

Assessment and Feedback Policy

Document Control

Author/Contact:	Ms T Richards
Document Reference:	Assessment and Feedback Policy
Version:	1
Status:	Approved
Publication Date:	25 November 2022
Related Policies:	
Review Date:	Annually

Assessment and Feedback Policy

At John Willmott School we recognise that effective feedback is one of the most powerful tools in enhancing student achievement (Hattie in Ainsworth & Viegut 2006). As a result, all students have an entitlement to receive regular feedback.

The purposes of assessment: There are four distinct purposes.

- a) **Diagnostic** – to monitor how well a student is learning and to identify difficulties so that appropriate help and guidance can be provided to ensure progress is made.
- b) **Formative/ Responsive** – Co-planning and review co-planning identifies the key knowledge for all students in the medium-term plans. It highlights likely misconceptions and identifies how best to teach particular concepts or skills. Co-planning keeps the curriculum regularly exposed to new ideas, thoughts and strategies. Co-planning is reactive to changes in time or delivery. The on-going process in which students' positive achievements can be recognised, discussed and recorded. It will be used by teachers, together with their students, to plan the next appropriate stage of learning. This is Assessment for Learning (AfL) in practice.
- c) **Evaluation** – to judge the effectiveness of the teaching methods and classroom techniques so that, where necessary, adaptation and alteration can take place.
- d) **Summative** – to provide a “picture” of the overall achievement of a student at the end of a particular phase, year or stage. The objective is to use summative assessment in a formative way.

Our provision is a coherent and carefully sequenced (knowledge engaged) curriculum based on the principles of cognitive science. There is a focus on the development of literacy and the application of acquired knowledge to ensure children access the curriculum at a depth to ensure an enduring understanding in discrete subject areas.

At Key Stage 3 (Years 7-9), our aim is to provide meaningful opportunities for assessment and feedback, which equip our students to know, remember and do more. To achieve our aim, teachers are required to have an understanding of the age-related knowledge and skills that a child should have learnt at a point in their schooling. It is the goal, in our schools, for all children to be working to at least the age-related expectation, and for many to be demonstrate mastery for each unit of work.

Collaborative working across the trust will enable teachers to consider the age-related learning for each unit of work. Teachers reference current and prior performance of students across the ATLP when deciding on this. Through the design of our subject 'Know' (conceptual understanding) and 'Show' (procedural understanding) charts, teachers have a reference point of the age-related expectation for a unit of work, which will equip them to provide informed feedback to a student on how they might improve their work further. The Know and Show chart below illustrates an example of the criteria for a Year 7 PE unit of work, on the 'badminton'.

	Know	Show
EMERGING	<ul style="list-style-type: none"> - Limited basic skills and techniques (flick & underarm serve, overhead clear, drop & smash) - Basic strategies/tactics in performances (hitting into space) - Strengths and areas for improvement in others performances. - Some basic rules and regulations, i.e. serving line rule, no double hit 	<ul style="list-style-type: none"> > Students attempt to perform basic skills and techniques (flick & underarm serve, overhead clear, drop & smash) > Identify and attempt to hit the shuttle into space. > Participate in a warm-up > Identify positives and negatives of a peer' performance > Identify court markings with support > Identify rules i.e. serving line rule, no double hit > In knowledge audits achieve a score of 0-5
DEVELOPING	<ul style="list-style-type: none"> - Basic skills and techniques (flick & underarm serve, overhead clear, drop & smash) - Basic / tactics in some of their performances. - Three stages of a warm-up (pulse raiser, stretches and skill rehearsal) - Strengths and areas for improvement in own and peers performances. - Identify basic rules and regulations, i.e. hitting the net, scoring (in or out), serving line rule, no double hit 	<ul style="list-style-type: none"> > Students can perform basic skills and techniques in isolation/simple drill (flick & underarm serve, overhead clear, drop & smash) > To identify and hit the shuttle into space > To help to deliver a part of the warm-up (pulse raiser, mobility or stretches) > Identify positives and negatives of your own and peer's performance > Identify court marking for half court singles and serving with support > Identify basic rules, i.e. hitting the net, scoring (in or out), serving line rule, no double hit. > In knowledge audits achieve a score of 6-10.
ESTABLISHED	<ul style="list-style-type: none"> - Basic skills and techniques i.e. battleships, conditioned rally, targets (flick & underarm serve, overhead clear, drop & smash) - Strategies/tactics in performances to achieve a positive result by using space available. - Three stages of a warm-up with examples of each, i.e. quadricep stretch, jogging and side steps - Three stages of a warm-up (pulse raiser, stretches and skill rehearsal) - Model for feedback of self and peer performances - Basic rules and regulations, hitting the net, scoring (in or out), serving line rule, no double hit. 	<ul style="list-style-type: none"> > Students can perform basic skills and techniques in conditioned games/practice, i.e. battleships, conditioned rally, targets (flick & underarm serve, overhead clear, drop & smash) > Identify and attack space to win points. Limited linking of some skills together to attack space. > To lead a warm-up to a small group with support (use of handout/teacher or peer support/co-leading) > Provide feedback against a success criteria/model for improvement > Officiate half court games applying basic rules i.e. hitting the net, scoring (in or out), serving line rule, no double hit > Describe basic rules and the consequence i.e. hitting the net, scoring (in or out), serving line rule, no double hit. > In knowledge audits achieve a score of 11-15
MASTERING	<ul style="list-style-type: none"> - A range of skills and techniques effectively in competitive situations. (flick & underarm serve, overhead clear, drop & smash) - Strategies/tactics in performances to achieve a positive result i.e. the use of space effectively. - Benefits of a warm-up (why we undertake each stage and the psychological and physiological benefits). - Model for constructive feedback to others and how to positivity respond to feedback given. - Basic rules and regulations, i.e. hitting the net, scoring (in or out), serving line rule, no double hit, the consequence of rule break and next steps, i.e. who serves next, impact on the score 	<ul style="list-style-type: none"> > Students can perform a range of skills and techniques effectively in competitive games (flick & underarm serve, overhead clear, drop & smash) > Identify and attack space to win points (front & back, side to side tactics). Some linking of skills > To lead a 3 part warm-up (pulse raiser, mobility & stretches) to a small group independently > Provide feedback against a model using the praise sandwich to support peer performance improvement > Officiate half court and full court singles applying basic rules independently i.e. hitting the net, scoring (in or out), serving line rule, no double hit > Explain basic rules i.e. hitting the net, scoring (in or out), serving line rule, no double hit, the consequence of rule break and next steps, i.e. who serves next, impact on the score > In knowledge audits achieve a score of 16-20

Ongoing checking for understanding

Aspects of a chart are referenced across a unit of lessons, providing opportunities for ongoing checking for understanding. The principle technique for which is 'intentional monitoring'.

Teachers identify the specific criteria from the 'Know and Show' chart, that relate to a particular lesson. This is then used to check our students' work against the criteria. Through verbal feedback, questioning and live marking students receive frequent feedback on how their work could be improved. At times, when the collected data suggests that there is a pattern of a misconception or error, the teacher will pause the lesson and review the learning, (addressing the misconception). A common technique for review would be 'Show-call', when a student's work will be selected and shared under a visualiser, allowing for the instruction of best practice to counter this widespread error.

Departments meet frequently to share and analyse students' work, and when an error is common across a number of classes, this will lead to a redesign/adaptation of the curriculum.

Knowledge is frequently assessed in lessons through low stakes testing, with students being independent and taking an active role in self-assessing and improving their work.

Termly assessments with teacher feedback

Each term, the entire content of the Know and Show chart will be assessed through a teacher marked assessment. These assessments are designed to reflect the expected content in the chart, and assessment literacy is considered to ensure that assessments are fair and equitable, e.g., students will be given the same amount of time and materials to revise from, and the conditions in which the assessment is conducted will be consistent across different classes.

In addition, it is our belief that mastery of a curriculum is more than a breadth of learning at any given point in time, but instead mastery is having the depth of learning to recall and then apply knowledge and skills over time. For this reason, a minimum of 25% of the assessment covers content from previous units of work taught that academic year, ensuring assessments are more linear than modular, and developing the cognitive load of our students.

When assessing, the teacher will also consider the age-related criteria (ARCs) in the chart. Each student will receive feedback on their attainment in comparison to the ARCs. The four bands of attainment represented by the ARCs are shown below:

Mastered:	Working above the age-related expectations
Established:	Working at age related expectation
Developing:	Working towards age related expectation
Emerging:	Below age related expectation

How the ARCs are applied is shown in the examples below:

EXAMPLE: An assessment indicates that a student is consistently demonstrating ARCs for both Know and Show in the mastery band. This would indicate the student is working above the age-related expectation.

The ARCs also ensure that feedback to the student is precise, identifying the gaps in learning that a student needs to act on.

Teachers use our principles of Data Driven Instruction (Leverage Leadership, Paul Bambrick-Sontoyo) to analyse a sample of assessments, referencing the Know and Show chart to identify the right 'lever' that requires reteach. A lesson following the assessment is then dedicated to the reteach of the lesson using an appropriate technique. Following the reteach students are given time to improve their work. Gaps in learning are revisited in the following weeks through planned Do Now activities.

The principles above of ongoing and termly assessments align with current thinking that, "...progress should be measured by how much a child has learned of the curriculum, rather than when or whether they are hitting a particular target" (Amanda Spielman, HM Chief Inspector of Education).

Summative Assessment (in history, geography, MfL and RE):

In the summer term, students in KS3 sit an aligned assessment that focuses on the content covered across the academic year. Raw scores can then be translated into a standard score (between 60 – 140, with an average of 100), which will allow progression to be measured.

As assessments differ across a key stage, due to the varying difficulty of topics, the only viable option to measure student progression is through a standard score. The conversion of the total number of marks a student gets in a test (their raw score) into a standard score ensures that we can make accurate comparisons of performance over time. For example, a student moving from a standard score of 84 to 94 from one year to the next will have evidenced progression in relation to their peers in the cohort.

GL Assessment:

All students in Year 7 sit the CAT 4 test, NGRT reading and progress tests in mathematics and English at the beginning and end of the year. The outcomes from the CAT 4 test provide an indicator of ability on entry to secondary school and enable the school to track where intervention would be required. For example, a student with a 'Very high' standard age score over 126 would require additional challenge if consistently achieving 'establishing' ARCs in the termly assessments.

All students in Years 8-11 sit the NGRT reading tests. The outcomes from the reading tests ensure that students are supported where needed, teachers can differentiate using the reading ages. Students with a reading age of 8 years and below in Years 7 and 8 follow a differentiated reading recovery programme – Fresh Start.

*The ATLP Teacher Toolkit should accompany the work in this policy and be used to supplement the section on ongoing checking for understanding. This has linked videos and resources to support teachers on relevant formative assessment techniques. A screenshot of the section from the toolkit is below.

Teachers check for understanding and respond to correct misunderstanding of key concepts

4.1 Intentional monitoring used to identify errors and misconceptions during students' independent practice

Create a monitoring pathway: Create a seating plan that will allow you to efficiently monitor the students' work, identifying key focus students (e.g., DA, more able, less able, SEND etc.)

Lesson Preparation: Prepare for the lesson considering the context of the teaching group. Decide on the intended learning (Know and Show) and the activity that will be used to evaluate this. Write a teacher exemplar for the selected activity that will enable you to monitor the student's learning when lapping the classroom.

Lapping the classroom: The teacher laps the classroom twice following the monitoring pathway. On the first lap check for compliance and on the second lap check the students' work for understanding (using the teacher exemplar). Articulate the focus of the lap to the students.

Pause Point: At an appropriate point in the lesson, the teacher will signal to the group to stop writing, put their pen down and track the teacher for a 'Pause Point'. The 'Pause Point' will address misconceptions and / or errors identified during a lap of the classroom.

Student Upgrade: Following a 'Pause Point' the teacher will give students time to reflect on the review of learning and independently upgrade their work in a different colour pen.

At Key Stage 4 and 5, our aim is to provide meaningful opportunities for assessment and feedback, which equip our students to know, remember and do more. To achieve our aim, teachers are required to have an understanding of the exam specifications, assessment requirements and prepare lessons using effective exemplar materials.

It is the goal, in our schools, for all children to be working to at least the age-related expectations

For students in key stage 4, Expected Outcomes (EOs) will also be collected. These are teachers' predictions of an end of course grade and should reflect a student's performance on a range of elements of the course.

Heads of Faculty analyse half termly assessment cycle data and discuss with post holders/class teachers' students who are not making satisfactory progress. These staff share responsibility for ensuring all students progress and appropriate intervention is applied, under the coordination of Heads of Faculty, Deputy Head Teacher and Assistant Headteachers.

At John Willmott School formative assessment is intertwined within the curriculum and includes the use of intentional monitoring, progressive formative assessment and summative assessment at identified end points.

Intentional Monitoring

Lessons begin with a Do It Now a tool for consolidating memory, knowledge and with brief self-assessment. Teacher exposition then outlines the learning and how it fits into the curriculum (the why), this exposition is chunked with opportunities for questioning and checking pupils' understanding. This phase is supported by high quality modelling of what is expected of the pupils. Lessons then include independent practice with a suitable level of challenge for the pupils and teachers circulating the classroom, intentionally monitoring for pupils understanding and providing targeted support. Pupils are supported according to the needs of the moment as well as according to teacher knowledge of every child.

Marking code



Summative Assessment weeks

Two summative assessment windows are calendared for each year group in an academic year (assessment weeks). This is a week where the entire school are completing assessments following an exam timetable. The purpose of this is to ensure that summative assessment is high profile for all students and complete “real” exam papers. The vision of assessment week is shared with both students and parents following a parental meeting in October, where resources to revise are provided through knowledge organisers and recall activities. The exam timetable is shared with parents and students at this time. Students are assessed on the knowledge and skills for the entire unit. This process is repeated in July. Following the assessment weeks teachers are able to use the information to adapt teaching and adjust the curriculum accordingly.

Use of assessment data

To achieve expected progress over five years, curriculums are planned to ensure students make age related progress.

- Heads of Faculty, Subject Leaders, Heads of Year should work where necessary with class teachers in *reviewing the data* at different stages throughout the year in order to inform future teaching and learning.
- There are two summative assessment points within the academic year where students complete summative assessments in all subjects. This is used in conjunction with formative assessments to produce data.

It is the responsibility of the classroom teachers to ensure that the assessment data that they generate informs future planning, intervention and evaluations. Interventions should be put into place as a result of these analyses in order to ensure that all students are supported to make further progress.

Reporting

It is fundamental to student progress that parents/carers are involved in the process of their child’s learning. Part of this process is the reporting, at various stages throughout the year, of a child’s attitude to learning, and progress towards their targets.

It is the responsibility of the classroom teacher to report to parents/carers their child’s progress (KS3)/attainment (KS4) at specified *review* points in the year.

Progress

KS3

Students will be assessed in terms of the knowledge and skills they acquire in each of their subjects. In English, Maths and Science they will sit National assessments at the end of the year so they will receive an age-related progress indicator.

Mastered: Working above the age-related expectations

Established: Working at age related expectation

Developing: Working towards age related expectation

Emerging: Below age related expectation

KS4

Students will have EOY expected progress targets based on their FFT50 benchmarks. Their progress will be reported in relation to these targets.

Updated: 25 November 2022

By: Ms T Richards, Deputy Headteacher