

Abstract:

'The learner, an intelligent agent with the potential to learn from any and all of her encounters with the world around her' (Bentley 1998:1)¹

With the relentless pace of change of the modern world it becomes ever increasingly important that pupils learn how to learn and therefore by extension that, as Bentley puts it '[Education] stimulate[s] and develop[s] young people's ability to learn and understand for themselves'². If we are to achieve this, I believe the most crucial tool in our armoury as teachers is Assessment for Learning (AfL). My project will focus on this and, in particular, on developing systems to improve KS3 teachers' and pupils' understanding of their music level, how to set appropriate targets to ensure maximum progression, and ensuring that meaningful peer- (and by extension self-) assessment is fully integrated into all lessons.

In the government's *Assessment for learning strategy* document, AfL is divided into 'Day to day', 'Periodic', and 'Transitional'³. I have chosen to focus on the first two of these in order to ensure a solid base for further development of my practice in AfL; in particular on peer- and self-assessment (day-to-day), use of national standards in the classroom, and gaining a broader and more accurate view of progress across the subject for both teacher and learner (periodic).

In my investigation I looked at the impact which can be made by the use of teacher-pupil tracking sheets, pupil self-tracking sheets and language guidance for peer and self assessment. The data collected indicates that my interventions made 'mildly significant improvement. Over this time period, this would be expected.' (Appendix 6).

¹ Quoted in Stoll (1999) *Beyond 2000, where next for effectiveness and improvement* (pg 195)

² Ibid.

³ [DCFS: Assessment for learning strategy http://publications.teachernet.gov.uk/eOrderingDownload/DCSF-00341-2008.pdf](http://publications.teachernet.gov.uk/eOrderingDownload/DCSF-00341-2008.pdf)