learning or attached success criteria that are broken down into smaller steps.

- Teachers need to ensure that learning outcomes are specific to the learning, e.g. 'You are learning to interpret patterns in the way elements behave to explain why elements in the same group have similar properties' rather than 'You should know about groups'.
- Learning outcomes should be shared with students at the start of the lesson and teachers need to plan how they are going to assess progress against the learning outcomes.
- Either the learning outcomes or associated success criteria should be linked to levels and grades. However, teachers need to have high expectations and should encourage and plan for students to be able to meet the most challenging learning outcome.
- Success criteria should be used as much as possible as appropriate.
- Activities or plenaries and mini-plenaries should be linked to the learning outcomes.

Written Feedback

Research has shown that effective feedback impacts enormously on raising achievement and written feedback is a major part of this. Except for a few KS3 subjects that are entirely practical, all subjects must provide regular and effective written feedback. This is key when demonstrating progress over time.

- Written feedback must take place regularly to be effective, eg at least once every two to three weeks for subjects that have 3 or 4 periods a week; once every 4 weeks in two period subjects; and at least once a half term in one period subjects.
- Effective feedback must be specific, accurate and clear.
- Guidance must provide students with specific information about what they have done well for example '*...was good because you used vocabulary correctly.*'
- Feedback should compare what the student is currently doing with what they have previously done e.g. '*It is clear from your answer that you have been trying to write in more detail...*'
- Feedback should promote further effort, striking a balance between support and challenge.
- Feedback should provide specific guidance including an improvement action.

Improvement marking is only effective when students act upon the advice they have been given. Planning must include time for students to act on the advice given and this is best at

the start of the lesson. This is sometimes referred to as DIT (Dedicated Improvement Time) or DIRT (Dedicated Improvement and Reflection Time).

- Teachers must ensure that students respond to their marking. Improvements must be clearly signposted e.g. different colour pens or titled. Where students and teachers have established a dialogue via the written feedback, it further highlights the progress that students are making and also their reflection.
- Teachers need to train students to respond to feedback – it is not acceptable for students to ignore the advice that they have been given.
- With longer pieces of work e.g. projects or coursework, feedback may involve a longer response time and several re-drafts before completion.
- Effective workload management will involve some homeworks being marked by students themselves and facilitated by teachers.
- Research and evidence shows that students when looking at marked work e.g. 5/10, grade B, etc. will focus on that grade rather than be able to absorb the feedback. So it is recommended that when marking, we do not always share marks with students.
- A level or grade is given on at least a half termly basis so that students can gauge their progress towards targets. Effective levelling or grading needs to be accurate, consistent and moderated.
- Spellings need to be marked in line with whole school policy (see Literacy Policy and Spelling Guidelines).
- Teachers need to ensure that students adhere to the Presentation Rules when presenting written work (see Literacy Policy and Presentation Guidelines).

Self-Assessment

- Students need to be given opportunities to assess their own work against success criteria.
- Students need to develop an understanding of the language for learning.
- Students need to be reflecting on their progress and filling in the whole school target sheet.

Peer Assessment

- Peer assessment, as opposed to shared marking, is highly effective when success criteria are shared with students.
- In most subjects sharing grade and level descriptors is a highly effective basis for peer assessment activities.

Appendix Two contains ideas for peer and self-assessment activities.

Oral Feedback

- Opportunities for oral feedback are an intrinsic part of lessons. Oral feedback is given in a number of ways eg to small groups or the whole class but students especially value individual oral feedback from teachers.

- The most effective oral feedback is immediate and positive. It informs students of their strengths and weaknesses and provides strategies for improvement.
- Oral feedback relates to the learning outcomes. It encourages students to think for themselves about how they can improve their performance.

Effective Questioning

- is open and challenging
- is differentiated by ability
- is teacher directed
- is not always hands-up
- uses different strategies

Use of whole school target sheet

All teachers must use the common whole school target sheet which needs to be stuck on the inside front cover of all exercise books and folders. Students must fill this in as assessments take place.

Middle Leaders

- develop a full understanding of AfL with their team
- support teachers by ensuring that they have the skills necessary to carry out effective AfL
- carry out regular monitoring, such as regular book sampling, to ensure that feedback, peer and self-assessment activities are well-planned and effective
- ensure that effective AfL is written into schemes of work

Senior Leadership Team

- recognise AfL as a key professional skill, provide the necessary support and INSET to allow staff to develop the required expertise
- monitor the use of AfL across the school
- provide opportunities for development and sharing of AfL practice

Appendix 1 – Useful Reference Documents

Clarke, S. (2005) *Formative assessment in the secondary classroom*. London: Hodder.

This is a highly practical and readable guide to assessment. There are copies in school.

Department for Education and Skills (2004) *Key Stage 3 National Strategy: Assessment for learning whole school training materials*. London : DES.

This resource contains very practical advice and training materials. There are copies in the school or the resource can be found on-line.

Hattie, J. (2011) *Visible learning for teachers: maximising impact on learning*. London: Routledge.

This is a deeper look at teaching and learning in general and therefore contains chapters on feedback.

Petty, Geoff (2009) *Evidence-based teaching: a practical approach*. London: Nelson Thornes.

This book provides a range of suggestions for teaching and learning and includes sections on feedback.

The Sutton Trust (2013) *Teaching and learning toolkit*. [Online] London: Education Endowment Foundation. Available at:

[http://educationendowmentfoundation.org.uk/uploads/toolkit/Teaching_and_Learning_Toolkit_\(Spring_2013\).pdf](http://educationendowmentfoundation.org.uk/uploads/toolkit/Teaching_and_Learning_Toolkit_(Spring_2013).pdf) (Accessed on 9 October 2013).

This is an extensive review of the research into the effectiveness of different interventions. This demonstrates that effective feedback has more impact than any other intervention.

Be careful not to make silly mistakes!

do the following

⑥: $a+10$
 $1+10 = 11$ term

Term	1	2	3	4
$n+10$	11	12	13	14

⑦ Rule $a_n + 4$

2nd, 3rd & 4th term

$4+2=4$

$9+3=4$

$7+4=4$



2nd term

3rd term

4th term

20, 24, 28

22, 26

⑩ $6r-3$ ✓

4th term



10 sequences

13, 3, 13

$11+2 = 13$

$13+2 = 15$

$15+2 = 17$

$17+2 = 19$

$19+2 = 21$

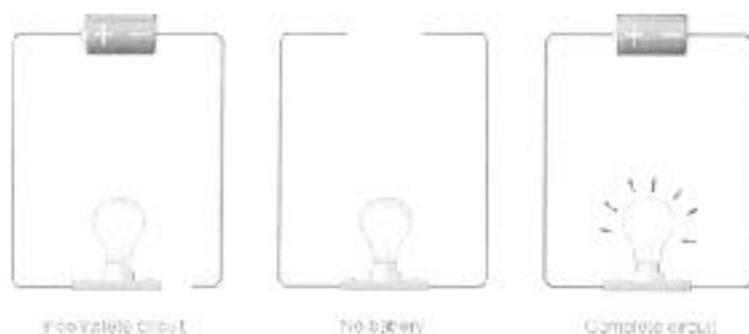
$21+2 = 23$



Q11

H/W

Look at the 3 diagrams below and explain in as much detail as possible why the first two circuits do not work but the third circuit does.



The reason the first bulb isn't working is because the wire isn't connected to the bulb, the wire isn't there. The reason the second bulb isn't working is because the battery cell is missing. There needs to be a provider of electrons.

The electrons are always present in the wire. Can you explain the function of the battery?

Improvement

The battery gives the electrons energy and pushes them around the circuit, the electrons give the energy to the light bulb. Electrical energy is transferred into light energy.