



FOREST HILL SCHOOL POLICY

ASSESSMENT FOR LEARNING including EFFECTIVE WRITTEN FEEDBACK

January 2018
Review: every two years

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

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 Assessment for Learning (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)

Assessment for Learning

- 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. *See Appendix One for a visual representation.*

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

Please see separate *Effective Written Feedback Policy*

Self-Assessment

- Students need to be given opportunities to assess their own work against success criteria.
- Students need to develop and 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

Appendix Three provides a visual of Socratic questioning ideas.

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

1. *Sutton Trust - EEF Teaching and Learning Toolkit* - Sutton Trust Education Endowment Foundation has carried out an extensive review of the research into the effectiveness of different interventions. This demonstrates that effective feedback has more impact than any other intervention.

[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)

2. *Formative Assessment in the secondary classroom*, written by Shirley Clarke and published by Hodder and Stoughton, ISBN 9780340887660
This is a highly practical and readable guide to assessment. There are copies in school.
3. *National Strategies: Assessment for Learning*
This resource contains very practical advice and training materials. There are copies in the school or the resource can be found on-line.
4. *Visible Learning for Teachers*, written by John Hattie and published by Routledge, ISBN 978-0-415-69015-7
This is a deeper look at teaching and learning in general and therefore contains chapters on feedback.
5. *Evidence-Based Teaching A Practical Approach*, written by Geoff Petty, published by Nelson Thornes, ISBN 978-1-4085-0452-9
This book provides a range of suggestions for teaching and learning and includes sections on feedback.