Local Procedure Title	Assessment for Learning
Site	Coxlease School
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Local Procedure Author(s)	Lisle Smith & Kayleigh McCarter
Local Procedure Ratification	Checked and Approved by:

1. Introduction

Assessment is the core aspect to ensure all pupils make excellent progress. At Coxlease School, we endeavour to use a range of assessment tools to enable pupils to achieve to their full potential. From this, actions can be taken to deliver effective and successful teaching to address any area of need. It is vital that students are able to recognise their strengths and areas for development with an understanding confidence that failure underpins resilience and knowledge within successful learners.

Coxlease School supports a variety of pupils with social, emotional and mental health needs, therefore Assessment for Learning has been adapted to meet these needs and include all aspects that may have resulted in barriers to learning and achieving.

2. Aims and Outcomes

- To provide an assessment of student learning which is manageable within a teacher's workload as well as providing information on an individual's achievement, attainment and progress.
- To raise achievement by making students aware of their strengths and weaknesses, by giving recognition to what they have achieved and helping them to plan their way forward.
- To raise achievement by ensuring that students are given opportunities to carry out higher-level learning.
- To develop students independent study skills.
- To encourage students to take responsibility for and ownership of their learning.
- To provide opportunities for students to critically analyse their own effectiveness.
- To motivate pupils to produce the highest quality work they are capable of.

   Teachers should therefore aim to mark with these purposes in mind:

- To give students structured and constructive feedback about their writing, reading and speaking and listening in relation to global and/or specific learning intentions.
- To provide students with information so that they can make continued progress.
- To be clear and focused on academic development.
- To praise students for progress and developments which they have made.
- To recognise development and reward students using the school reward system.
- To give students with opportunities to understand the meaning and criteria of academic levels or grades.

3.	Guidelines

- Teachers should keep records of all pupil conferencing.

- Marking should be undertaken as efficiently and effectively as possible, in every lesson.
- Comments should be written in language which is accessible to the student.
- Students should have formative feedback at least once a month. The expectation would be that formative feedback would follow the guidelines given below on Assessing Student Progress.
- Teachers should keep up to date records of marks/levels/grades given to individual students in their classes in the student's central document.

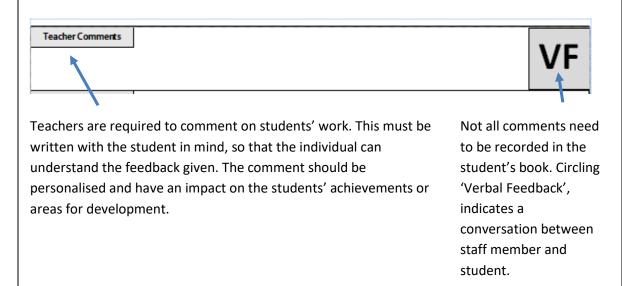| 4.	In Class Marking & Pupil Conferencing

Checking & Marking Classwork

- The marking of students' work should be in line with the school's marking layout scheme:

Date		Retrieval Challenge
Today we are learning about ...		

A clear learning objective must be evident in every piece of written work.

Teachers may wish to draw on the students' prior learning and knowledge. They may wish to ask them a questions or present them with a problem that will encourage the student to use knowledge from a previous lesson/s. *

Evidence suggests that retrieval-based learning is an effective way to support students with retaining information, applying it successfully in a cross-curricular context and deepening their understanding towards a topic.

Teacher Comments		VF

Teachers are required to comment on students' work. This must be written with the student in mind, so that the individual can understand the feedback given. The comment should be personalised and have an impact on the students' achievements or areas for development.

Not all comments need to be recorded in the student's book. Circling 'Verbal Feedback', indicates a conversation between staff member and student.

- Work must be acknowledged to quality assure the following:

  1. To show you are aware of the quality of work
  2. To challenge incomplete or untidy work
  3. To reward and recognise outstanding effort
  4. To identify pupils who may need more help or challenge.

- Peer-assessment in the form of student marking may be done to encourage student engagement with assessment criteria and develop peer support.

  Pupil Conferencing

  There are two forms to pupil conferencing that teachers use to support AFL within lessons:

- Pupil conferencing to address areas of need and misconceptions. This will support teachers in addressing strengths and next steps for individuals or whole class intervention opportunities. *(Appendix 1)*
- Pupil Conferencing to evidence learning in the classroom that has been delivered through discussion/ whole group input activities. *(See Appendix 2)*

5. Assessment through Questioning/Feedback

The outcome of effective questioning:

- to recap on existing knowledge
- to help create new understanding
- to develop thinking
- to focus on key issues
- open questions to stimulate discussion and thinking

Bloom's Revised Taxonomy utilised to differentiate and target questions to specific students moving from questions that test:

Knowledge –   Remember / Recall / Identify / Name / Label / Outline…
Understanding – Describe / Explain / Summarise / Infer / Discuss…
Application –   Do / Use / Construct / Solve / …
Analysis –   Analyse / Investigate / Compare / Contrast / Debate…
Evaluation –   Critique / Assess / Justify / Judge…
Creativity –   Create / Formulate / Solve / Invent / Produce…

Questions should be:

- closely linked to the learning
- linked to the level of challenge as the lesson progresses
- planned to cater for different abilities
- used to help students organise their thinking and learning
- phased in such a way to encourage students to answer in an atmosphere where they are prepared to take risks and accept that making mistakes is part of the learning process

- used to help the lesson to progress
- used to identify where support is needed for individuals or whole group

6. Peer and Self-Assessment

Peer and self-assessment should be used to encourage students to take ownership of their learning and make them active participants within the classroom. This form of assessment is also designed to support students in building resilience towards their learning.

For peer and self-assessment to be successful, teachers should be aware of:

- Training the students in this area, by highlighting the learning intention for the lesson and encouraging an area of focus whilst participating in the peer or self-assessment.
- Regular opportunities should be planned where students can assess each other's work, giving constructive feedback and advice on how to improve.
- Creating a non-judgemental environment, so students feel comfortable and able to discuss their learning.

Strategies should include:

- sharing assessment criteria in student speak and getting students to peer assess one another's work or self-assess, with an emphasis upon students justifying their judgements
- explicitly teaching the skills required to carry out effective peer assessment
- beware, it is not the "grade" in itself that is the key part of self or peer assessment, although it is helpful for students to have an understanding of what a piece of work at a particular level or grade looks like, but rather the process of engaging with the assessment criteria and being able to justify their judgements. Some students may focus more upon how they have performed when compared to their peers in terms of a summative level / grade than the actual learning that has taken place through engagement with the assessment criteria.

7. Assessment through Discussion

- This will give students who do not always write clearly the opportunity to demonstrate their understanding.
- A list of ground rules are important and may include the following:
  - to actively encourage students to contribute
  - to treat other people's ideas with respect
  - to give reasons for ideas and opinions
  - you can disagree if you can give a good reason
  - you can change your mind
  - to try and reach some agreement if possible

- Teachers are advised to use *Pupil Conferencing* templates to evidence individual and class learning.

8. Summative Assessment & Implementation

There should be a minimum of *three* Key formative assessment tasks completed during the year for each year group, in each subject.

The following guidelines apply to assessed pieces of work:

- Teachers should follow the assessment guidance for their subject
- Teachers should be explicit about what is being assessed
- Teachers should clearly indicate which assessment criteria have been met, for Key Stage 4 and 5, which grade and level has been achieved.

Before the next piece of work is undertaken, revisit the targets from the previous key assessment.

Rising Stars is used as the key summative assessment tool for key stages 2 & 3.

Students should be assessed termly on the following:
- Maths
- Reading
- Spelling, Punctuation & Grammar

Teachers are required to use the results from Rising Stars to make in-class intervention decisions and adjust future planning accordingly to target learning areas of need.
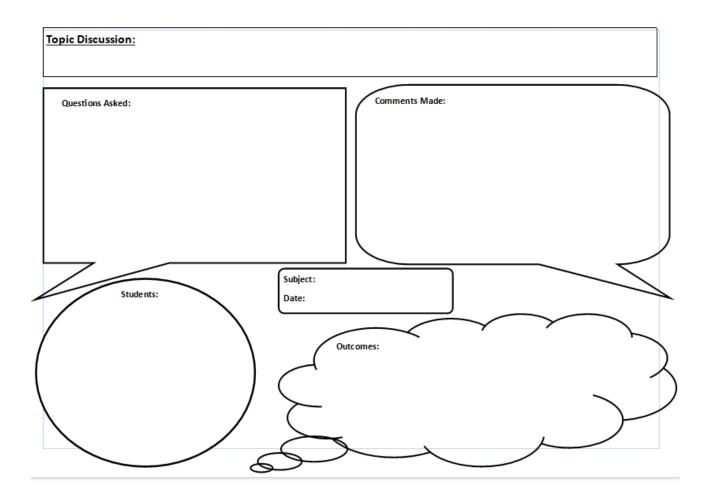
Further use of Rising Stars allows teachers to make an accurate judgement on the student's academic progress and current working level. Teachers are required to record their progress and current level on each student's central document.

Appendix 1

Date	Whereabouts are they in their learning process?	Noticings, Including future mini-lessons ideas	Conference notes, Including what I taught/what I learnt

STUDENT NAME	WHAT ARE THEY STRUGGLING WITH?	POSSIBLE MINI LESSON TO TEACH.

Appendix 2

Topic Discussion:

Questions Asked:

Comments Made:

Students:

Subject:

Date:

Outcomes:

Contents Checklist (Local Sites may add additional items – this is a core list)			
Teaching and learning aims and principles linked to school aims			
Teaching and learning – specifically tailored to your cohort.			
Local strategies used			
How are the following taught in your setting: RE, PSHE and Citizenship, British Values, SMSC			
Overview of assessment (detail in the AfL procedure)			
Overview of resources			
Expectations of students			
Reporting and partnership with parent/carers			
Celebration of achievement			

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions