



LIONHEART
EDUCATIONAL
TRUST

AFL POLICY

Assessment for Learning
December 2022-2023

Version	Document History	Date
Version 1.0	Approved by Michelle Walton	Oct 2019
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AFL POLICY

**This policy applies to all the Primary academies in
the Lionheart Educational Trust**

**Approved by Primary Executive Headteacher
Michelle Walton – 2019-2022**

Key Principles

In the Lionheart Primaries we recognise the importance of Assessment for Learning (AfL) which encompasses feedback, lesson design, assessment, interventions, marking and a variety of other areas. Our policy is underpinned by the evidence of best practice and research that shows assessment for learning should be meaningful, manageable and motivating.

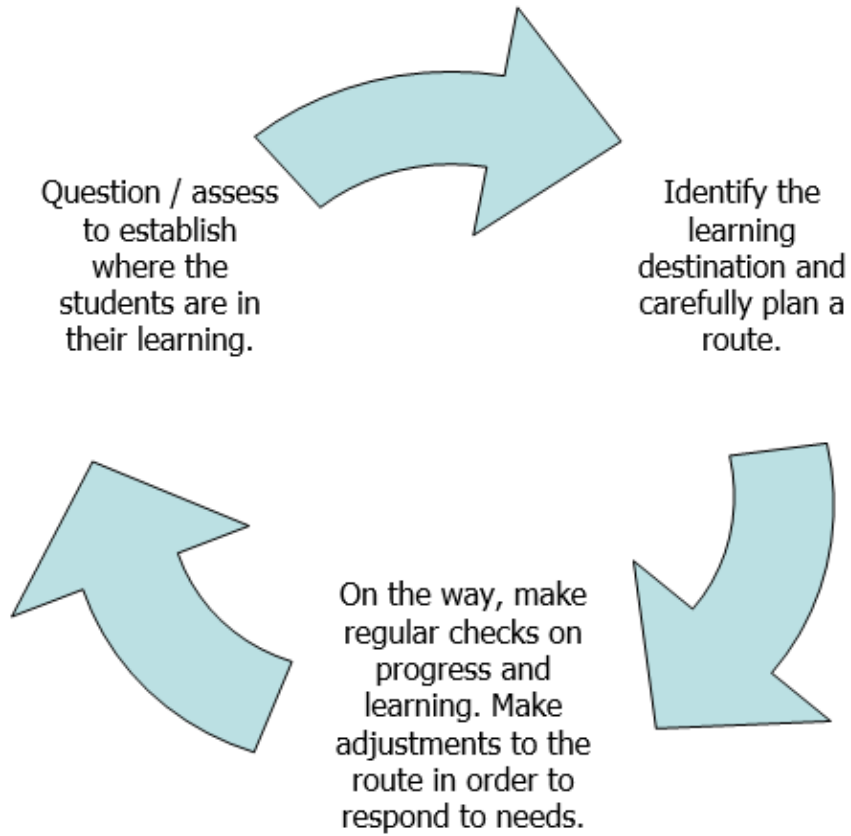
“Assessment for Learning is the most effective way of raising student achievement..... it seems reasonable to conclude that use of AfL can increase the rate of student learning by somewhere between 50 and 100 per cent.” Dylan Wiliam (British educationalist and Emeritus Professor of Educational Assessment, author of ‘Inside the Black box’)

What is Assessment for Learning?

It includes (but is not limited to):

- Finding out what the students have learned and what they need to do next to improve.
- Any practice which provides information to pupils about what to do to improve.
- Using evidence of learning to adapt what happens in classrooms to meet all learners’ needs.
- Clarifying, sharing, understanding learning expectations
- Engineering tasks, activities, discussions that elicit evidence of learning
- Feedback and marking that moves learning forward
- Self assessment – activating students as owners of their own learning
- Peer assessment – activating pupils as learning resources for one another
- Responding to next steps

AFL as a journey



In the Lionheart Primaries we encourage staff to use their professional judgment to decide when and how to implement assessment for learning. This judgment needs to be based on what will most positively impact that child's progress.