Our Assessment Strategies

"We cannot change a child's prior attainment, but we can change their future."

Assessment for Learning

The Purpose of Assessment for Learning

Effective assessment for learning combines a range of formative assessment practice to create a culture of assessment literate students (students know what they are learning, have success criteria, and the knowledge to confidently self-assess). Hattie's comprehensive study (2009) identified formative assessment as the most powerful tool for raising achievement and preparing children to be lifelong learners.

To achieve this culture we recommend a number of approaches to build effective formative assessment:

Talk partners (T-P-S) and a 'no hands up' culture where children are resources for one another.

Clear learning objectives (not necessarily shared at the beginning of the lesson).

Co-constructed success criteria.

Effective questioning, especially at the start of lessons, to establish prior knowledge.

Mid-learning lesson stops - using the visualiser, student work and peer review to establish success and areas for development ('magpieing' - to 'stop, share and steal'). Followed by cooperative peer feedback discussing one piece of work in pairs (i.e. paired review *not* book swapping).

Modelling excellence ('I do' - prior to 'we do' and 'you do').

Live marking - circulate to provide verbal feedback and written comments (green pen).

Effective end to lessons where learning objectives and success criteria are reflected upon.

The Purpose of Improvement and Correction Time (IACT)

Summative assessment (what the learner knows at that point in time) should provide feedback for IACT through individual or whole class feedback; to enable learners to identify errors and misconceptions, and provide guidance so that learners can self-regulate.

IACT follows on from feedback. During IACT, learners have time and guidance so that they can address their misconceptions, re-engage with the success criteria and take control of their own learning.

Alignment	Frequency of feedback and assessment
To ensure alignment in our feedback processes use the Warriner Whole Class Feedback proforma. For individual feedback use the same headings and motivational Hubbard quote, "the best practice for good work tomorrow is to do good work today". Feedback is in green pen so that learners recognise it as feedback and the need to respond. Show success criteria and have a maximum of three areas for improvement so that feedback is adapted to the needs of the learner and they build self-regulation.	In-class feedback is the recommended strategy for providing feedback as part of the feedback-action-response loop so that learners become assessment literate. For reporting and monitoring purposes, all learners complete a blend of summative and formatively assessed work per half term in line with department policy. This is followed by either WCF or individual feedback, and IACT. Subject assessment policies will outline the required summative assessments and other assessment points (e.g. knowledge retrieval tests, etc.).

RESPONSIBLE - RESPECTFUL - READY