





ASHLAWN SCHOOL
‘A High Performing Specialist Academy’

**FORMATIVE ASSESSMENT
FOR LEARNING**

Policy & Procedure Number	AP032		
Next Review Date	January 2022		
School Link	Jayne Delves		
Statutory		Website	
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Ashlawn School Formative Assessment (responsive teaching)

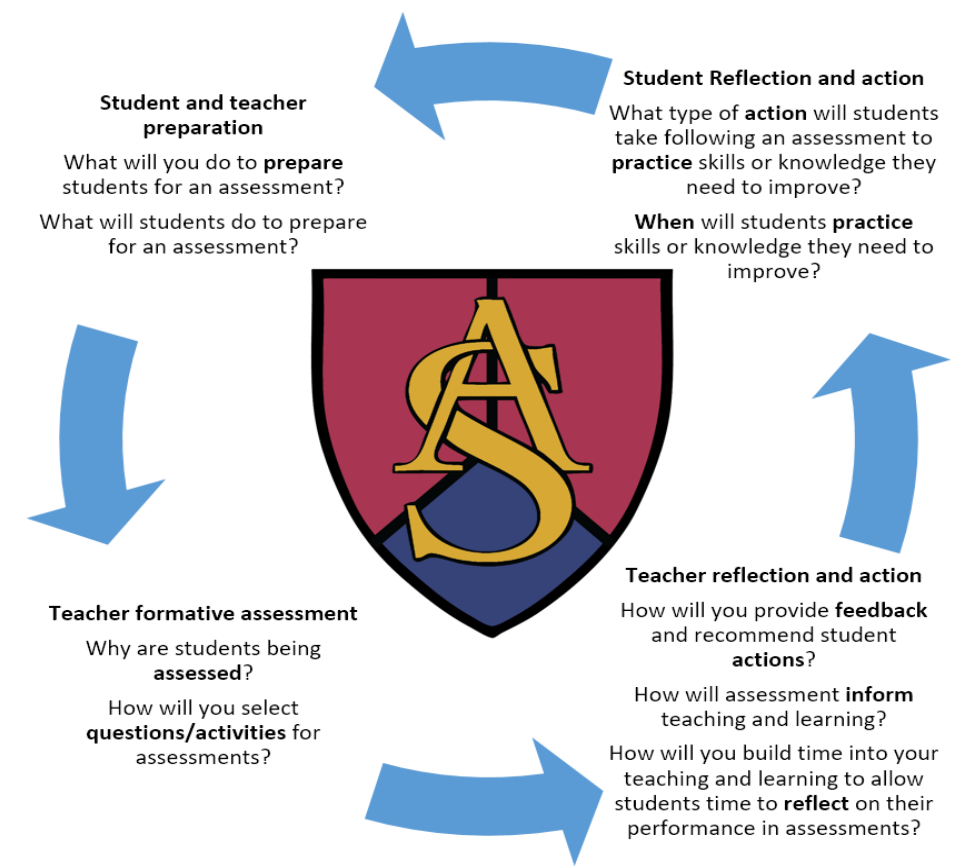
At Ashlawn formative assessment is reflective, responsive and intended to deepen understanding, knowledge and skills.

Dylan Wiliam: The central idea is that we should use assessment to influence learning and that the teaching should be contingent on what students have learnt, so that while we're teaching we collect evidence about where the students are to make adjustments to our teaching to better meet our students' learning needs... and if you *are* doing assessment for learning, you're doing one of these five things. The five key strategies are:

- clarifying and understanding learning intentions and criteria for success
- engineering effective classroom discussions, questions and tasks that elicit evidence of learning
- providing feedback that moves learners forward
- activating students as instructional resources for each other, and
- activating students as owners of their own learning

Dylan Wiliam, Cambridge AfL keynote, 2011

Ashlawn School has the following practices that take place:



This practice includes:

- Formative feedback and assessment should:
 1. Be clearly evidenced in curriculum map + SOL.
 2. Be given during lessons in a variety of forms which may include written, oral, peer.
 3. Evidence feedback in folders/books using green pens.
 4. Give sufficient time to evidence and respond to formative feedback.
 5. Use whole class feedback sheets.
 6. Address knowledge misconceptions and enable students to move learning forward.
 7. Enable students to make progress.

Some possible examples of effective practice in formative assessment

- Lessons must be driven by meaningful learning objectives which are shared with students.
- Knowledge retrieval should be frequently practised in a range of methods and spaced and interleaved over time to have the biggest learning impact. Within this process teachers will adapt the challenge to encourage “flow”.
- Questioning and practice are at the heart of effective responsive teaching. Skilled teachers may use different questioning methods: hinge questions, whole class, individual, group questioning each other, etc.
- Questioning could involve classroom response systems such as mini whiteboards, multiple choices, chanting, retrieval practice.
- Students may respond to targets issued on work with their own comments. Students will engage with feedback. This feedback may be written or spoken. Student’s response to feedback will be evidenced in green pen.
- Opportunities for a range of assessment for learning practices, such as ‘self’ and ‘peer’ assessment can be considered where appropriate, but not at the expense of expert feedback from a teacher.
- The criteria upon which assessment judgements are made might be made accessible and available to students as part of ‘display for learning’ as well as the next steps to success.
- Lessons should encourage students learn through changing the conditions of practice where appropriate.
- Learning is more effective where it uses methods such as modelling and scaffolding.

Monitoring Success

In order to continue to evaluate the effectiveness of this assessment process the following needs to take place:

- **Leaders practitioners will:**
 1. Monitor students’ progress
 2. Share effective practice in the team with regards formative assessment
 3. Collaboratively plan for learning that addresses misconceptions in department training.

- In addition to regular formative assessment there should be a minimum of 3 opportunities to summative assessment a year. These should be recorded on departmental mark books. Summative assessments should chart progress between a student's baseline and target grade.

This policy is to be read in conjunction with the Safeguarding Policy