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

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. Formative assessment will take precedence over summative assessment to ensure the focus is on improving students' learning and managing teacher workload.

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

Summative assessment is to evaluate student learning at an assessment point in the learning sequence. These assessments are of higher stakes, building knowledge cumulatively over time.

Principles:

1. All departments will have a clear **assessment matrix** for each year group, outlining what, when and how assessment is taking place, and the data to be inputted

2. Any assessment design must consider the **purpose, validity, reliability** and **value** of that assessment

3. When designing an assessment, we always start with the question '**what is the intended purpose of this assessment?'**

4. All **summative assessment** will include **cumulative knowledge** (**and skills**) and not just those from the most recent topic

5. There will only be **3 assessment review points per year group per year** plus an opportunity to input Y11 and Y13 final predictions (cumulative attainment data)

6. We will use evidence to inform the formative assessment techniques within the classroom.

7. Ours are underpinned by:
   - ✓ **Retrieval practice** (including interleaving and spaced learning) and **low stakes testing**
   - ✓ **Self-quizzing** including **multiple choice questioning** (e.g. FROG play) and **essential knowledge sheets** (Y7-8)
   - ✓ **Question level analysis** (QLA) to identify strengths and weaknesses in students' learning
   - ✓ (**No hands up**) **targeted questioning** using *Lemov Teach like a Champion* techniques e.g. Technique 33: Cold Calling

8. **Department leaders** will outline how these are integrated within their curriculum. For example:
   - ○ Low stakes retrieval testing as Do Now activities
   - ○ Knowledge retrieval questions from previous topics in milestone assessments
   - ○ MCQs (FROG play, Hegarty etc.) as home learning
   - ○ Spaced home learning to retrieve knowledge or apply skills 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 the learning of 'closing the gap' students ret

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

Feedback is an essential 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 endorse and encourage are:

- ✓ **Verbal feedback:** 1:1 and whole class
- ✓ **Whole class feedback:** for example, sample marking of work, feedback sheets, feeding back on common mistakes and misconceptions, comparative judgment, examiner reports
- ✓ **Re-teaching** knowledge/skills/assessment objectives students struggle with
- ✓ **Modelling:** showing students what high quality learning and success looks like. This could include:
  - o worked examples
  - o thinking process for how to breakdown and/or answer an exam question
  - o how to write an introduction, paragraph, conclusion
  - o using the correct methodology to solve a problem
  - o how to create a piece of practical work
  - o demonstrating a technique or skill
- ✓ **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 no hands up questioning** techniques for example, 'Cold Call'

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 engage with the feedback (Green for Growth), which is planned and built into the next sequence of learning

Feedback principles

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

Feedback at PGS requires…	Feedback at PGS does not 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 either a **challenge, a question or a formative comment** that enables the student to think hard, respond and make improvements in current or future 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 feedback guidance policy using the symbols: *sp (spelling), P (punctuation), C (capital letter), // (paragraph), gr (grammar).*	The acronym **PROUD** when feeding back on presentation of work
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 teacher written feedback and the opportunity for students to engage and respond to that feedback.	**'Quantity over Quality'** approach