

## The Swan School Policy - Assessment for Learning

Aims:	<ul style="list-style-type: none"> <li>To ensure that regular assessment is an effective tool for accelerating students' progress by checking what pupils have learned, identifying any misconceptions, informing teachers' future planning to address learning gaps, and identifying students in need of additional support.</li> <li>To ensure that assessment data is easily understood and acted upon by all stakeholders, including staff, parents/carers, and students.</li> <li>To provide timely information about student progress to parents/carers so that they can support their child's learning.</li> <li>To ensure that students consolidate key learning through regular revision and retrieval practice.</li> </ul> <p><i>This will be achieved by:</i></p> <ul style="list-style-type: none"> <li>High quality formative and summative assessments explicitly written into curriculum plans.</li> <li>Moderation of assessments to ensure that they are appropriately rigorous.</li> <li>Baseline testing on entry to gain an accurate understanding of students' starting points.</li> <li>Scheduling regular summative assessment points throughout the academic year.</li> <li>Providing parents/carers with information about what progress data means and how to act on it.</li> <li>Providing sufficient time throughout the year for staff to analyse and act on information from assessments.</li> </ul>
Targets/ Outcomes	<ul style="list-style-type: none"> <li>Excellent progress and attainment of all students</li> <li>All stakeholders understand what progress data means and how to act on it.</li> <li>Teaching and intervention planning are responsive to information gained through analysis of assessment information.</li> </ul>
Definition:	<ul style="list-style-type: none"> <li>Assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.</li> <li>Broadly, there are two types of assessment: <ul style="list-style-type: none"> <li>Formative - frequent, low stakes evaluations that are used throughout a unit of work to help students and teachers to identify and plan to address learning gaps/misconceptions. This may take a range of forms including, knowledge quizzes, in-class questioning, feedback from classwork.</li> <li>Summative - formal assessments used to evaluate student learning at the end of an instructional period. These are cumulative, graded assessments and typically take the form of a written examination. At The Swan, these take place three times per year.</li> </ul> </li> </ul>
<b>Roles and Responsibilities:</b>	
Students will:	<ul style="list-style-type: none"> <li>Recognise the importance of assessment as a tool to support and accelerate their learning.</li> <li>Complete all preparation (revision) tasks and assessments to the best of their ability.</li> <li>Seek out and positively act on feedback from assessments to improve their learning.</li> </ul>
Teaching staff will:	<ul style="list-style-type: none"> <li>Plan high quality formative and summative assessments that are fully integrated into the curriculum. These should be cumulative, building on knowledge covered throughout the curriculum.</li> <li>Integrate formative assessments, including low-stakes knowledge quizzing as a regular feature of lessons.</li> <li>Participate in moderation activities to ensure that all assessments are rigorous, appropriately challenging, and marked accurately.</li> <li>Provide timely feedback to students following assessments.</li> <li>Report a percentage score for summative assessments to students and parents.</li> <li>Analyse summative assessment data and use the information gathered from formative and summative assessment to adapt their teaching and curriculum planning to address learning gaps.</li> <li>Proactively work with the Accelerated Learning team to support any students who are falling behind.</li> </ul>
Accelerated Learning team will:	<ul style="list-style-type: none"> <li>Use assessment data, including baseline assessments, to identify students in need of additional support for their learning.</li> <li>Use assessment data to monitor the progress of students receiving additional support and modify intervention strategies accordingly.</li> </ul>
Parents and carers will:	<ul style="list-style-type: none"> <li>Read their child's progress data sheet and any accompanying information.</li> <li>Discuss with their child how they are getting on in school, encouraging them to reflect on what is going well and how they will address any learning gaps.</li> <li>Provide a suitable place for their child to complete homework and prepare for assessments.</li> </ul>
SLT will:	<ul style="list-style-type: none"> <li>Report termly summative progress information to parents/carers. This will include: % score for each subject, cohort average %, an indication of how their child has progressed compared to those with similar starting points.</li> <li>Schedule Progress Check Afternoons and Data and Planning Days to allow sufficient time for staff to analyse assessment data and act on information.</li> <li>Support teaching staff with analysis of assessment data.</li> <li>Provide information to parents how to read and interpret their child's progress data, including information events as required.</li> <li>Facilitate moderation activities.</li> <li>Monitor the quality of assessments through learning walks, data analysis, and work sampling.</li> </ul>
Related Docs:	<ul style="list-style-type: none"> <li>Rewards and sanctions, Teaching and Learning policy, Feedback policy</li> </ul>

<b>Monitoring Date:</b>	<b>Monitored By:</b>	<b>Full Review Due:</b>	<b>Review By:</b>