TALOCHER SCHOOL Assessment for Learning POLICY

POLICY DOCUMENT

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Purpose

Assessment for Learning (AfL) involves: making it clear where the pupils are going in their learning; assessing where they are currently at; and providing feedback about what they need to do to improve, to close the gap. The purpose of this policy is to clearly identify how this will be achieved within Talocher School and highlight individual responsibilities.

'Empowering learners through meaningful and engaging learning experiences, developing their independence, resilience and communication skills' is our shared vision which drives our rationale and curriculum design.

Practitioners will plan for and provide effective learning experiences aligned to our school vision that are appropriate to the age and development of each individual learner.

To support the identification of learner starting points, all new learners will complete a range of baseline assessments:

- WRAT 5 assessments for, Reading, Spelling, Comprehension and Mathematical computation
- BPVS
- TALC
- GL PASS
- CAT4

These assessments will help identify any potential barriers to learning and inform planning for teaching and learning. Where appropriate the ALNCo will complete additional assessments.

Assessments will be repeated after 6 months as an additional evidence base to demonstrate progress and impact of our interventions.

Target setting

Long term IDP/EHCP targets: Fundamentally, all staff (including third party providers working with our learners) should be working towards individual learner IDP or EHCP identified outcomes. The ALNCo will use the information contained within learner IDPs/EHCPs and the results of the baseline assessments, to set long term objectives for each learner. These objectives will be accessed and tracked via Provision Map and the ALNCo will provide the necessary support and training to ensure all staff have the knowledge, skills and experience to meet individual learner needs.

Short term AOLE & Wellbeing targets: It is the responsibility of all teaching and learning staff to identify and set specific short-term targets for each learner they teach, this will help learners understand where they are in their learning and where they need to go next. All targets should be set with the principles of progression and assessment at the heart. Individual targets will encompass the descriptions of learning and be designed to reflect progress over time, in adherence with the principles of progression, the What Matters

statements and IDP/EHCP targets. (Refer to [Supporting learner progression: assessment guidance](#))

AOLE specific short-term targets, will be captured using template A (or similar) and stuck inside learner books. It is essential that these targets/learning objectives are clearly discussed and shared with individual learners, as this will help them to appreciate what they are learning, why they are learning it and what they need to do to progress.

Assessment

All short term targets and learning experiences will need to be appropriate and aligned to the Curriculum for Wales, and where appropriate the long term IDP/EHCP targets. Prior to any learning objective or target being set, the practitioner must be aware of how they will assess progress against the set targets/objectives. These assessment opportunities must be clearly highlighted within Schemes of Learning (SoL). There are a vast range of assessment techniques available to practitioners and these assessments should be used to effectively identify progress and areas for improvement.

At the end of each half term practitioners will need to RAG rate each specific short-term target (template A).

Template B is a half-termly report which must be included in the books and is a record that accurately describes the progress made by an individual learner over a period of time and provides feedback to celebrate success and identify next steps.

Ongoing feedback

Feedback needs to be meaningful and encouraging, in addition to half term progress reports (template B) practitioners will provide regular feedback focusing on what went well and what could be even better. Practitioners will provide feedback regularly in a number of different ways, however, feedback must include a weekly/fortnightly (number of lessons dependant) summary of what went well and what could be even better, using template C.

There are two whole school professional learning priorities for academic year 2024/2025:

1) Core routines – Getting Lessons Started (WalkThru)
2) Deliberate Vocabulary Development

Core routines, including 'Engage tasks' must be clearly visible in learner books.

Deliberate Vocabulary Development within each AOLE will be evidenced using template D. Practitioners will identify 5 key words linked to their schemes of learning and provide regular opportunities for learners to engage with the vocabulary. At the end of each half term, practitioners will assess the progress made by each learner in relation to the development of their vocabulary, using template E.

Talocher Levels

When staff are planning their SOL, they must take into consideration the Achievement Outcomes within the Progressions Steps for their AoLE. The achievement outcomes that are being targeted, need to be highlighted within each SOL and then when each SOL has been taught, staff should RAG rate how well each learner has met each achievement outcome covered. As well as this being a means to track learner progress, it is a good way to ensure appropriate coverage of the CfW. RAG rating data will be collated on a termly basis, with dates clearly highlighted in the school calendar.

IDP/EHCP Objectives

Four short-term, SMART (specific, measurable, achievable, relevant and time-bound) targets linked to the outcomes on each learners' EHCP/IDP are set by the key tutor. These are used to track learner progress against the outcomes on their EHCP/IDP. They are reviewed on a termly basis with clear dates highlighted in the school calendar. When key tutors review each target, they must comment on how/why a learner has/has not met the target set. Once a target has been achieved, a new target will be set that moves towards all learners reaching their Outcomes as stipulated in the EHCP.

Template A

(Date) Half Term targets/Skills	Progress R/A/G (date)

Template B

AOLE:	RAG Rating	
This term's targets:	Learner is making good progress in the AOLE	(green)
	Learner is making progress, however not consistent	(yellow)
	Learner is making little or no progress	(red)

Comments against progress:

Next topic/theme:	**Next term's SMART targets:**

Learner voice:
This half term I have…..

Found the work challenging   Learnt new things   Enjoyed the topic/theme

Been able to share my thoughts and ideas   Listened to feedback   Kept my work neat

Tried to correct my mistakes   Added detail when needed   Contributed to discussions

Self-Reflection: think about how you have engaged this half term.	✔ ✘
Respected others' learning	
Attempted all tasks	
Be polite, respectful and kind to others	
Respect classroom equipment	
Use appropriate language	

Engagement target for next term (linked to our classroom expectations):

Template C

What Went Well this week?	Even Better if……

Template D

Deliberate Vocabulary Development (beginning of SoL)	Know it well and can explain the meaning	I've heard of it but unsure of the meaning	Never heard of it before.
Put a X in the column that best describes how well you know and understand the word.			

Template E (this evidence could be captured in different ways e.g. matching activity/Kahoot quiz/google form etc)

Progress check – have you learnt the meaning of this terms key vocabulary?	
Word	Definition/meaning
Write a short definition for each key word.	