

# MARKING AND ASSESSMENT FOR LEARNING (2019)

Assessment for learning is much used but often poorly understood concept and practice. Assessment is often applied wastefully and with little impact of if not focused on its purpose and outcomes. In Divergent Partnership Trust Schools assessment must have real impact on the learner.

## Assessment should be:

- Student focused and progress driven.
- Should use formative and summative feedback in appropriate balance.
- Should always be for the purpose of a student to reflect on and improve.
- Student driven, efficient and acted on.
- Used to evaluate learn, understand and move forward.
- Clearly linked to a context framework that has clear expectations of what progress in learning should look like.
- Action based on diagnostic feedback.
- Given time to be understood, valued and used to improve.

## Assessment should not be:

- Generalised.
- Unused, unseen or inefficient.
- A clerical or time wasting exercise.
- Always teacher led.
- Simply a book marking, written correction exercise.
- A closed loop.
- Not diagnostic without actions.
- Rushed, generic or without time given to be used and be useful
- Used to measure progress on topics not yet taught.

## Contextual Assessment Framework

This can be any of the following and is used to define what outcomes could and should look like:

- Clear and differentiated lesson aims and objectives.
- Exam based syllabus or assessment objectives.
- A teacher modelled or defined outcome.
- A student defined target or outcome.
- A long term and/or short term goal.
- A reflective assessment based action

## **Assess- Reflect - Improve**

Using a contextual framework that explicitly shows the aims and expectation of what good progress and learning looks like to the individuals in the classroom.

## **Types of Assessment**

### **Formative**

- Peer feedback/ reflection.
- Group critique of work
- Self-evaluation and reflection.
- Verbal interview or feedback.
- Small group discussion with actions as outcomes.
- Class discussion.

### **Summative**

- Exam based questions
- Extended Writing task
- Benchmarked activity using a defined criteria
- Graded work (with explicit assessment objectives).
- Public examination
- Knowledge based Quiz or flash test
- An assessed presentation.

## **Effective assessment strategies**

### **Every Lesson Formative**

- Peer - assessment
- Verbal Assessment
- Individual reflection/ evaluation
- Class reflection/ evaluation
- Reference to contextual framework

### **Regularly (every 2-3 weeks) Formative/ Summative**

- Consolidation of learning.
- Knowledge based, short formative testing
- Reaffirming aims and objectives.

- Building on prior learning aims.

## **Termly Summative**

- Assessment of ATL.
- Formative assessment with preparation and consolidation time.
- Levelling up of assessed work to show improvements and impact of reflection.
- Wider reflection and evaluation of progress, learning and outcomes.
- Action planning for future improvements and learning opportunity.
- Teacher reflection and evaluation of whole class work, progress and outcomes.

## **Assessment and Reporting Schedule**

This calendar refers to the expectations regarding inputting of summative assessment results.

### **KS3 (7 and 8)**

2 x exam based assessment per year. Term 3 and 6 each academic year.

Collection of ATL and character based assessments. 6 times per year/ each term.

All exams will be returned with feedback and sat again and improvements measured.

### **KS4 (9, 10, 11)**

2 X Exam based assessments per year End of Term 2 and 5

Collection of ATL and character based assessments. 6 times per year/ each term.

All exams will be returned with feedback and sat again and improvements measured.

### **KS5**

6 X Exam based assessments per year End of Term 1-5 (Year 13)

End of Term 3- 6 (Year 12)

Collection of ATL and character based assessments. 6 times per year/ each term.

All exams will be returned with feedback and sat again and improvements measured. Copyright Divergent Partnerships Trust 2018 – Not to be reproduced or copied without permission.

## **Assessment Policy**

### **Wrotham School**

This policy aims to ensure that students are engaged to learn and make progress through regular, consistent and diagnostic marking in all subject areas. Central to this policy is the need to involve students in a dialogue with staff that leads to opportunity to improve work, strengthen learning and nurture progress.

Written feedback comes at the end of a long process of feedback in lessons including: oral feedback, questioning, modelling work and peer/ self-assessment.

**Expectations of all staff:**

Time must be given in lessons for students to peer assess, respond to teacher assessments and use all feedback to improve their work and understanding of the subject.

**Assessments and levelling-up:**

- At least 1 piece of levelled - up assessment work each term (6 pieces per year ) the first piece is marked fully and highlights improvements then levelled up and marked with a grade. All assessments should be substantial including PPEs and end of unit tests.
- All written assessments should be marked for SPAG.
- Assessments and progress must be recorded and tracked by the teacher.
- Students should be given the opportunity to self- assess their first attempt before they level-up

In order to improve to reach or exceed my target grade of \_\_\_\_ I must:

In order to achieve a grade \_\_\_\_ I must:

- Teacher feedback should explain what a student needs to do to achieve on or above their target grade

In order to reach or exceed your target grade of \_\_\_\_ you must:

In order to achieve a Grade \_\_\_\_ you must:

**Note book expectations:**

- Class work books are Note books- these are not marked by the class teacher, but are monitored for presentation and contribute to termly class Attitude to Learning Class grades.
- Every lesson must have an element of peer moderation/ self- assessment/ verbal feedback
- Peer moderation/ self- assessment should use WWW/ EBI and students should engage with GCSE/ A Level mark schemes to provide structure to their assessment.
- All student Note books must clearly display a target grade.
- Note book work must be well – presented.

**Assessment for learning expectations:****Questioning:**

- Open questions are used to probe and deepen the pupils' understanding.
- Challenge and thinking hard is encouraged.
- 'No hands up': this allows for targeted questioning and is used to extend participation to the whole class during questioning, rather than having the same few pupils answer most or all of your questions.
- Wait time/ processing speed: Allowing around five seconds of wait time allows for more probing questions.

**Modelling work:**

- Students are provided with opportunities to apply assessment criteria to modelled examples of work (possibly produced by a previous cohort or their own class) to illustrate the standards required and to familiarize themselves with the application of the assessment criteria.

**Homework expectations:**

- Please see Homework policy

**Expectations of students:**

- Students must respond in writing to comments in their assessments and use the feedback to improve/ level-up their work.
- Students must be aware of their current grades and know what to do to reach the next level.
- Students must be aware of their target grade and know what to do to reach their target grade.
- Students must present their work to be marked/ re-marked by the deadline set by the teacher.
- Students must take pride in the presentation of their work in their Note books, homework and assessments.
- Students must update their tracking sheets with current and levelled-up grades and note their target grades on their Note books.
- Students must engage with their mark schemes to provide both self and peer feedback on how to improve.

**Monitoring:**

- Will take place as part of every lesson observation and learning walks.

**END**