

By using Formative Assessment, teachers and students are better able to make better decisions about next steps. It provides feedback on performance to both, indicating where challenge and change may be needed. The process highlights the need for any intervention ensuring personalised learning for all. Formative Assessment is a continuous process embedded in the school culture and shapes future learning for the benefit of all students.

How do we know this?



1. There is clear evidence that feedback is being used to improve learning.
2. Students write their own targets.
3. They see it as a process they own—it is not being done to them but with them.
4. They are engaged and have high expectations of themselves.

What are we doing to maximise Formative Assessment (AfL) ?

- ◇ We give students the skills to confidently respond to feedback and on how to become reflective learners
- ◇ We listen. Hogden and Askew (2010) suggested that perhaps the most valuable source of assessment information was listening to children
- ◇ Teachers do not feel pressure to ‘plough’ through the curriculum
- ◇ We observe teachers to ensure that they have the skills to use formative assessment effectively and can adapt quickly and confidently to students’ needs
- ◇ We liaise with teaching assistants who often have more detailed picture of a student’s learning
- ◇ Feedback Feedback Feedback!
“...feedback while you learn has more effect on student achievement than any other single factor..”. (Petty, 2009, P.480)
- ◇ We share good practice to deliver innovative and inspiring lessons
- ◇ Our Assessment Policy ensures that there is a consistent approach across all subjects

Our Assessment Policy is available on our website.



Information for Parents/Carers on Assessment in our School

At our school we acknowledge the important role that assessment plays. We have high expectations for all our students and aim to provide an outstanding learning experience in order to maximise their learning outcomes. We recognise that good assessment promotes learning and motivates learners. We value our relationships with parents and carers and appreciate your continued involvement as we work together for the benefit of the students. This leaflet aims to inform you about the two types of assessment and how we use these in our classrooms.

“Development in learning is not that straightforward...sometimes learning involves ‘unlearning’ something you previously held true.”
(Hodgen and Askew, 2010)

SUMMATIVE ASSESSMENT

Also referred to as Assessment of Learning (AoL)

“..is used to summarise what pupils know or can do at certain times in order to report achievement and progress.” (ARG, 2003)

This is the type of assessment that you are more likely to be familiar with. Its main characteristics are:

- ⇒ a mark or grade is usually awarded
- ⇒ it comes at the end of a topic or stage
- ⇒ it provides a snapshot of what students have learnt at a particular point in time
- ⇒ can be used to report to parents and other parties
- ⇒ measures the student, teacher and school against local and national standards

GCE's, GCSE's and SATS are all examples of external Summative Assessments. At our school we are cautious not to set too many internal summative assessments for the following reasons:

- ⇒ they may lead to low self-esteem for some students
- ⇒ It can lead to 'teaching to the test' restricting the range of learning that might occur
- ⇒ students tend to only look at the grade and not the written comments
- ⇒ they encourage students to make comparisons between each other
- ⇒ It does not provide information about skills such as critical thinking and teamwork
- ⇒ there is no strong evidence to support the claims that achievement is improved by testing

When we do assess in a summative way, we:

- ⇒ conduct them at identified intervals
- ⇒ design them so that we find out what students have learnt
- ⇒ use the results to guide future learning—formative use
- ⇒ ensure that marking is accurate, consistent and not subject to bias

FORMATIVE ASSESSMENT

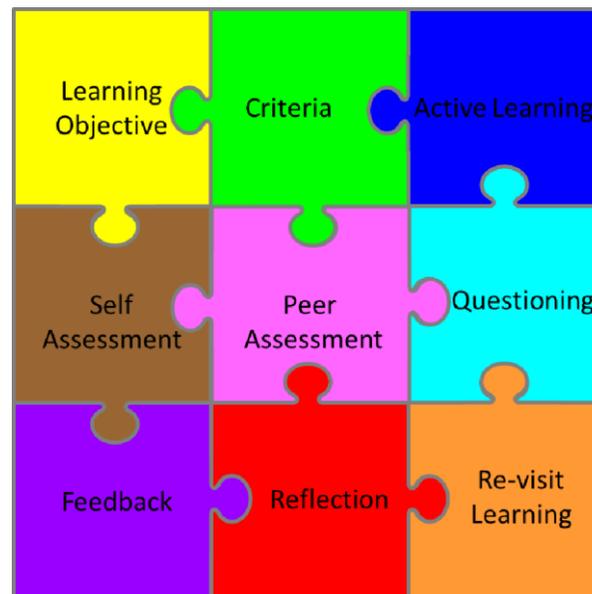
Also referred to as Assessment for Learning (AfL)

“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.” (ARG, 2002)

The concept of Assessment for Learning (AfL) was developed by Paul Black and Dylan William (1990) in a study called 'Inside the Black Box'. It identified that Formative Assessment was proven to raise achievement levels and would enable students to answer the following questions about their learning:

1. Where do I need to get to?
2. Where am I now?
3. How can I get there?

What does AfL look like at our school?



The purpose of Formative Assessment is to move the learner forward both in terms of progress and achievement. It encompasses all the ways in which we assess students throughout lessons and includes:

Setting a clear learning objective
'I am learning to...'

Identifying success criteria
'I will know I have achieved this when...'

Lessons are stimulating and differentiated to meet the needs of all students

Self-Assessment—students use a **GREEN** pen to evaluate their own work and are motivated to improve on their own performance
'Next time I could improve by...'

Peer Assessment
'Why don't you try and....'

Effective questioning giving time and opportunity for responses

Descriptive and constructive feedback in a timely manner and on an individual level - teachers use a **PURPLE** pen. Marks and grades might NOT be given. 'You have done...well, you need to work on...and a good way to do this would be to...'

Reflection—by both student and teacher

Re-visit learning giving enough time for secure understanding