



## Assessment - Quick Read

### Why?

#### **Knowledge and Skills.**

Our curriculum sets out the knowledge (declarative) and skills (procedural) that we intend students to understand and be able to do. Assessment seeks to identify what has been learned, the accuracy and fluency of this knowledge, and informs the next steps of children's learning.

Due to prior experiences and learning, all students arrive to us with varied schema - the map of knowledge in their long-term memory. Our role is to add component knowledge and skills to their schema and be deliberate in the joining of these to form composite understanding.

Leaders and teachers should proactively anticipate common misconceptions in their curriculum content, identifying steps to ensure they are addressed explicitly and preemptively.

Assessment of what students know and can do may be of the component or the composite but should be deliberate in informing what happens next.

#### **Adaptive Teaching.**

Teachers, using a range of assessment tools, identifying gaps in knowledge, gaps in skill fluency and students ready to take the next steps should adapt their teaching to meet the findings of their assessment.

### **What? - The principles that underpin our approach to assessment.**

#### **Don't ask one, ask all.**

Where opportunities can be taken to assess all student knowledge over one or some, these should be taken.

#### **Reducing time in feedback loop.**

The time from assessing knowledge to improvement or action should be as short as possible. Feedback loops should be timely.

#### **Managing workload for staff.**

Written feedback is often high input for staff with low impact for moving students' learning forward. Feedback mechanisms prioritise giving the most effective feedback possible to students whilst reducing staff workload in accordance with the UK Government's efforts to manage and reduce teacher workload. [More information can be found here.](#)

We have no formal requirement for staff to mark classwork at home or formally mark other other than summative work (mocks/ NEA/ coursework). Feedback is evident from staff actively assessing and feeding back in lessons, and student improvement in written work and attainment over time.

## **How? - At Ivybridge, how do we assess student understanding and skill?**

### **Spaced retrieval practice.**

Student declarative knowledge is assessed using spaced retrieval in the first 10 minutes of each lesson. Students are regularly exposed to the core knowledge required to be successful in each subject and in doing so embedding core component knowledge into their long-term memories.

### **Low Stakes - Whole Class Assessment - Hover 3-2-1 Show Me.**

During the check phase of the learning cycle, every student is expected to show an answer using the Hover 3-2-1 Show Me SOP. This method of whole class questioning ensures all students can show their knowledge and understanding in a low-stakes method giving the teacher immediate knowledge of their learnings to which they can

### **Discussion = Think/Write:Pair:Share.**

During the check phase of the learning cycle, student knowledge will be assessed using the think/write - pair – share technique. Staff will circulate and listen to student responses, adapting next steps to the cold call.

### **Fast Feedback Loops = Live Marking.**

During the practice phase of the learning cycle, staff circulate with purpose, giving support, monitoring student responses and providing one-to-one feedback to those who need it most first.

Feedback may be written or verbal, will be timely and will immediately improve student understanding and performance.

Where staff see a common misconception or error in student understanding or skill, staff will stop and feedback to the whole class, giving further opportunities to practice getting it right.

### **Home Learning (e.g. Sparx/ Educake/ Seneca/ UpLearn).**

Home learning prioritises retrieval or drilling a skill. In many subjects, home learning is completed online and is self-marking ensuring students can have immediate feedback on their efforts. In reviewing home learning, staff identify common misconceptions or errors in student understanding or skill and re-teach this in future lessons.

### **Summative Assessment – End of Unit/ Term Tests.**

Students are given end of unit or term assessments across their subjects. These are communicated to students and parents via ClassCharts. Teachers record the general misconceptions of the class, taking on board individual performance and response, and provides whole class feedback, reteaching common errors where appropriate.

### **Knowledge Tests**

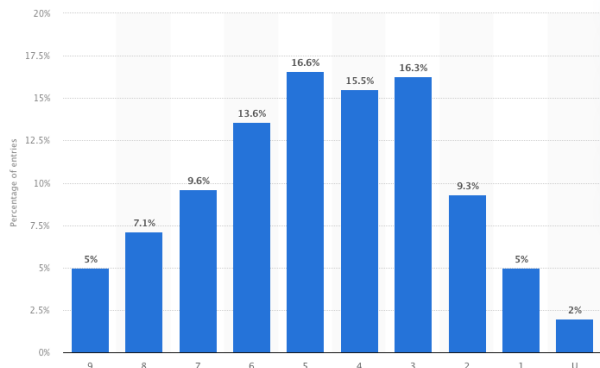
Students in Key Stage 3 take twice yearly high breadth multiple choice tests. These are designed to give instant feedback to students and enable staff to identify commonly misconceived responses. The tests are sat in computer rooms with students able to make a selection from a range of answers. These answers are designed to elicit specific misconceptions from the students to show where there are gaps in knowledge that can be filled later in class.

The outcomes of these assessments are given as a percentage with the average year group percentage available for students and parents to make comparison. We use the outcomes of these assessments to inform future setting.

## Reporting to Parents

### Summative Assessment.

Indicative GCSE/ A Level grades are only given to students once they have taken whole paper assessments or NEAs, using original mark schemes and grade boundaries. Giving students GCSE/A Level grades outside of this form of assessment is inaccurate and potentially misleading.



GCSE/ A Level grading is normally distributed and a relative measure of performance each year against the other students in the same year. The most accurate reporting student performance is as percentage of the test that was responded to correctly, and a student's score relative to other students taking the same assessment at ICC.

ICC has a higher than national average attainment of students on entry into year 7 (ICC≈106, National Average = 100) and so students can expect to achieve higher than the national average of the same centile presuming 5 years of that students working hard.

### Hard Work and Rank Order.

Students are given a single judgment of how hard they work in each subject. We know hard work breeds success and wish students to see the link between their hard work and their relative movement within the rank order of their peers. Students are routinely given their rank in each subject to identify their relative performance compared to their peers. Students are given their change in rank from one assessment window to the next.