

1. Assessment Design and Use within the Curriculum: 'focusing on formative, simplifying summative'

Purpose:

- The purpose of assessment is to always improve students' learning and teachers' teaching.
- Assessment is the bridge between teaching and learning and not the driver behind it: *'We haven't taught it until students have learned it'*
- Formative assessment takes precedence over summative assessment to ensure the focus is on improving students' learning and managing teacher workload.

Formative assessment is lower stakes and ongoing throughout the learning process allowing teachers to be responsive and adaptive to students' needs and focus on smaller elements of the curriculum.

Summative assessment is to assess students' attainment at an assessment review point in the learning sequence. These assessments are of higher stakes, building knowledge cumulatively over time.

Principles:

1. All departments to have a clear **Assessment and Feedback Policy** for each year group, outlining what, when and how assessment is taking place, and the data to be inputted
2. Any assessment must refer to the four pillars of assessment: **purpose, validity, reliability, and value**
3. When designing an assessment, we always start with the question **'What is the intended purpose?'**
4. All **summative assessment** includes **cumulative knowledge** and **skills** and not just the most recent topic
5. There will be **2 assessment review points for KS3 and 3 assessment review points at KS4** informed by cumulative progress data in markbooks.

Formative Assessment:

1. We will use research evidence to inform the formative assessment techniques within the classroom.
2. Ours are underpinned by:
 - a. **Retrieval practice** (including interleaving and spaced practice) and **low stakes testing**
 - b. **Self-quizzing** including **MCQs** (e.g. MS forms) and **essential knowledge sheets**
 - c. **Question Level Analysis (QLA)** to identify strengths and weaknesses in students' learning
 - d. **Cold call targeted questioning** using *Lemov Teach like a Champion* techniques e.g. *Cold Calling, Stretch it, No Opt Out, Turn and Talk and Right is Right*
 - e. **Mini-whiteboards** to check for understanding, increase thinking and participation ratio and be responsive in our teaching
 - f. **Circulate** and *affirmatively check in* and **check on** students' practice
3. **Curriculum leaders** will outline how these are integrated within their curriculum. For example:
 - Low stakes retrieval testing such as Do Now activities, exit tickets and home learning
 - Questions on previous topics in milestone assessments
 - MCQs (MS Forms, Sparx, Memrise etc.) as home learning linked to EKSs
 - Spaced home learning to retrieve knowledge applied to different contexts from previous topics
 - Interleaving questions from a range of topics within the Scheme of Learning or for revision purposes
 - Whole class feedback including re-teaching a concept/skill or re-doing a question following QLA
 - Use of targeted questioning within lessons to focus on improving student thinking and participation
 - Effective use of Mini Whiteboards (back of planners) to check student understanding
 - *Show call* technique – providing live feedback on students work under the visualiser so the response is immediate to tackle common mistakes and misconceptions

2. Teacher action seating plans – 'Closing the Gaps'

To inform future teaching, following each Assessment Review Point (ARP), teachers produce annotated teacher seating plans to tailor support for those students at the risk of underachievement.

The process includes:

1. **Identify** students at most risk of underachievement
2. **Pinpoint** exactly what they need to know/understand/do to improve
3. **Decide** on the techniques/tailored support to employ to help them improve learning
4. **Review** impact and be adaptive to student learning gaps and needs



3. Actionable feedback: *'marking less, achieving more'*

Feedback is a fundamental part of effective teaching and learning. High impact feedback takes many forms; therefore, teacher marking is only one form and should not be relied upon solely to improve student learning.

The *other forms we expect are:*

- ✓ **Verbal feedback:** Precise, concise and actionable
- ✓ **Whole class feedback:** for example, *show call technique*, using the visualiser, sample marking of work, feedback sheets, feeding back on common mistakes and misconceptions, comparative judgment.
- ✓ **Re-teaching** knowledge/skills/concepts students struggle with
- ✓ **Live Modelling:** using the visualiser to show students what high quality learning and success looks like.

This could include:

- 'We Do' Guided practice
- worked examples
- thinking process for how to breakdown and/or answer an exam question
- how to write an introduction, paragraph, conclusion
- using the correct methodology to solve a problem
- how to create a piece of practical work
- demonstrating a technique or skill
- common mistakes/misconceptions
- ✓ **Student exemplars** so that students can see what is expected to achieve excellence.
- ✓ **Question Level Analysis** to identify individual and class strengths and weaknesses
- ✓ **Targeted questioning techniques** for example, 'Cold Call' 'Stretch it' 'Right is Right' 'Turn and talk'

The most important thing about feedback is **what students do with it** and **how it changes their learning** rather than just the current piece of work. Therefore, all students must be provided with opportunities to respond and act on the feedback (**Green for Growth**), which must be planned and built into the learning sequence.

Feedback principles

Department leaders within our **assessment framework** will devise their **own assessment and feedback policy**.

Feedback at PGS requires...	Feedback at PGS does <u>not</u> require...
✓ Teachers to identify mistakes and misconceptions (including SPaG) and feedback to students on how they can improve	✗ Acknowledgement marking (' <u>tick and flick</u> ')
✓ Departments to decide on an agreed written format to praise effort, applied learning strategies and curriculum specific learning gains...	✗ Verbal feedback stamps
✓ ...and how students can improve in their learning, by using actionable feedback, a question to prompt action or a formative comment that enables the student to think hard, respond and make improvements in learning	✗ Blue Highlighter for SPaG
✓ All written feedback (teacher, self, peer) to be written in red pen	✗ www/ebi when feeding back in written form on students work
✓ All teachers to feedback on SPaG errors and presentation in work to be completed in red pen in line with their department Assessment and Feedback policy using the symbols: sp (<i>spelling</i>), P (<i>punctuation</i>), C (<i>capital letter</i>), // (<i>paragraph</i>), gr (<i>grammar</i>).	✗ Teacher to individually correct the SPaG of students
✓ All students to respond to feedback in green pen as part of the green for growth process	✗ ' Triple marking ' of students work
✓ All higher stakes summative assessment (e.g. practice exams) will receive actionable teacher written feedback and the opportunity for students to act and respond to that feedback (GfG)	✗ ' Quantity over Quality ' approach – low impact marking

