

Norwood School Assessment and Feedback

Policy: July 2022

1. Norwood School Assessment Vision

Teaching and learning will be enhanced through meaningful assessment. We will ensure that every child has the best chance of learning and assessment will be used to support this process.

All teachers will be trained in the theory and techniques of assessment. They will know how to design assessment tasks, tests and examinations and be able to incorporate them into schemes of work and in their teaching. They will develop the skill of carefully targeted questioning in order to test student understanding.

Assessment at The Norwood School will comprise Formative Assessment (questioning, self and peer assessment, marking students' work, oral feedback and meaningful written feedback), Diagnostic Testing and Summative Assessment.

Students will have many opportunities to practice exam style questions that are incorporated into lessons, diagnostic tests and summative assessments.

2. Purpose of Assessment

Formative assessment (assessment for learning) including **diagnostic testing** will be used by teachers during the learning process to modify teaching and learning activities to improve student attainment through a range of formal and informal assessment.

Summative assessment will be used to evaluate student learning, skill acquisition, and academic achievement at the end of the two assessment cycles which take place in January and June.

Formative assessment

Formative assessment will:

- Ensure that learning challenges and learning outcomes are shared and reviewed effectively with students;
- Ascertain what students already know;
- Help students recognise the standards they are aiming towards;

- Provide opportunities for students to engage in peer and self-assessment so that students have a better understanding of the criteria for success;
- Help students and parents understand how well the student is doing and what they need to do to improve;
- Help teachers to plan and ensure the best possible teaching. Excellent lesson planning will be flexible so as to build on the feedback gained from learners so that each lesson is tailored to their needs;
- Use a wide range of assessment that will improve the quality of learning;
- Ensure there is an increased emphasis on the depth of learning and understanding.
- Ensure that assessment allows time for forgetting and therefore ensures the development of long term memory.

When designing formative assessment we will consider:

- What will this assessment tell me about students' knowledge and understanding of the topic, concept or skill?
- How will I communicate the information I gain from this assessment to students in a way that helps them to understand what they need to improve?
- How will I ensure students understand the purpose of this assessment and can apply it to their own learning?
- How will I use the information I gain from this assessment to inform my planning for future lessons?
- What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?
- Is it necessary to record the information gained from this assessment? If so how can this be done most efficiently?

Summative assessment

Summative assessment will:

- Provide students, parents and stakeholders with information on their attainment and progress over time;
- Enable teachers to evaluate their teaching and adapt future teaching;
- Enable school leaders to monitor performance;
- Provide information about emerging trends and patterns;
- Enable school leaders to ask searching questions and identify courses of action that will further improve the life chances of our students.

When designing summative assessments we will consider:

- Has the effectiveness of the assessment been considered in terms of the four pillars: purpose, reliability, validity and value?

- How will it be used to support students' progress and attainment?
- How will the outcomes be communicated to students, parents and stakeholders to ensure they understand how they can make further progress in the future?

3. Who does what?

Teacher

Formative assessment

- Assess prior knowledge to pitch lessons and challenge students appropriately;
- Use formative assessment every lesson in planning to inform teaching.

Questioning

- Plan questions which check understanding and promote deeper thinking;
- Use a range of questioning techniques to engage the class as appropriate.

Feedback

- **Oral feedback** is integral to teaching and learning and occurs frequently in every lesson. Teachers should give students oral feedback but there is no expectation to record oral feedback.
- Teachers will use **whole class feedback** through a variety of methods, such as use of visualisers, google forms, class discussion and comparative analysis, in response to identified misconceptions in students' ongoing work.
- Teachers will read exercise books regularly to identify possible misconceptions, gauge students' understanding and adjust teaching accordingly;
- **Written feedback** should be specific to desired learning outcomes, identify strengths and areas for development and specify how students can improve;
- Teachers should give students the opportunity and time to make these improvements within lessons, through redrafting or other means;
- There is a minimum expectation that written feedback is given once a half term on an agreed substantial piece of work. Teachers should also address literacy as appropriate to the subject;
- Teachers will give written feedback to the agreed substantial piece of work promptly, no later than one week after completion.

Self and peer assessment

- Self and peer assessment can range from closed tasks which are quickly marked to check knowledge to more open ended tasks using assessment criteria.

Diagnostic Testing

- Use diagnostic testing to evaluate the students' knowledge and adapt teaching
- Diagnostic testing can be recorded as fractions, percentages or any suitable format.
- Use diagnostic testing with students at least twice every half term and record the results
- Use diagnostic assessment to update Personalised Learning Checklists (PLC's)

Summative assessment

- Teachers will prepare students fully for summative assessment at the end of both assessment cycles.
- Teachers will mark all summative assessments relating to their teaching groups with moderation between teachers in each faculty.
- Data from summative assessments can be collated on faculty databases and uploaded to the whole-school SIMs database.
- Teachers should use the outcomes from summative assessment to evaluate and adapt teaching in light of evidence.

Head of Faculty and Department, Lead Practitioners and Key Stage Leads

Formative assessment

- Use learning walks to evaluate the effectiveness of formative assessment in the faculty
- Facilitate development of teachers' practice in formative assessment towards the level of the strongest practice.

Questioning

- Use learning walks to evaluate the effectiveness of questioning in the faculty
- Facilitate development of teachers' practice in questioning towards the level of the strongest practice.

Marking and Feedback

- Monitor the marking in the faculty to ensure it meets the expectation of frequency of marking;
- Evaluate the quality of marking in the faculty, identify and share good practice and facilitate improvement where practice is less good;
- Hold teachers to account when practice falls below expectations.

Self and peer assessment

- Identify strengths and areas for development within the faculty and promote good practice.

Diagnostic Testing

- Monitor teachers' use of diagnostic testing;
- Ensure that teachers follow the agreed faculty system as regards recording the results of diagnostic testing for subsequent analysis;
- Look for trends and patterns across the faculty and identify students needing further support;
- Identify strengths and weaknesses in teaching of particular topics and plan further support
- Use assessment evidence to drive curricular improvements.

Summative assessment

- Ensure the summative assessment matches the learning for the assessment cycle;
- Ensure the quality of summative assessment meets school expectations;
- Ensure the logistics of all summative assessments are fit for purpose;
- Ensure appropriate moderation takes place;
- Ensure that all marks are recorded throughout the key stage;
- Analyse the data from summative assessments and use the evidence to improve teaching and learning.

Head of Year

- Undertake learning walks within year groups to gauge the learning in every subject;
- Identify students underperforming across a number of subjects and facilitate appropriate intervention;
- Undertake work scrutiny to assess and improve the work ethic of students in different faculty areas;
- Liaise with HOFs and SLT line managers regularly regarding performance;
- Analyse data for year groups at every assessment cycle to identify patterns and trends of individual students and groups of students, e.g. higher attainers and disadvantaged students' achievement.

Senior team line manager

Formative assessment

- Do joint learning walks with HOF to evaluate effectiveness of formative assessment in the faculty;
- Ensure HOFs and coordinators are doing learning walks regularly;
- Share practice amongst HOFs to ensure stronger areas support less strong faculties.

Questioning

- Evaluate the quality of questioning in lesson observations and agree short and middle term actions and planning with HOFs;
- Do joint learning walks with HOFs;
- Ensure appropriate CPD is undertaken to improve the practice of teachers.

Marking and Feedback

- Monitor the quality of feedback in students' books;
- Hold the HOF to account when practice falls below expectations;
- Ensure good practice is shared across the school to upskill all teachers.

Diagnostic testing

- Ensure the HOF monitors the use of diagnostic testing and identifies trends and patterns within the faculty;
- Ensure that HOF identifies strengths and weaknesses in teaching particular topics and that intervention is effected;
- Ensure that schemes of work are adapted in light of assessment evidence;

Summative assessment

- Ensure the Summative assessments are fit for purpose and appropriate moderation is effected in faculties;
- Use the results of summative assessments to inform evaluations of teaching and learning;
- Ensure that HOFs take account of assessment data to inform planning of teaching and learning by checking the planning.

Data manager

- Prepare SIMS mark sheets appropriately for data input;
- Remind staff of clear deadlines in the calendar;
- Report to SLT if deadlines are not met;
- Prepare appropriate data reports for the Head teacher and Raising Standards leaders;
- Prepare reports as required by SLT, regarding the performance of different groups.

Raising Standards leaders

- Get the big picture of assessment data across the school;
- Inform the other SLT on areas of focus for faculty line management meetings;
- Hold accountability meeting with HOFs, Key stage coordinators and teachers on progress data;
- Agree interventions with HOFs/Key stage coordinators to bring about rapid improvement.

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