



# Assessment and Feedback Policy

## Document Control

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Document Reference:	Assessment and Feedback Policy
Version:	2
Status:	Approved
Publication Date:	14 July 2023
Related Policies:	
Review Date:	Annually



## Assessment and Feedback Policy

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 subjects.

At Key Stage 3 (Y7-9), 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 at least the age-related expectation, and for many to be able to demonstrate mastery for each unit of work.

Collaborative working across the trust has enabled 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. This collaborative work has identified the *powerful knowledge* (Know) to be taught. To ensure equity of curriculum, all our students are taught the same knowledge with an expectation that this is retained in their long-term memories. Whereas, procedural knowledge (Show) is tiered into age-related bands, with an appreciation that students will have differing abilities to apply this thinking through skills of varying complexity. 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 equip them to provide informed feedback to a student on how they might improve their work further. The Know and Show chart below illustrates the criteria for a Y8 history unit of work on 'World War I'.

	Y8 World War I KNOW IT (Conceptual Knowledge)	Y8 World War I SHOW IT (Procedural Knowledge)
A 'meta' know-show	<ul style="list-style-type: none"> <li>There are four long term causes of WWI: <b>Nationalism</b> - the belief that your country is better than others. This made nations assertive and aggressive.</li> <li><b>Imperialism</b> - the desire to conquer colonies, especially in Africa. This brought the powers into conflict - Germany wanted an empire. France and Britain already had empires.</li> <li><b>Militarism (Arms Race)</b> - the attempt to build up a strong army and navy gave nations the means and will to make war.</li> <li><b>Alliances</b> - in 1882, Germany, Austria-Hungary and Italy formed the <b>Triple Alliance</b>. This alarmed, France, Britain and Russia. By 1907, they had all joined the Triple Entente. Europe was divided into two armed camps, to help each other if there was a war.</li> <li>The short-term cause that triggered the war was the assignation of the heir to the Austro-Hungarian throne, <b>Archduke Franz Ferdinand</b>, in Sarajevo, Bosnia. He was assassinated by <b>Gavrilo Princip</b>, a member of the <b>Black Hand gang</b>, a terrorist organisation who were fighting for Serbian independence from the Austro-Hungarian Empire.</li> <li>The assignation triggered the alliance of <b>Germany</b> and <b>Italy</b> going to war with <b>Britain, Russia</b> and <b>France</b> who sided with the Serbs. World War I started in <b>1914</b>.</li> <li>The inability of neither side to gain an initiative at the start of the war led to both sides digging <b>trenches</b> systems as a form of defence. Both sides soon found that they could stop an enemy attack by digging trenches and setting up machine guns. Trenches soon became a permanent feature of warfare and the trench lines changed little in three and a half years.</li> <li><b>Trenches</b> were long, narrow ditches dug into the ground where soldiers lived. They were very muddy, uncomfortable and the toilets overflowed. These conditions caused some soldiers to develop medical problems such as trench foot.</li> <li>Young men joined the army for reasons such as patriotism and a desire for adventure. <b>Propaganda</b> posters were used to encourage them to join up. As the death toll rose, the British government used <b>conscription</b>. This was a means of forcibly drafting young men in to the British army to fight in the war.</li> <li>During the war <b>women</b> started to be employed in different types of jobs, e.g., Factory work, mechanics, replacing the men who had gone to fight in Europe.</li> <li>German navy created a blockade of U-boats off the coastline of Britain stopped food imports getting into Britain. This resulted in the need for British people to have <b>rations</b> of food to ensure that limited supplies lasted.</li> <li>The <b>Battle of the Somme</b> in <b>July 1916</b> resulted in 60,000 British casualties in just one day. <b>Field Marshal Haig</b> was nicknamed the 'Butcher of the Somme' as he sent soldiers over the top in to no-man's land to be bombarded by German shells and machine guns.</li> <li>Recognise that Black soldiers from across the <b>Commonwealth</b> contributed to the British army.</li> <li>The war ended in <b>1918</b>, when the depleted and exhausted German army surrendered</li> </ul>	<p><b>Mastery looks like:</b>  <b>Explain</b> the <b>significance</b> of the long-term factors that lead to the start of WWI, with precise and accurate evidence, e.g., for Imperialism that Britain and France extended their Empire forming colonies in Africa.  <b>Explains</b> the political instability in Europe, e.g., Serbian independence, the fight for independence from the Austro-Hungarian Empire.  <b>Evaluates</b> the impact of conscription on both the lives of men and women.  <b>Evaluates</b> whether Haig deserved the title the Butcher of the Somme.</p> <p><b>Established looks like</b>  <b>Explain</b> the <b>significance</b> of the long-term factors that lead to the start of WWI.  <b>Evaluates</b> the importance of the assignation of Franz Ferdinand in 1914.  <b>Explains</b> the reasons for the reasons for the development of trench warfare during WWI.  <b>Evaluates</b> the effectiveness of different propaganda in encouraging young men to join the army.  <b>Identifies</b> reasons for and against conscription.  <b>Identifies</b> reasons for the need to ration in Britain in 1914.  <b>Explains</b> how the Battle of the Somme changed public perceptions of the war.  <b>Understands</b> the reasons for the end of WWI and the costs on the counties involved.  <b>Interpret</b> a case study of a Black soldier to understand their role in the war, e.g., Tull.</p> <p><b>Developing looks like</b>  <b>Define</b> the long-term cause of WWI.  <b>Describes</b> the events that led up to the assignation of Franz Ferdinand.  <b>Describes</b> the structure of trenches. Can be through an annotated diagram of a trench.  <b>Identifies</b> key messages in propaganda posters and why these would encourage young men to join the army.  <b>Recognise</b> events that took place during the Battle of the Somme.  <b>Name</b> countries that Black soldiers came from that fought in the British army.</p> <p><b>Emerging looks like</b>  <b>Recall</b> basic facts such as the start and end of WWI.  <b>Describes</b> basic facts about life in a trench.  <b>Understands</b> the meaning of rationing</p>

### Ongoing checking for understanding

Aspects of a chart are referenced in every lesson, providing opportunities for ongoing checking for understanding. The principle technique for this is '*intentional monitoring*'.

Teachers identify the specific criteria from the 'Know and Show' chart, that relate to a particular lesson and reflect on common misconceptions and errors that students make. This preparation for the lesson, is then



used to 'hunt' for in our students' work. Through verbal feedback 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. A common technique for review would be 'Show-call', when a student's work will be selected and shared under a visualiser or iPad, allowing for the instruction of best practice to counter this widespread error. Departments meet frequently to share and analyse students' work (data driven instruction), and when an error is common across a number of classes, this will lead to a redesign of the curriculum.

Knowledge is frequently assessed in lessons through low stakes testing, with students self-assessing their work, and improving their work.

### **Termly assessments with teacher feedback**

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

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. To enable pupils to show the depth as well as breadth of their learning, 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 that the assessment of the curriculum supports pupils being able to remember, long term, what they have been taught.

When assessing, the teacher will consider the depth of knowledge remembered and the age-related criteria (ARCs) that a student is demonstrating from the chart. Each students will receive feedback on their attainment in comparison to the ARCs. The four bands of attainment represented by the ARCs are shown below:

<b>Mastery:</b>	Working above the age-related expectations
<b>Established:</b>	Working at age-related expectation
<b>Developing:</b>	Working towards age-related expectation
<b>Emerging:</b>	Below age related expectation

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

**EXAMPLE:** An assessment indicates that a student has a secure retention of knowledge and is consistently demonstrating ARCs for the '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. The chart also informs gaps in knowledge that need to be addressed.

Teachers use the 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 identified lever using a selected technique. Recommended techniques for reteach are guided discourse (conceptual gaps) and modelling (procedural gaps).





## Guided Discourse

**Reteach:** Explain the changes in the arrangement and movement of the particles of the argon as the temperature of the air decreased:

**Answer 1:** As the temperature of the argon decreases the particles in a gas, lose thermal energy and as a result the kinetic energy of the particles also decreases. The particles slow down the results in the particles getting closer together, and they begin to touch each other and collide less often. When the temperature decreases more the particles change from having a random arrangement and become aligned in rows and columns. The particles are in a fixed position vibrate in the spot.

**Answer 2:** Gas particles in the argon are spread out and move freely colliding with each other and the walls of the container. The internal energy of the particles decreases and as a result their kinetic energy decreases with decrease in thermal energy. The gas is now a liquid, here the particles are arranged randomly and 50% are touching. They are able to slide over each other the particles in a liquid have weak bonds. The particles temperature decrease further and becomes a solid the particles are now aligned in rows and columns and in a fixed position particles can now only vibrate in the spot. The particles in a solid have strong attractive forces.

Person 1 Turn and talk. Person 2

**You do:** Explain in terms of bonds, arrangement and movement of particles when water vapour changes state to become a solid

## Modelling (I do, We do, You do)

"The One Child Policy has been a success" To what extent do you agree with this statement? [9 marks]

I DO		YOU DO - explain the positive (+) and negative (-) impacts of China's One Child Policy.	
Knowledge	Description (AO1)		
China's Population History	During the 19 <sup>th</sup> Century the Chinese Government encouraged people to have large families to increase its workforce. By the 1970s the population growth was unsustainable and there was not enough food, water and energy for everyone.	POINT: One point of China's one child policy is that it worked	EVIDENCE: It prevented 300 million births
China's One Child Policy	The one-child policy was a program created by the Chinese Government to limit Chinese families to one child each. If couples had more than one baby, they were fined, taken off them and put up for adoption.	EXPLAIN: It meant that population was reduced and stopped	POINT: A negative is that Chinese couples preferred boys
Impacts	The policy was extremely effective in reducing China's rapid population growth. Socially the policy negatively impacted one people. For example, boys were favoured, spoilt (Little Emperors) and this meant that men now outnumber women by 50 million.	EVIDENCE: There would be 50 million more men than women	EXPLAIN: it means they will be a lot of lonely men

**WE DO** The one child policy was introduced in China in 1979 this was because China experienced  famine . I agree that the one child policy has been a success because the overall population  declined . I also agree with the statement because as there was a decreasing population in China it meant that there was more  resources  available.

On the other hand I disagree with the statement because some families wanted to have more than one  child . This has left a lot of  spoilt  only children known as  Little Emperors . I also disagree with the statement because parents preferred  boys  which has left to a gender  imbalance . Boys famine resources child spoilt imbalance declined 1979

Following the reteach students are given time to improve their work (upgrade). 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 science):

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 Y7 sit the New Group Reading Test (NGRT). This test will provide reading ages for all Y7 students on entry to secondary schools. Outcomes will be used to identify 'vulnerable readers' and will inform the required intervention(s). All students will repeat the NGRT in the summer term to measure progress across the academic year. Identified 'vulnerable readers' will also complete the NGRT at a half-way point in the academic year to evaluate the impact of the reading interventions and where needed for these to be refined and improved.

### Key Stage 4 and 5

Students progression is assessed against the knowledge and skills outlined in the examination specification. Ks4 and Ks5 grading systems are used to evaluation students' current attainment and progression over time.

As with Ks3, following an assessment in Ks4 and 5, there will be time for reteach and students will be expected to upgrade their work (as outlined above).

*\*Timings and frequency (beyond the above minimum expectation) of assessments are to be decided by each school. Although, there are scheduled trust data collection points when projected grades will be collated*



*and presented in a trust Microsoft Bi dashboard to allow for individual school and trust-wide data analysis.  
Data collection points are schedule on the trust school improvement calendar.*