

# MAPLE MEDICAL PRU ASSESSMENT FOR LEARNING POLICY

## Overview

Assessment for learning describes the assessment processes that take place during teaching and learning. Evidence is actually used to adapt the teaching work to meet the needs of the learners.

Great benefits can result from teaching pupils to “learn how to learn” – in other words to be included explicitly in their own learning using strategies which show them how to diagnose their own strengths and weaknesses and act upon them.

## Assessment for Learning can be Summative and/or Formative

### Summative Assessment for Learning

- carried out periodically (e.g. end of a unit or year)
- to judge how well a pupil is performing
- probably reported in terms of grades, marks or levels
- allows schools to track progress over time

### Formative Assessment for Learning

- refers to all those activities undertaken by teachers, and by the pupils in assessing themselves, which provides information to be used as feedback to modify the teaching and learning activities in which they are engaged.
- or in other words *“Assessment for learning is 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)

### Assessment for Learning in Practice

Good Assessment for Learning:

1. means that teachers are clear about their expectations and communicate these to pupils. This involves sharing learning goals/objectives with pupils. These should be discussed with

pupils prior to starting an activity and revisited during the lesson and/or in a plenary

2. aims to help pupils to know and to recognise the standards they are aiming for (i.e. clarifies the learning outcomes of each task)
3. means that teachers clearly explain the criteria for success. Wherever possible these should be hierarchical e.g. differentiated outcomes, so that pupils can see what they have to do in order to 'move up a level'.
4. involves pupils in self and peer assessment (including involving pupils in the evaluation of the work of others, in relation to specific criteria)
5. provides verbal and written feedback that leads to pupils recognising their next steps and how to take them
6. involves both teacher and pupils reviewing, and reflecting on, assessment information
7. views the process of completing a piece of work to be as important as the outcome
8. models and share ideas of quality
9. creates an environment where pupils develop as active learners

### **Monitoring and review**

All members of staff and the Management Committee have the responsibility of implementing this policy.

Head teacher signature .....

Management Committee signature .....

Date of policy: February 2020

Date of policy review: February 2022