



Assessment Policy

For each Standard of Learning (SoL):

	Assessment	Frequency	Location	Feedback
Formative: What do students Know ?	Core knowledge quizzes (MCQs)	Weekly	Home Learning (MS form- set centrally on EPraise)	Verbal Feedback: Given a total mark. (1:1 discussions if required)
Summative: What do students Know ?	Keystone vocabulary/ knowledge MCQs	Two per SoL	In class (MS form or paper form)	Verbal Feedback: Given a total mark. Marks shared with home- for parental/guardian response.
Formative: What can students Do ?	Extended writing- paragraphs	Two per SoL	In class (In exercise books)	Class Feedback given. Students to act on feedback in responsive lesson.
Summative: What can students Do ?	Extended writing	One per SoL	In class (In exercise books)	Class Feedback given – with target. Mark/ target shared with home- for parental/guardian response.



Knowledge Quizzes:

Symbiosis, Howard and Hill, states that assessment should be 'sustainable' but also measure what has been taught, learned and what to do next to address misconceptions. According to Howard and Hill, assessment should be explicit, with systematic opportunities to harness prior learning, and is at its most effective when granular as it allows for misconceptions to be measured with more accuracy. When assessment is holistic it proves difficult to home in on a precise area for improvement, meaning multiple choice quizzing (MCQ) becomes an 'extremely powerful' method of assessment prior to a summative piece, such as an essay.

Three publications give guidance and advice on MCQs:

<i>Symbiosis</i> , Howard and Hill, 2020	<i>TES Magazine</i> , Elena Russell, 2021	<i>Durrington Research School</i> , Tharby, 2020
<ul style="list-style-type: none">- Avoid obvious incorrect options- Don't tell students how many answers are correct- Ask students to give a confidence score of 1-5 for each answer. Students are more likely to remember the right answer to a question they felt confident on, but answered incorrectly – this is called the hypercorrection effect- Good for novice teachers to recognise misconceptions with clarity	<ul style="list-style-type: none">- Commonly used in US schools, eg SATs. Good examples from America available- Myatt's high challenge/low threat principle aligns with MCQ- Don't include too many – 40 in a session is enough, or time pushes students to make panicked decisions- Could split into categories (10 / 10 / 10 / 10) to recognise areas of misconceptions- Easy for parents to understand data- Collaboration across teachers reduces workload- Teachers must be trained on how to create, administer and utilise- Students must be trained on how to answer	<ul style="list-style-type: none">- S Kime of <i>Evidence Based Education</i> has research and examples available- MCQs should always be a question, never a statement- Vertical formatting works best- Letters for questions, not numbers- Wrong answers must be plausible – this will support with recognising origins of common misconceptions- Use simple language throughout- No opinion based questions – purely fact- No more than two wrong answers as options- Don't allow them to complete at home as answers can be easily found online



Process of Formative Quiz:

Prior to quiz	During quiz	After quiz
<ul style="list-style-type: none">- Home Learning to be set every Monday on EPraise by relevant DTL. (Microsoft Form Link)	<ul style="list-style-type: none">- Students complete quiz at home by deadline- Sunday.	<ul style="list-style-type: none">- DTL to share results spreadsheet in central assessment folder.- Teachers to review class data for common misconceptions/ incomplete HL.- DTL to review regularly to check for common misconceptions/ support curriculum development.

Process of Summative Quiz:

Prior to quiz	During quiz	After quiz
<ul style="list-style-type: none">- Students to be notified of MCQ a week before- Revision set out on epraise- Teacher to ask students to bring phones to lesson to answer MCQ – date given and put onto EPraise	<ul style="list-style-type: none">- Students given ample time to answer – half an hour minimum- Students shown how to answer- A class with high % of disadvantaged may go to a computer room- Any students without phones to be given paper copies- Reading books to be taken out upon completion of MCQ- Silence throughout	<ul style="list-style-type: none">- Final score to be extracted and put onto Departmental assessment spreadsheet by the deadline- Common misconceptions addressed through appropriate responsive task- Any absences to take MCQ next lesson, or at home if absolutely necessary- Data to form <u>part</u> of AP consideration



Written assessments and class feedback

"Whole-class feedback is a highly effective and efficient way to ensure that your classes overcome misconceptions. Those who have adopted the approach have seen, first-hand, the impact it can have on students' progress and, just as importantly, on teacher workload.

Whole-class feedback is something that requires a shift in mindset away from the shackles of the traditional approach to marking. Once freed, you quickly see the merits in addressing misconceptions as a collective."

Adam Riches (Sec Ed- Whole-class feedback: Practical tips and ideas, 2021)

Log books/ class folders,


Teachers should complete a class feedback sheet after each formative written assessment.

The feedback sheet should record common misconceptions and areas of development for the class, and the responsive activity/ies created to address them.

Teachers should also record key students of concern and students' work that can be used as examples of good practice.

English Department- Class Feedback



Class:	Topic/ title of work:	Date:	Teacher:
Targets:	Student examples:		
	Student concerns:	Next lesson support:	
<div style="text-align: center;">  </div>			
Responsive lesson- Silent Solo Starter (Knowledge/ Vocab/ SPaG gaps):			
Tasks-			



Process of formative written assessments:

Prior to assessment	During assessment	After assessment
<ul style="list-style-type: none">- Teacher to model HOW to write a response (I DO); class should write a class/group/ paired response (WE DO).- Teachers should share examples and lead discussion on the effectiveness of the examples.	<ul style="list-style-type: none">- Students given ample time to answer – half an hour minimum- Silence throughout- Students should attempt the task independently – though support may be given to support specific students if required.- Access arrangements to be given if required.	<ul style="list-style-type: none">- Class feedback sheet to be completed and saved in teacher's class folder.- Responsive lesson to be planned and delivered promptly- students should be given the opportunity to develop/ improve their work based on the feedback in purple pen.

Process of summative written assessment:

Prior to assessment	During assessment	After assessment
<ul style="list-style-type: none">- Students to be notified of assessment a week before- Revision set on epraise- Teacher to model HOW to write a response (I DO); class should write a class/group/paired response (WE DO).- Teachers should share examples and lead discussion I the effectiveness of the examples.- Students should have had the opportunity to write a previous response and respond to teacher feedback.- Students should have the opportunity to revisit previous targets if relevant.	<ul style="list-style-type: none">- Students given ample time to answer – half an hour minimum- Silence throughout- Students should attempt the task independently – though support may be given to support specific students if required.- Access arrangements to be given if required.	<ul style="list-style-type: none">- Responsive lesson to be planned and delivered promptly to address any common misconceptions. Students should be given a target to work on in future assessments. (These should be revisited before the next assessment if relevant.)- Targets to be written on Home Feedback Sheet (by students in class) to be shared with home alongside the assessment.



NMM assessment (Comparative Judgement):

Yrs 7-9 will use the NMM programme as part of their summative assessment.

Area	Reasoning
Year 7 – first and third term	This will provide baseline data on our students to support analysis of progression from Y7 to Y9 and beyond.
Year 9- first and third term	AP1 will be informed by a comparison across the whole year, giving validity to the first GCSE fine grade judgment

Further reading:

- English Inside the Black Box, Bethan Marshall and Dylan Wiliam - <https://tinyurl.com/2p858a8h>
- Teacher Feedback to Improve Pupil Learning guidance report, EEF - <https://tinyurl.com/2p8ccuu5>
- Making Good Progress, Daisy Christadoulou