

The logo consists of several concentric, curved lines in a dark red color. At the top, there is a small circle with a dot inside, resembling an eye or a stylized figure. The lines curve downwards and then back up, creating a sense of movement and depth.

ST. JOSEPH'S  
CATHOLIC COLLEGE

# AFL Policy 2013

Reviewed June 2013



## **St. Joseph's Catholic College Vision Statement**

*Our Catholic College seeks to be a community in which all are valued, where the life and the relationships of the college are permeated by Gospel values and in which the individual is seen as unique, with infinite potential for growth towards wholeness. The college, in active partnership with home, parish and the wider community, endeavours to prepare all of its members for a future in which they will be able to make a positive contribution and take up the challenge of their faith.*

## **St. Joseph's Catholic College**

### **Assessment for Learning Policy**

#### **Rationale**

Assessment for Learning (AfL) can be defined as:

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

It can also be defined as:

*Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning. It thus differs from assessment designed primarily to serve the purposes of accountability or of ranking or of certifying competence. (Black, 2002)*

Assessment for Learning has the following key characteristics:

- Sharing learning targets with students
- Students to understand and recognise the standards they should aspire to attain
- Involving students in peer and self assessment
- Providing students with feedback to help them recognise their next steps and how to take them
- Involving both students and teacher in reviewing and reflecting on assessment data

#### **Aims**

- To recognise and take account of the variety of prior learning experiences, learning styles and multiple intelligences of all students.
- Enable students and teachers to identify achievements and plan for future progress.
- Assist with continuity and progression from KS2 to KS3 to KS4 to KS5.
- Meet statutory requirements.

#### **Statutory Requirements**

- A record must be kept of each student's academic achievements, progress and other skills which must be updated at least annually.
- The curricular record must include the results of statutory tests in KS2 and KS4.
- When a child moves to a new school, his or her records as above must be forwarded to the new school within 15 working days.
- A Teacher Assessment level must be given for each student in each subject at the end of KS3. A GCSE grade or BTEC Level must be awarded for each student in each of the Core and Option qualifications taken at KS4. An AS, A2 or Level 2 grade must be given for each student at KS5.

- A written report containing achievements and future targets for each student must be sent to his or her parent/guardian at least once per academic year.

### **Assessment for Learning (AfL) at St. Joseph's Catholic College**

The overriding principle of AfL at St. Joseph's is supported by the belief, stated in the College's Mission Statement, that each student is an individual who is "unique, with infinite potential". As such, all students in all subjects will experience the following:

- Individual discussion about prior attainment, short term, medium term and end of Key Stage target levels/grades.
- A series of diagnostic and formative assessments to give detailed guidance about How to Improve (HTI) based on assessment criteria.
- Lessons that offer visual, audio and kinaesthetic opportunities for diagnostic and formative assessment based on assessment criteria.
- Regular summative assessments, according to departmental and statutory requirements, that will give students a clear understanding of current attainment levels/grades.

### **Classroom Principles**

Good assessment practice will:

- Raise standards of attainment and behaviour, and improve student attitudes and response
- Enable the active involvement of students in their own learning by providing effective feedback and HTI, closing the gap between current performance and future standards required
- Promote student self-esteem through a shared understanding of the learning processes and the routes to improvement
- Build on secure teacher knowledge of the diverse linguistic and cultural background of students
- Guide and support the teacher in planning and evaluating lessons, allowing to plan for adjustments to meet students' needs
- Draw on a wide range of baseline data and teacher assessments, which will be tracked throughout the student's career at the College
- Provide information for teachers, team/subject leaders and intervention strategies
- Provide information that can be used by parents/guardians to understand students' strengths and areas for development
- Provide information that contributes to the whole College evaluation of attainment and performance

### **The 10 Principles of Assessment for Learning and how they apply at St. Joseph's**

This is taken from *Assessment for Learning: 10 Principles – Research based principles to guide classroom practice* (Assessment Reform Group, 2002). St. Joseph's adheres to these principles in its daily teaching practice.

1. Assessment for learning should be part of effective planning of teaching and learning
  - Use of baseline data and teacher assessments to diagnose student needs
  - Clear learning objectives and learning outcomes
  - Learning objectives to include assessment criteria phraseology
  - Schemes of work accommodate opportunities for diagnostic, formative and summative assessment
  - Termly review of targets with students
  - Sharing data from each subject across the College
2. Assessment for Learning should focus on how students learn
  - Developing study and thinking skills
  - Detailed annotation of work according to assessment criteria to indicate areas of merit and areas for improvement
  - Precise HTI for students to follow
3. Assessment for Learning should be recognised as central to classroom practice
  - A recognised assessment dialogue is followed in daily lessons
  - Lessons offer formative assessment opportunities at regular intervals
  - Plenaries offer summative assessment opportunities
  - Questions to diagnose misconceptions and assess what students know
  - Questions to develop higher level learning
4. Assessment for Learning should be regarded as a key professional skill for teachers
  - All colleagues have the opportunity to work collaboratively on techniques to improve assessment for learning within their own teaching practice
  - All colleagues recognise their role in informing the work of the Curriculum and Assessment Co-ordinator and Assistant Principal Intervention
5. Assessment for Learning should be sensitive and constructive because any assessment has an emotional impact
  - All written feedback offers a comment on what is meritorious in the work, followed by HTI comments that direct students to improve the work and explain how this can be achieved.
  - All oral feedback offers a comment acknowledging what is good in the written or oral work, followed by precise questioning and guidance towards finding the correct answer
6. Assessment for Learning should take account of the importance of learner motivation
  - Written and oral feedback emphasises progress and achievement, not failure.
7. Assessment for Learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
  - Share assessment criteria with students and complete tasks that allow them to interrogate what the assessment vocabulary means
  - Model answers to questions and discuss how the answers can be improved to meet levels/grades
8. Learners should receive constructive guidance about how to improve
  - Use of HTI comments
  - Use of Starters to act upon HTI comments

9. Assessment for Learning develops learners' capacity for self-assessment so that they can become reflective and self-managing
  - Use of peer assessment strategies to practise the learning dialogue with one another
  - Use of self assessment strategies to reflect upon their own learning and independently set their own learning targets
  - Create twice termly opportunities to reflect upon wider progress according to end of year and end of Key Stage targets
10. Assessment for Learning should recognise the full range of achievements of all learners
  - Through consistency in AfL practice across the College, students are accustomed to AfL dialogue and processes and apply them in a cross-curricular manner.

### **Use of data for curricular targets**

These steps should be followed so data can be used to assist AfL

- Baseline data (KS2 Levels, CAT Scores, FFT, KS3 teacher assessment, GCSE grades.) is collated by the Curriculum and Assessment Co-ordinator and disseminated to Associate Leaders at the beginning of each academic year.
- Associate Leaders disseminate data to class teachers, who examine the data to diagnose the medium and long term learning needs of individual students and whole classes.
- Class teachers set termly, end of year and end of Key Stage targets for each student; this information is input onto departmental records.
- Associate Leaders and class teachers meet to discuss students who cause concern and decide upon common strategies to help them.
- Class teachers maintain departmental spreadsheets each term.
- Associate Leaders analyse departmental spreadsheets each term and diagnose areas of underachievement
- Data is submitted to Curriculum and Assessment Co-ordinator for analysis.
- Associate Leaders meet with Assistant Principals to discuss any strategies that can be used to assist the departmental assessment for learning.

The Curriculum and Assessment Co-ordinator makes available subject specific spreadsheets after the release of each review sheet. Team/Subject Leaders can use these to analyse departmental progress and plan strategically for teaching different/key groups of students.

### **Assessment for Learning and Assessing Pupil Progress at KS3 (APP)**

Assessment for Learning principles are supported by the National Strategy's introduction of Assessing Pupil Progress at KS3 (APP). At St. Joseph's the English Department has used APP for KS3 assessment since 2004 and this is the key to assessment for Years 7 and 8.

APP can be used as both an assessment for learning and a management tool:

- APP offers teachers the opportunity to assess students according to very detailed and specific skills strands.
- Students are able to identify quickly and clearly what they need to learn in each skill strand in order to progress to the next level.

- Teachers can use APP to diagnose common misconceptions in the class.
- Team/Subject Leaders can use APP to diagnose common areas of skills deficit across whole year groups.
- Teachers can use the Assessment Focuses to share with parents/carers how they can help students to progress.

### **Involving Parents/Carers**

St. Joseph's views parents/guardians as co-educators and encourages a two-way flow of information between home and College in which parents/Carers contributions are valued. Teachers have a responsibility to share guidance and support to parents/guardians through the following methods:

- Review sheets
- Academic Tutoring Day
- Parents' Evenings
- Open Evenings where teachers model techniques to parents/carers

Specific guidance on reports, monitoring sheets and Parents' Evenings can be found in the College's *Assessment, Reporting and Recording Procedures*.

### **Assessment for Learning Strategies**

Teaching strategies:

- Questioning
- Modelling
- Scaffolding
- Graphic organisers, such as circle diagrams and rainbow metaphors
- Explaining
- Demonstrating
- Differentiating
- Exemplification of level/grade criteria
- Guided tasks
- Independent work
- Collaborative work employing speaking and listening skills

Reflective strategies:

- Peer and self assessment
- Teacher assessment
- How to Progress comments
- AfL/Level records in exercise books

Classroom based strategies:

- Display level/grade descriptors prominently
- Display exemplar work
- Display guidance on peer and self evaluation

Evidence of AfL:

- Students' reflection documentation/self evaluation
- Drafting/revisiting/revising/editing
- Interaction and collaboration
- Students designing own tasks and mark schemes
- Students improved self-esteem and confidence

## **References**

*Assessment for Learning: Whole school training materials – DFES, 2004*

*Assessment for Learning: Subject development materials – DFES, 2005*

*Assessment for Learning: 10 principles – Assessment Reform Group, 2004*

*Inside the black box: assessment for learning in the classroom – Black, Harrison, Lee, Marshall and William, 2002*



## Assessment for Learning and the Whole College

Classroom Teacher

Associate Leader

Curriculum and  
Assessment Co-ordinator

Assistant Principal

Term 1:

- Record KS2, CATs, FFT, TA data for each student
- Set projected targets for end of KS, end of year and end of term for each student; record on spreadsheet
- Notify student of expectations and prepare departmental record sheets for each student to log progress

Term 1:

- Ensure all baseline data is entered onto departmental spreadsheet
- Use data from Curriculum and Assessment Co-ordinator to set departmental targets for each year group
- Check that departmental targets agree with individual teacher targets

Term 1:

- Baseline data arrives and input into whole college spreadsheets
- Data disseminated to Associate Leaders

Term 1:

- Ensures that targets from previous academic year are implemented by teachers
- Underachievers reviewed individually
- Discussion with Associate Leaders

All terms:

- Each SOW to follow the Assessment Structure outlined in *Assessment Reporting and Recording Procedures*
- All students to have formative HTP that they can record
- Monitor progress of each student
- Notify Associate Leader if student underperforms; discuss intervention strategies
- Reward good attainment
- Record assessment data for term on departmental spreadsheet

All terms:

- Analyse departmental spreadsheets to identify underachievers
- Discuss strategies with classroom teacher
- Advise i/c Intervention of underachieving students
- Check department is on target for attainment
- Bi-termly work scrutiny to monitor assessment
- Audit departmental assessment sheets (e.g. APP) to identify common areas for improvement in teaching

All terms:

- Monitor Autumn, Spring and Summer reports; identify underachievers and discuss with?

All terms:

- Reviews spreadsheet and report sheet data with Curriculum and Assessment Co-ordinator
- Reviews underachievers with Associate Leaders and monitors progress towards termly/year end targets
- Arranges specific whole college intervention programmes, using internal resources and external agencies

Term 6:

- Review the year's progress for each student
- Identify underachievers and discuss strategy with Associate Leader
- Complete departmental spreadsheets with data for use by next class teacher

Term 6:

- Review the year's progress for each year group
- Identify underachievers and discuss strategy with Class Teacher
- Analyse departmental spreadsheet and pass on data to next class teacher

Term 6:

- Review the year's progress for each subject and year group
- Notify LA of TA

Term 6:

- Review the year's progress for each subject and year group with Curriculum and Assessment Co-ordinator
- Review departmental progress with Associate Leaders and set targets for next academic year