Assessment examples and approaches

This is a set of minimum expectations for all of our curriculum areas. The purpose of this procedure is to address elements of inconsistency, centralise data systems, be able to report accurately on grades, respond to and implement interventions quickly and to make sure that every curriculum area is meeting a minimum amount of assessments through the year.

This mirrors the "Teaching to success for all" model and approach that has been embedded into learning plans.

1) **Knowledge Tests**

- Across all key stages there will be formative knowledge tests that assess knowledge acquisition to enable the teacher to respond to gaps in knowledge and misconceptions.
- These short tests will be agreed across the department to assure consistency.
- There will be one knowledge test per unit of work
- Google forms could be used and are good practice for centralising data
- Departments decide on the nature and number of the questions on the Knowledge tests but these should be based on the relevant Key Knowledge sheets and home learning
- Knowledge test data will be stored centrally within departments

2) **End of unit assessments**

- Across all key stages summative learning will be assessed and collected centrally within departments to build a picture of progress for the department and individual students.
- This data will provide us with at least one grade and one percentage for the assessment for every student over each key stage. The data will be stored centrally, shared with the whole team and the data team.
- At KS3 this is a minimum of one full assessment/test which can be awarded a percentage per term
- At KS4/5 at least 1 assessment /test per half term which can be awarded a percentage and working at grade
- These are absolute minimum requirements taking into consideration the different subject areas.
- Departments should work towards ensuring that the assessments are interleaved and assess content of previous units of work. This will allow interventions to be easily put in place, and will provide us with a better picture of current levels of performance and progress.
- Departments should choose assessments that best suit their subject area provided the work can be awarded a numerical mark and therefore a percentage

3) **Whole class feedback**

- We expect where possible that whole class feedback is given as a means of assessment and response to assessed work
- Whole class feedback will be the primary model of feedback for assessment for summative and formative assessments e.g. feedback on essays, exercise books, common exam questions or exit tickets.
- When WCF has been given students will respond to this by improving their work or correcting any mistakes in green pen

4) Retrieval Practice

All lessons begin with retrieval practice to find out what students can remember and where they have knowledge gaps.

This can take the form of low-stakes quizzing and low-threat knowledge checks during lessons. Depending on the subject, these could take the form of:

- A quick quiz at the back of exercise books, e.g. 10 minutes to write down everything you can remember about the cold war
- Multiple choice questions in a Google Form
- Discursive pair work, e.g. read the textbook for 10 minutes, then can you tell your partner the 10 features you read about?
- Checking knowledge through discussion, e.g. can they explain a concept in their own words?
- Think, Pair Share activities

Once teachers have a clear idea of which students have significant gaps, and where their gaps are, they can start to put the measures in place to help them catch up by adjusting the planned curriculum accordingly.

5) Self-Assessment (and Peer Assessment post-Covid)

Students should be able to assess their own work in a variety of ways and for a variety of reasons. Much of this will be dependent on the subject areas but examples of this are:

- Marking knowledge tests and quizzes
- Watching the teacher "live mark" and correcting own example accordingly
- Comparing own work with "model answer" and assessing targets
- Using the mark scheme (student speak and accessible) to assess or give targets for own work

Self-assessment when done well should not be simply about giving a mark to a piece of work but is about the student being able to give themselves feedback and targets for that piece of work or their next piece of work.