



CS05 – Assessment for Learning



Last Review Date	November 2024	Next Review Date	November 2026
Leader of Policy Review	Headteacher, Deputy Headteacher		
Associated Policies	Assessment of Learning		

The school's Assessment Policy comprises two strands:

- Assessment of Learning
- Assessment for Learning

This policy document focuses primarily on Assessment for Learning strategies.

Assessment for Learning contains elements of formative assessment and is built on the principle that one of the main roles of assessment is supporting individual learners on an ongoing, day-to-day basis. Students will make better progress if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve the aim.

The purpose of assessment for learning within school is that it should:

- form an important part of effective planning of teaching and learning
- put students, and how they learn, at the heart of classroom practice
- take account of the importance of learner motivation
- promote a shared understanding with students of learning goals and assessment criteria
- include constructive guidance for students on how to improve
- develop students' capacity for self-assessment so that they can become better independent learners
- recognise achievement at all levels

All departments have undertaken a range of development activities designed to research and implement Assessment for Learning strategies. The following principles form a guide for good practice:

- **Current and Prior Attainment** is shared with students in order to develop their own understanding of where they currently are and how they can extend their skills and knowledge
- **Self-assessment** is used so that students improve their understanding of assessment criteria and develop their ability to reflect upon their own progress and to set targets within the context of their learning
- **Peer-assessment** is used to help students develop their communication skills and their ability to work with others, and to enable them to develop their ability to reflect upon their own progress and to set targets within the context of their learning
- **Verbal Feedback** is personalised, includes appropriate praise, and suggests ways to improve
- **Written Feedback** is regular, consistent, praises good features, and sets specific targets for improvement
- **Targets** are discussed by teachers and students as a means engaging students in their own learning and as an aid to motivation
- **Improvement Strategies** are discussed by teachers and students as a means engaging students in their own learning and as an aid to motivation
- **Student Feedback** is used by teachers to evaluate individual lessons and plan for future lessons