Ysgol Pentrehafod

Pentrehafod School

Assessment and Policy *Polisi Adrodd*

Recording Reporting *Cofnodi ac Asesiadau*

Reviewed by Mr D L Evans (Assistant Headteacher)

Assessment *of* Learning

Rationale

This form of assessment is summative and tends to be carried out periodically. Within this type of assessment, a judgement of how well a student is performing against set criteria is made. Progress is viewed over a span of time. There will be a need for this type of assessment to be rigorous, valid and reliable within subject areas.

Assessment of Learning within Pentrehafod School

Assessment of learning is summative in nature and can be recognised in varying forms across the school. This includes,

- Cognitive Ability Testing
- NGRT Reading and Progress in Maths
- LNF Assessments at KS3
- Mid-unit and End of Unit Tests
- Formal Assessments to track progress
- External examination courses, including GCSEs, in Years 10 and 11
- Awarding an "End of Key Stage" level in Year 9

1. Assessment *for* Learning

Rationale:

Assessment for learning (AfL) is formative and is constantly taking place within every classroom. A wide range of AfL techniques will be adopted in Pentrehafod School, but all will provide information about what each student knows, understands and can do. It will support retrieval of information and making it stick.

Assessment for Learning within Pentrehafod School:

AfL can be categorised into the following areas:

- Sharing learning objectives / sharing success criteria
- Involving students in their own learning – assessing own learning and peer assessment
- Effective feedback and live marking

- Teachers will use intelligence from Learning Journals to inform lesson planning and support students to make progress in learning

- Effective questioning and discussion

- Using AfL to inform about future planning – responsive teaching

Key Principles:

- Assessment is an on-going process which is indistinguishable from learning and teaching

- The core purpose of assessment is to support the progression of each individual learner and to understand whether specific groups of learners are making expected progress

- Learners are at the heart of assessment and should be encouraged to become active participants in the learning process

- A shared understanding of progression of learning is integral to curriculum planning and improving learning and teaching

- Evaluation of learning should draw on a wide range of assessment approaches, building an holistic picture of the Learner's development

- Engagement between the learner, parents/carers and practitioners is essential for learner-progression and well-being.

2. Non-negotiables of Assessment:

Assessment is a universal provision and approaches should effectively pinpoint the learning needs for all learners, particularly in relation to knowledge and skills-progression.

- Assessment should identify individual learner's strengths, achievements, areas for improvement and, where relevant, barriers to learning.

- Planning for assessment should take into account short, mid and long-term needs of learners.

- Assessment should be used to provide teachers with a clear understanding of the quality of work and standards pupils achieved in their primary school in order to be able to plan well for progression

- A range of assessment approaches, underpinned by research, should be utilised to influence learner progress, including Assessment for Learning (AFL), Assessment of Learning (AOL), and Assessment as Learning (AAL).

- Where possible, learning objectives and success criteria should be shared with learners so that they understand what is expected of them and how they are going to make progress.

- Learners should be provided with opportunities to assess themselves against pre-determined success criteria and reflect on their progress and next steps in learning, through peer and self-assessment.

- Opportunities should be provided, to measure, where relevant, the progress of individual learners, in relation to the cross-curricular skills of Literacy, Numeracy and Digital Competency.

- Home Learning opportunities should be provided to identify what has been learned and how it has been learned, thus supporting planning for future learning.

- Subject-teachers should have the opportunity to collaborate in the informal standardisation and moderation process of assessment on a regular basis (e.g. Comparative Judgement approaches for open and "non-binary" tasks (Daisy Christodoulou, 2018))

- During formal moderation and standardisation (e.g. Controlled Assessment), application of assessment criteria should be the central focus.

- Assessment data, tracking records and reports should accurately describe the progress made by learners, identify key learning needs and outline important next steps.

3. Feedback for Progression

Retrospective bookmarking has proven to be time-consuming and often out of date by the time the students receive their feedback.

When marking is effective, it is timely and bespoke. At Pentrehafod School, we aim to provide timely and specific feedback in the form of live marking. Live verbal feedback involves teachers engaging and interacting more with their students on both a one-to-one and whole-class level.

Live Feedback:

- All teachers are required to live mark students' work in class using a variety of methods specified by the AoLE lead. These include coded targets and individualised comments in a green pen for teachers and a red pen for student responses.

- In all lessons teachers must circulate the class, providing verbal feedback, checking and marking student work, and responding to any issues as they arise. It enables the class teacher to focus on misconceptions there and then and not wait days later. Providing verbal feedback does not mean telling them the answer, it is about providing them with the tools to self-correct. This is responsive teaching in action. This is 'assessment for learning'. For example, when you identify something, use this opportunity to 'check for understanding' through the 'quiet and guide' method by asking them to clarify a point that they have made. It is also useful to ask the student to repeat back the advice back to you to check that they understand the feedback they have received and to involve them in the process.

Whole Class Feedback:

- Each teacher will have a learning journal for each class that they teach (AoLE approach either digital or hard copy). There is no requirement to print off and stick it into students' books. There are more effective approaches than this.

- Teachers will use this intelligence to inform lesson planning and support students to make progress in learning.

- It will be used as a piece of evidence to demonstrate progress.

Formal Assessments:

- Students should be formally assessed at least once a term. However, this will be dependent on the subject allocation and curriculum design model. This will be agreed with in discussion with the Headteacher.

- These assessments will be formatively marked, with learning targets set to help the student to progress.

- Teachers should provide formal assessments that reflect the key objectives set for the students, allowing them the opportunity to prepare for their assessments ahead of time.

- Teachers should build in Directed Improvement and Reflection Time (DIRT) for students to respond to the learning targets they have received in their assessments in order to progress in their learning. The teacher should acknowledge any changes made through their live feedback.

- All students should be shown the key objectives they have achieved and which they need to improve on.

- Teachers will maintain appropriate raw marks/percentages for all assessments in SIMS. This is to identify progress and diagnose underachievement on an individual level, class level, and whole school level.

- Raw scores from termly formal assessments will be recorded centrally using SIMS. These will then be converted into standardised scores so that students, parents/carers can more easily monitor their own performance over time. This data will also be used by teachers and school leaders to monitor progress of students against expected outcomes for each individual learner. This is achieved through rank ordering the students based on their CAT scores and reading ages to produce a baseline rank order. The cohort is divided into quintiles based on the baseline score. This gives an indication of the cognitive ability of the learner. When students undertake formal assessments the scores are ranked and quintiles are generated. The performance of each learner in the assessment is then compared to the baseline data which indicates whether a student is performing at the expected level, above the expected level or below expectations. This information is then used to support improvement planning. The quintile tracking system is a 'hidden' system and is not shared with the students or parents/carers .

Directed Improvement and Reflection Time:

- Teachers should include 'DIRT' activities for assessment feedback as well as live feedback during lessons.

- Teachers should ensure 'DIRT' is a regular feature of lessons and it should help students move on in their learning.

- Teachers should acknowledge responses during 'DIRT' through live feedback.

- Students should complete their 'DIRT' responses in red pen.

Home Learning:

- Teachers should monitor engagement in home learning through the use of DIN activities and monitor progress in learning of key objectives.

- Students can keep track of their progress by keeping raw scores.

Dynamic Progress Reporting (DPR):

In September 2022 we introduced a new assessment and reporting system, Dynamic Progress Reporting, which brings together the Curriculum Plans, Key Objectives, Assessment Maps and Formal Assessments. The DPR is a real-time way of positively tracking what students have learnt. Each subject has identified the core knowledge and skills that must be learnt each year. DPR is an online portal where students and parents can track the progress of learning taking place over the course of the year as well as set and track home learning. Teachers will be expected to regularly update DPR for their students. This will replace the summative reports for all year groups.

Observations and formal assessments will allow teachers to find out how much of this information the students have secured. The DPR encourages students to take ownership of their own learning, helping them to develop self-regulation. The DPR makes reporting to parents practical; parents can look at what students should be able to do, can do and identify areas they need to develop. The frequency of judgements made against key learning objectives in the DPR will vary from teacher to teacher, but the expectation is teachers will issue, as a minimum, three judgements per term. The software analytics allows for whole school reports and will work in conjunction with our 'hidden' student tracking, using baseline data to create quintiles (see above). AoLE leads can use the data to track and monitor groups of learners and evaluate curriculum implementation. Classroom teachers can generate live data regarding how students are progressing in their subject, via a dashboard for their classes. Snapshots will be shared with parents to show the progress their child is making, it communicates the curriculum intent and next steps in learning. DPR is also used

to record and communicate Attitudes to Learning (ATL) scores, standardised assessment scores and current and predicted grades.

In addition to the quintile system and DPR all teaching staff will be expected to submit the current and predicted grades for students in Yr10 and 11 once a term.

4. Conclusion

In summary, the tracking and assessment systems will support a focus on Data Driven Instruction.

Data does not mean numbers…data is information. Data-Driven Instruction is a curriculum focussed conversation. It is used to identify:

- To what extent are students learning the curriculum?
- What the gaps are in their knowledge or skills?
- What the misconceptions in learning are?
- What can be done to address the gaps or misconceptions?
- What can be improved for next time we teach the topic?

AoLE Leaders will be supporting class teachers to move forward with their classes. The following questions will be used to scaffold dialogue:

- What specific areas of the curriculum have you been focussing on and how did you know this was the content to focus on?
- Are there any gaps in prior knowledge or misconceptions that are really common across your class and how do you know?
- What have you been doing to address these misconceptions having an impact on future learning? Do you need to make any adaptations to a teaching approach or curriculum sequence?
- Are there any problems or concerns that we need to consider as a whole AoLE?
- What will you be doing with your class and why?

Senior Leaders want to know:

- Is the curriculum good enough?
- To what extent are students learning the curriculum?
- Will students achieve good outcomes?
- Where and how can we do better?

This Policy was presented to Governors on 18th October 2023

It will be reviewed in October 2024 or if National and Local Policy or Guideline is updated.

Signed

Mrs M Hughes

Chair of Governors

Appendix A – A summary of Assessment FOR/AS/OF Learning

SUMMATIVE

EXAMPLES:

Students self-assess and receive a grade for this judgement.

Students and staff both grade the work (summative co-assessment).

Students self-review and/or peer review to make a judgment (critical evaluation) of their work.

Students judge their work based on holistic or analytic criteria, or by comparing exemplars.

Students collaborate to develop their own shared assessment criteria.

Teacher
is responsible, is decision-maker

Student
is responsible, is decision-maker

Assessment OF Learning
To demonstate achievement

LEARNING

Assessment AS Learning
To self-regulate and critically evaluate

Assessment FOR Learning
To give feedback on learning and teaching

EXAMPLES:

'High stakes' graded end or mid semester exam, project, essay.

GPA grade/degree classification.

'Low stakes' graded in-class participation; MCQs online primarily for feedback purposes.

Written/oral feedback to students; Staff-student dialogue; Feed-forward (actions to improve); Early feedback to staff to improve teaching.

Students request feedback based on their self-monitoring.

High Stakes

Low Stakes

FORMATIVE