

# QUEEN ELIZABETH HIGH SCHOOL

## ASSESSMENT FOR LEARNING POLICY



### 1. Rationale

- Assessment for Learning is central to effective teaching and learning
- Formative assessment increases teachers' understanding of their students and helps them to provide students with feedback to improve learning
- All students are entitled to regular and good quality feedback which helps them to improve

### 2. Aims

*“Recent research shows that the strengthening of formative assessment produces significant and often substantial learning gains over ages, subjects and countries”  
Paul Black and Dylan William – Inside the Black Box*

- To recognise that it is the responsibility of all teachers to carry out formative as well as summative assessment
- To share and understand a common meaning and approaches to assessment for learning
- To support and facilitate improvements in assessment for learning through appropriate CPD activities
- To monitor the quality of assessment for learning via a cohesive and transparent procedure (SEF)

### 3. Definitions

Assessment can help all students learn if teachers:

- Are clear with learners about what they are being asked to learn and how they will know they have been successful
- Help them become more aware of how, as well as what, they are learning
- Help them to reflect on their strengths and weaknesses
- Give them guidance on how to improve and opportunities to do so

There are four key areas integral to the development of assessment for learning:

#### ***i. Sharing learning objectives***

Teachers should share learning objectives with students at an appropriate point(s) in the lesson. These should be displayed visually and be written in language which informs learning outcomes for the students. These learning objectives should be returned to during and at the end of the lesson to assess whether they have been met. Success criteria should be explicit.

#### ***ii. Effective question and answer technique***

A variety of question and answer techniques should be used to engage all students. Questioning should develop higher order thinking. A questioning climate should be encouraged in lessons.

#### ***iii. Self and peer assessment***

Students need to learn how to assess their own and others work. There should be regular opportunities built into the scheme of work to allow self and peer assessment. This may involve the use and development of the VLE.

**iv. Verbal and written feedback**

Constructive feedback on weaknesses and strengths together with advice on how to deal with them will help all students learn. Students should receive written feedback on their work at regular intervals throughout the term and in particular on common assessment tasks. In practical situations verbal feedback may be more appropriate.

**4. Responsibilities**

**Role of Assistant Headteacher with responsibility for Teaching and Learning including Assessment for Learning**

- To ensure that assessment for learning developments are included in CPD activities and programmes
- To ensure that staff are aware of current research and national initiatives related to assessment for learning
- To lead and manage the teaching and learning review process for curriculum areas which involves monitoring assessment for learning
- To formulate with curriculum leaders assessment for learning developments required as part of the department action plan

**Role of Curriculum Leaders**

- To ensure that assessment for learning developments are included in department meeting agendas and department CPD activities
- To monitor the quality of assessment for learning of all teachers in the department through the self evaluation process
- To formulate an action plan to develop assessment for learning with the Assistant Headteacher responsible for teaching and learning
- To support individual teachers where appropriate
- To monitor the impact of assessment for learning on student achievement

**5. Monitoring and Evaluation Process**

Curriculum Leaders through SEF process  
Senior Leadership Team through department review process  
School Improvement Partner through termly review meetings

**6. Other Policies**

This policy should be read in conjunction with other policies/documents:

- Teaching and Learning Policy
- Marking Policy
- SEF documents and guidance
- Homework Policy

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**The Assessment for Learning Policy was agreed by the Education Committee at their meeting on 10 October 2013**

<b>Designation</b>	<b>Signature</b>	<b>Date</b>
<b>Chair of Education Committee: Linz Charlton</b>		
<b>Federation Headteacher: Neil Morrison</b>		
<b>Review Date</b>	September 2014	