

Paulet High School	School Policy Document		
Document Title	Assessment for Learning and Target Setting Policy		
Document Status	Approved	Approved Date	1st February 2011
Document Owner	Assistant Headteacher (Student Progress)	Review Date	January 2013
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

Assessment for Learning and Target Setting

Policy Aims

- to ensure Assessment for Learning (AfL) is used consistently across the curriculum
- to use AfL effectively so students know their “next steps” towards improved attainment and achievement
- to help students to know and recognise the standards they are aiming for
- to share learning goals with students
- to provide the means to engage, motivate and raise students’ aspirations
- to inform lesson planning
- to enable teaching staff to assist in the CEIAG for students by setting meaningful targets based on attainment linked to progression routes at 14, 16 and Post 18.
- to ensure students’ entitlement to have their work assessed and commented on
- to continue to raise attainment standards across the school

Attainment

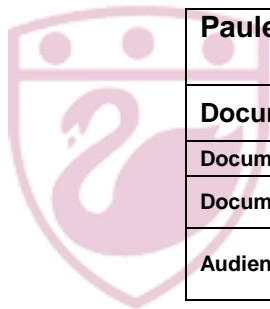
- work should be assessed regularly and meaningful feedback given to students. Feedback may be written or verbal
- work may be assessed for a specific focus which should be communicated to the students prior to assessment (eg. spelling, understanding of a particular concept, skills etc)
- work should receive a part level at KS3 and a GCSE grade at KS4. It is recognised that not all assessed work will be graded or levelled but students should receive a current “working at” part level or grade at least once per half term
- feedback should be positive, highlighting the strengths of the work and any areas for improvement.

Progress/Effort

- written feedback must measure progress against the learning objective/outcome
- it is good practice to follow up written feedback with verbal feedback particularly where there has been a misconception or perceived lack of effort
- effort and progress are rewarded in line with the whole school rewards system

Individual Student Targets

- written feedback must indicate targets for improvement
- targets must be SMART: Specific, Measurable, Achievable, Relevant and Timed
- targets should be subject specific and indicate what needs to be done to achieve the next part level or grade
- mechanistic targets (eg. *use a ruler to underline*) should be in addition to formative comments



Paulet High School	School Policy Document		
Document Title	Assessment for Learning and Target Setting Policy		
Document Status	Approved	Approved Date	1st February 2011
Document Owner	Assistant Headteacher (Student Progress)	Review Date	January 2013
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

Target setting across the school

- whole school targets are set annually following SLT discussion
- departmental targets are set annually by subject leaders following discussions with SLT line managers
- students are informed of their annual target at the beginning of each academic year
- for Key Stage 4 students the targets are those to aspire to by the end of each course they study
- for Key Stage 3 students data is recorded using part levels. These are 'c' just entered a level, 'b' working well within a level and 'a' working at the top of a level
- the criteria for each target level/grade is shared with students during the delivery of their lessons
- student targets are based upon prior data, however, these are reviewed and negotiated at least three times a year.
- student 'working at' and target discussions take place during lesson times and usually follow on from an assessment
- for students in years 8, 9, 10 and 11 forecast targets are also set
- forecast targets are the likely outcome for the end of the year (8 and 9) or the end of the course (10 and 11) if a student continues to apply the same level of effort
- working at, forecast and target data is refreshed during each whole school data entry
- each classroom displays a poster defining these terms
- an extended form period is calendared three times each year to allow target setting discussions to take place
- parents are informed of their child's data three times each academic year

Literacy

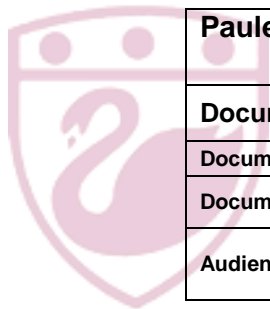
All teachers are teachers of literacy and as such must ensure

- common mistakes in written work and speaking activities are highlighted and corrected
- subject specific/key words must be corrected
- subject specific/key words must be displayed
- literacy posters must be displayed in all classrooms
- students in all subjects must have access to dictionaries

Regularity of marking

All written work must be marked as soon as possible after being set. Students should have work assessed and returned to them within two weeks. It is recognised that more substantial pieces of work (coursework/projects/special studies) may take longer. Marking will vary depending on the nature of the work that has been set. It may be

- marked for a particular focus
- self-assessed
- peer-assessed



Paulet High School	School Policy Document		
Document Title	Assessment for Learning and Target Setting Policy		
Document Status	Approved	Approved Date	1st February 2011
Document Owner	Assistant Headteacher (Student Progress)	Review Date	January 2013
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

Self and peer assessment

The school recognises the importance of, and values, both peer and self assessment.

Suggested approaches

- students assess own work against specific criteria
- students assess each other's work against specific criteria
- student assess partner's work against a specific focus
- student read partner's draft and suggests targets for improvement

Exemplars

The following must be displayed in all classrooms

- subject specific key words and phrases
- level/grade descriptors
- students' assessed work showing the level/grade awarded

Monitoring

The subject leader has the responsibility for monitoring assessment for learning within the department. This is done through

- work scrutiny
- lesson observation
- work moderation
- data analysis*
- student voice

** Whole school data collections are calendared and occur 3 times a year for all students. It is important that subject leaders quality assure the department's data before it is submitted to ensure consistency in assessments.*

When under-achievement is identified it is the responsibility of the subject leader, working with the class teacher, to ensure intervention strategies are in place.

The Head of Year has the responsibility of monitoring achievement and progress across the year group. This is done through:

- analysing data
- liaising with subject leaders
- liaising with the form tutor
- meeting with students and parents
- applying appropriate intervention strategies
- student voice

The school's data group discuss current practice, review and develop future practice.