



# ST. JOHN THE BAPTIST'S COLLEGE

## ASSESSMENT FOR LEARNING POLICY

# **Assessment for Learning Policy** **St John the Baptist's College**

## **Rationale**

Promoting the pupil's learning and developing their self-esteem and confidence is at the core of our school ethos in St John the Baptist's College. Assessment lies at the heart of this process and is incorporated into planning, teaching and learning strategies and review processes throughout the school. In St John the Baptist's College, we believe assessment strategies should be concerned with the whole child. The process of assessment should enable us as teachers to make decisions about the education of our pupils as we chart their progress and achievements and it should also assist us in the diagnosis and identification of special needs. As part of the N.I Curriculum children are entitled to have their achievement recognised and used to shape their future learning, thus ensuring progression and continuity. Good assessment strategies enable this to happen. Assessment should be formative as well as summative and must point the way forward in the child's learning process as well as recording the point reached in any given area of the curriculum.

## **Purpose:**

Based on research Assessment for learning has been shown to be a very effective method of formative assessment. It increases pupil participation and overall performance.

The aims of Assessment for Learning at St John the Baptist's College are:

1. To build a more open relationship between pupil and teacher where pupils are not afraid to take risks with learning and teachers provide positive feedback.
2. To involve pupils in the learning intentions for every lesson.
3. Pupils and teacher can identify success criteria.
4. To give pupils the opportunity for self-evaluation and peer evaluation.

5. To promote pupil's active listening and questioning skills.
6. To celebrate success-recognition of every pupil's achievement.

### **Practices:**

The aims of Assessment for learning will be achieved through the following practices:

1. **Effective Planning**- Formal assessment helps with planning and enables teachers to ensure that learning experiences are varied; meaningful and stimulating. Self-review by teachers and students will be built into the planning.
2. **Shared Learning Intentions and Success Criteria**-Learning intentions and success criteria are shared at the beginning of every lesson. They are tailored to be appropriate to the age and ability of the pupils. The focus of the learning intentions is not only on knowledge and understanding but also on the transferability of skills. These intentions can be delivered orally or in written format.
3. **Effective Questioning**-Include opportunities for the development of oral skills through open-ended questions, discussions, paired work and 'Blue Sky Thinking'. These strategies will help to motivate pupils and give them confidence.
4. **Feedback**-this is essential for effective learning and teaching. Strategies such as marking for improvement, and frequent, meaningful oral feedback are strategies used.
5. **Self-Assessment**-allowing pupils time to reflect on what they have learned and how they have learned during lessons. This is an area which the College aims to develop further.
6. **Standardised Assessments & Homework**-class tests, end of topic tests and homework are set regularly. All half-term & end of term assessment are recorded on SIMS and cumulative reports are sent out at mid-term and at the end of term. (5 times per year)

## **Role of the Teacher**

- To mark work regularly and decide how grades/ marks/ comments are standardised and attributed.
- Marking should be consistent within each department so that pupils are aware of the criteria used.
- Work should be marked in a way which provides clear feedback to each pupil on their level of achievement and on their strengths and areas for improvement, so that learning takes place.
- Marking comments should place emphasis as much as possible on praise and encouragement and be realistic. e.g. maybe re-word
- Marking should be linked, wherever possible, to clear criteria, of which the pupils are made fully aware, before embarking upon an assignment. This is particularly important in the context of an extended piece of work.
- Marking comments should be legible and written using language that the pupils are able to understand.
- Marking should be linked to the system of rewards (merits for good work) so that pupil motivation is encouraged.
- Marking should emphasise and support high standards of spelling, punctuation and grammar in all areas of the curriculum and demonstrate application of the Literacy Code
- Staff should keep a record of all marks/ grades given for the key pieces of work using SIMS. This information provides important evidence which can be used to assist with tracking individual pupil progress.

## **Monitoring**

Monitoring to take place through classroom visits and PRSD. Teachers will be asked to provide feedback on how Assessment for learning techniques and strategies are being implemented. This will be done through the use of critical questioning. Teachers will self-evaluate at the end of the academic year in order to plan for the forthcoming year.