

Assessment and Feedback Principles

Principles of Assessment and Feedback

The ultimate purpose of responsive teaching is to create self-regulated learners who can leave school able and confident to continue learning throughout their lives.

At Ark Alexandra Academy, our relentless drive for progress and improvement will be driven by feedback: feedback that secures high quality input for high quality outcomes. This principle will apply to both students and adults in our organisation. We propose to use the best research on effective assessment, whilst ensuring that the teacher's workload is at the forefront of any decisions.

Responsive teaching is an approach to teaching and learning that creates impactful feedback loops which are then used to improve students' performance. Students become more involved in the learning process through assessment and feedback and from this they gain confidence in what they are expected to learn and to what standard. They will think more actively about where they are now, where they are going and how to get there. They will learn their mistakes and how to correct them.

We maximise assessments to celebrate what they have learnt well and to identify their knowledge gaps. We then teach to 'close the gap' between a learner's current knowledge and the knowledge they must learn and demonstrate to a high standard. Assessment provides teachers with high quality information to address important misconceptions and stretch the learning. Assessment and feedback focus on the positive first and motivates students building their self-esteem and resilience.

Assessment does not stand alone from curriculum or teaching and learning as it is an integral part of both and informs students and staff of what has been learnt and where the gaps are.

Closing Gaps

We refer to the use of assessment in 'closing gaps.' At each assessment point we must be clear about the 'gaps' that we intend to close through our approach to curriculum, assessment and intervention. As set out in the table above, this affects the design of the assessment.

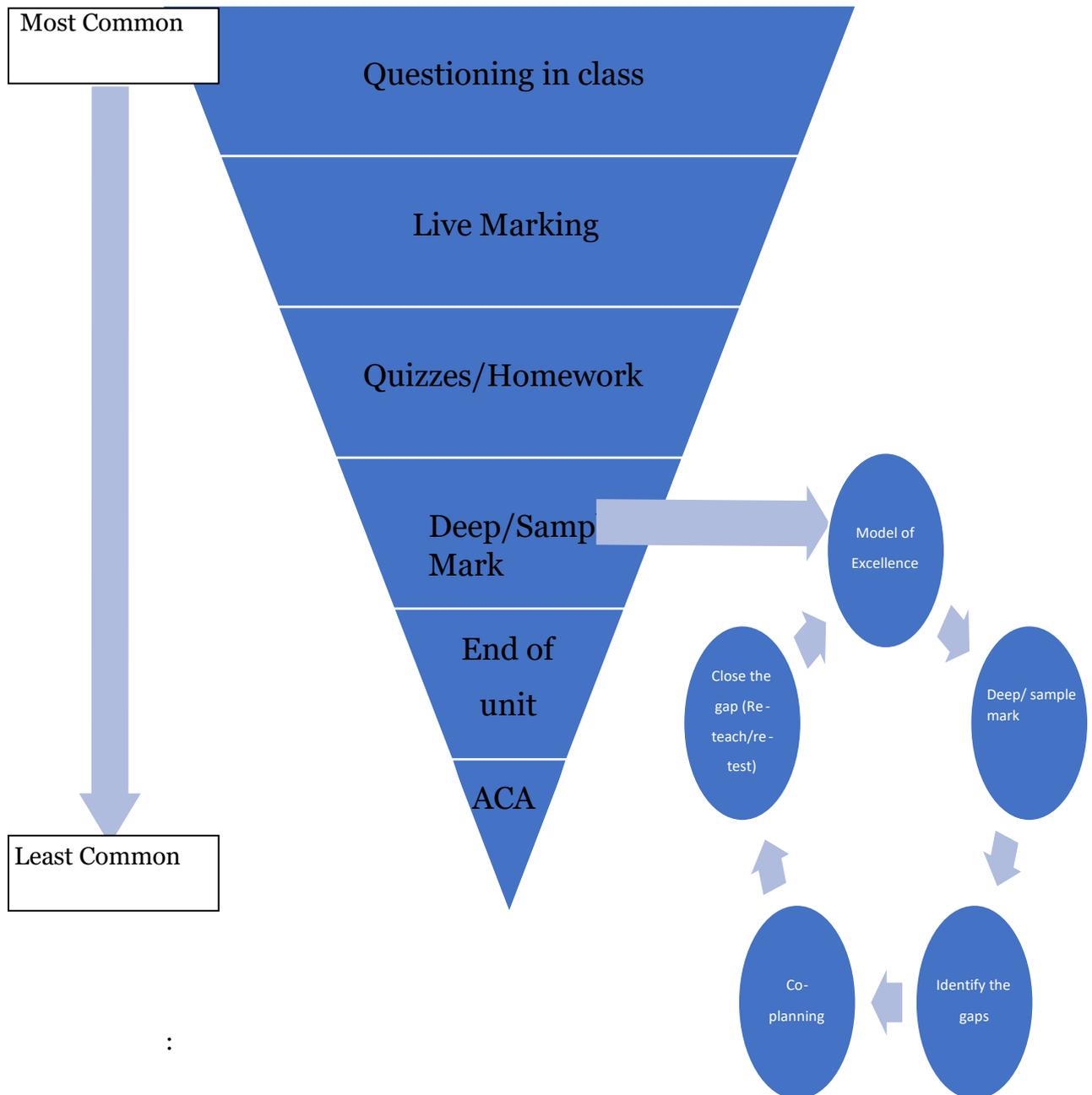
Table 1 Types of 'gaps' that we tend to describe. It is important that we are clear on each when we are referring to assessment and intervention.

Curriculum gap	The gap between what we expected to teach and what has been taught over a period of time.
Knowledge gap	The gap between what students know and understand compared to what we would expect them to know and understand at that point. This gap needs to be understood on a granular level within each topic.
Performance gap	The is a quantifiable overall gap, on average how much less do students know now compared to how much we would expect students to know in a normal year
Attainment gap	The gap in attainment between different groups of students i.e., by disadvantage, gender, ethnic group etc. This can help us to identify groups of students who may need additional support.

We can understand the curriculum gap by looking at teachers' planning in comparison to the intended curriculum. However, knowledge gaps can only be established through assessment. Attainment and group gaps are as a result of curriculum and knowledge gaps. Further information about the gaps and their relationship to each other can be found in appendix 1.

Types of Assessment and Feedback

The types of assessment and feedback you will see in the classroom are:



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Questioning

- Students will question and challenge what they are learning to ensure they deepen their knowledge
- The teacher uses questioning expertly in the lesson to check for understanding and challenge students thinking.
- Questions are planned and targeted to specific students.
- Cold call is used as a strategy to ensure all students are involved in the learning. Cold call can (should) be used in conjunction with thinking time, think, pair share; group discussion to ensure that it is inclusive
- Students can make mistakes and when they either do not know the answer or make an error – they are returned to by the teacher once the correct answer has been explained (no opt out).
- Open ended questions and a, (accepts a student's answer and explains why), b (a student can build upon a previous answer) or c (a student can challenge an answer) are strategies used to develop student thinking. Allowing you to jump to another student to develop the answer
- Questioning is used to identify gaps in students' knowledge and skills and misconception to inform reteach
- the teacher is continually checking for understanding:
 1. providing student thinking time
 2. asking probing questions
 3. regular circulation and reading student's work – using what they read to increase challenge and to deepen students thinking
 4. never giving students the answer once the knowledge has been taught

Live Marking:

- feedback will be immediate, clear, and concise: a. verbal feedback as the teacher is circulating and reading the student's work b. written feedback as the teacher is circulating
- reading and live marking students' work to address misconceptions and to recognise excellence
- using students work to model excellence and to model areas needing improvement by the effective use of visualisers
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Quizzes and home learning:

- Check what students have and have not understood from recent teaching.
- Supports planning of re-teach to address gaps and misconceptions immediately.
- Identify areas of the curriculum programme that need to be strengthened.
- Staff should use SENECA or any other preferred AI self-marking on-line assessment tools for home learning – SENECA will identify access to the work, gaps, and misconceptions to enable responsive teaching
- Knowledge organisers of key subject specific language can also be used for revision tasks and completed in class as a 'do now' with peer marking

Deep mark:

- Before a formal assessment, the teacher will live model an excellent answer. Picking out the key academic and subject specific words. They will model moving from AO1 to AO2 and AO3 responses. Constantly, picking out the key aspects and words that change an answer from a basic response to one that is deeper. “On the other hand,,” “because” “an example of this.” This model of excellence is part of the reading strategy and staff use the guided annotation signature strategy.
- students will analyse the model of excellence and the criteria that they are aiming to achieve
- mark highest leverage work that has been pre-identified in schemes of learning using Praise, Question, Response. The co-planning can decide if this should be individual feedback or class feedback. Both require reteaching. In the main, it should be class feedback focusing on teaching the highest leverage foci. To stretch horizontal differentiation can be used for those that achieve well. Take the learning to a different problem
- the praise given is precise and specific and focused on processes and effort. For example, “John, well done for thinking so hard to solve the calculation, this is clear from your working out.
- write questions, which enable students to close knowledge and skills gaps that there is an expectation that the student answers in the next lesson
- read and evaluate student’s independent work to measure student progress and to plan for the next lesson
- the deep mark will inform high quality structured re-teach and re-test to close the knowledge gaps
- the re-test outcomes should demonstrate improved learning and the closing of the student’s knowledge gaps.
- informs planning: immediate, short, medium, and long term. The schemes of learning will be refined and updated as a result of identifying knowledge gaps and challenging concepts.

Sample Marking

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- students will analyse the model of excellence and the criteria that they are aiming to achieve
- A selection of the students’ books, LA, MA and HA are taken in and looked at to identify the knowledge/skill gaps to inform the reteach.
- Co-planning is used to plan whole class feedback focusing on teaching the highest leverage foci. To stretch horizontal differentiation can be used for those that achieve well. Take the learning to a different problem

End of unit:

- identifies the strengths and gaps in the student’s knowledge - as a result of focused analysis
- assessment must motivate students to desire more feedback and to use it to improve their learning and their work

ACA:

- Ark Common Assessments (ACA) take two forms: In Autumn 2or Spring 2 these will be Network Diagnostic Assessments which inform planning and are not graded, in Summer 2 these will be end of year assessments which will receive a grade.
- The Question Level Analysis (QLA) will be maximised for every assessment to identify secured learning and gaps in student knowledge.
- The QLA can also inform a year group approach to 'do now's.' Home learning via SENECA (or other platforms) or knowledge tests
- The QLA will inform high quality structured re-teach and re-test to close the knowledge gaps
- Check that students are remembering content over a longer period.
- make adaptations to the next terms curriculum to address areas of weakness and strengthen learning.
- Identify areas of the curriculum programme that need to be strengthened.
- gives a position against a benchmark to enable tracking, for students, departments, and the school
- Is used to set appropriate targets- students, departments, the school

In summary

Teachers will:

- Ask question expertly to understand what students have learnt and challenge their thinking.
- Plan and target questions to check for understanding
- Use a variety of questioning techniques to encourage oracy and thinking time
- Cold call and return to students who do not know the answer once it has been explained
- Ask open ended questions
- Provide students with thinking time
- Use the ABC (Ark Base Curriculum) strategy to develop students understanding
- Use all forms of assessment to identify gaps in students' knowledge and misconceptions
- Use the information gained from all forms of assessment to provide high quality re-teach lessons. And where appropriate, specific feedback to students informing them of what they have done well at and where they need to improve
- Plan the circulation around the room to focus on students that you want to support
- Regularly circulate the room checking students work and provide instant verbal and written feedback to students.
- Adjust the lesson planning in the short, medium, and long term to close gaps in students learning or to address misconceptions
- Set regular home learning and via self-assessing quizzes
- Mark highest leverage work that has been pre-identified in schemes of learning using Praise, Question, Response
- Factor in re-teach and re-test into the short- and medium-term planning
- Share the results of the re-test with students to demonstrate the marginal gains
- Where they are available, use ACAs to identify what students have learnt and what gaps need to be closed, adjusting planning to close these gaps.

Students will:

- Ask probing question on what they are learning and why.
- Want to receive, seek out and action feedback
- Respond to teacher feedback, amending their work or answering further questions
- Be supportive of each other in receiving feedback
- Give feedback to each other
- Complete assessment tasks to the best of their ability, knowing they will receive high quality feedback that will further their development as a result
- Be willing to answer questions and if they are incorrect or unsure of the answer, will listen to others to get the answer correct
- Take Pride in their work and want it displayed as an example of excellence to others • Complete independently any out of lesson quizzes or homework on time

Reporting to parents

Parents will receive 3 reports a year. The first 2 will be sent out following the Network Diagnostic Assessments and the final one at the end of the year.

Autumn 2 and Spring 2 reports will contain 2 numbers one for Attainment and one for Attitude to Learning. These numbers will be graded from 1 -4 with the details below:

Attainment grade guidance:

- 1- Working beyond the expected level of attainment
- 2- Working within the expected level of attainment for their age
- 3- Working towards the expected level of attainment
- 4- Working below the expected level of attainment

Attitude to learning grade guidance:

- 1- Very good
- 2- Good
- 3- Some concerns
- 4- Significant concerns

At the end Summer 2, parents will receive the end of year report which will contain a grade from 1- 9, with 9 being the highest and an attitude to learning grade.

Re-teach and re-test

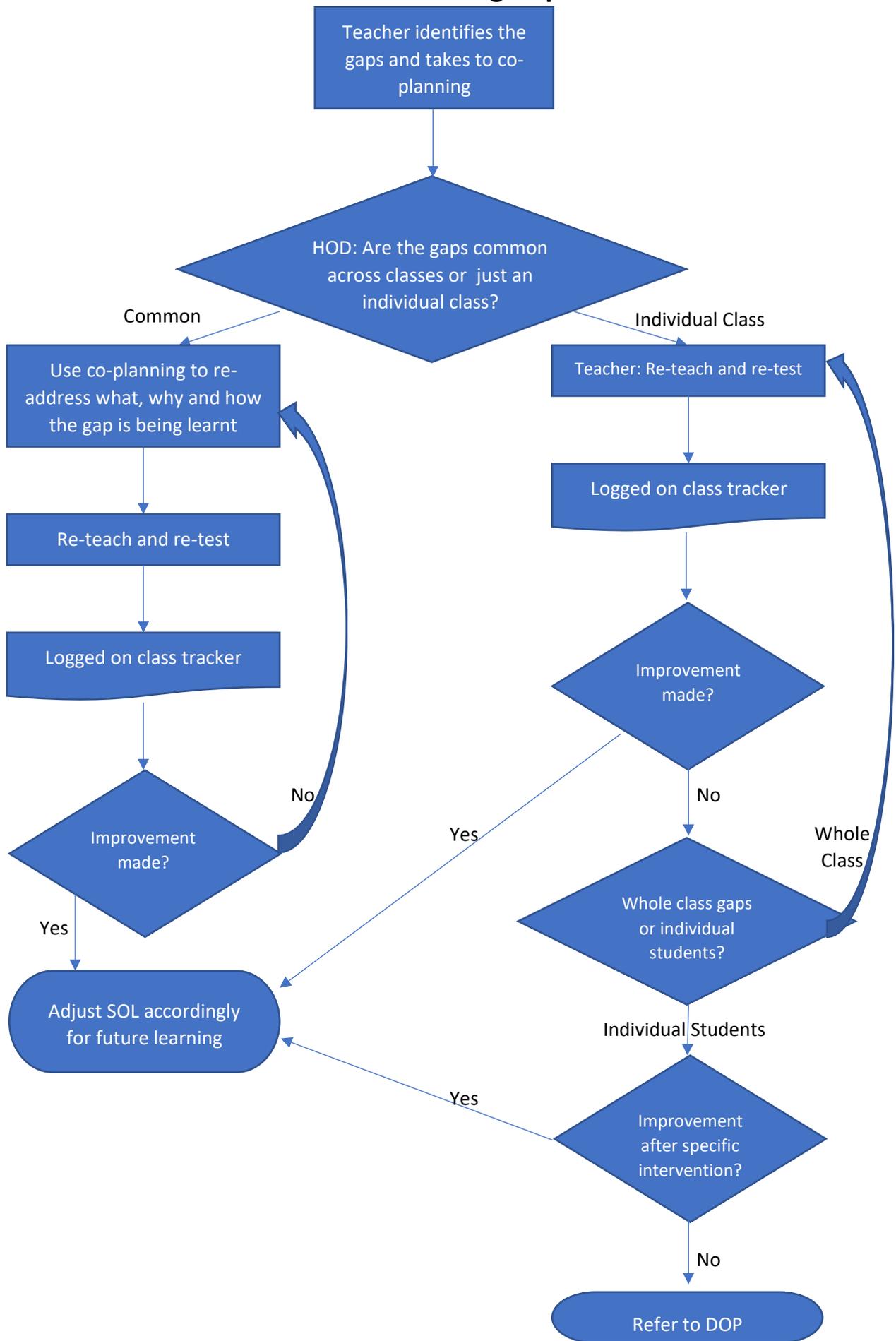
During the year and following the responsive feedback, lessons are built into the scheme of learning for all year groups to be re-taught the highest leverage parts of the unit that have not been learnt as well. Students will then be retested in these areas and the improvements made shared with them.

Reading age Assessments

Students in years 7 – 10 will take the New Group Reading Test (NGRT) to identify students who are below their chronological age, so we can plan interventions to support their learning

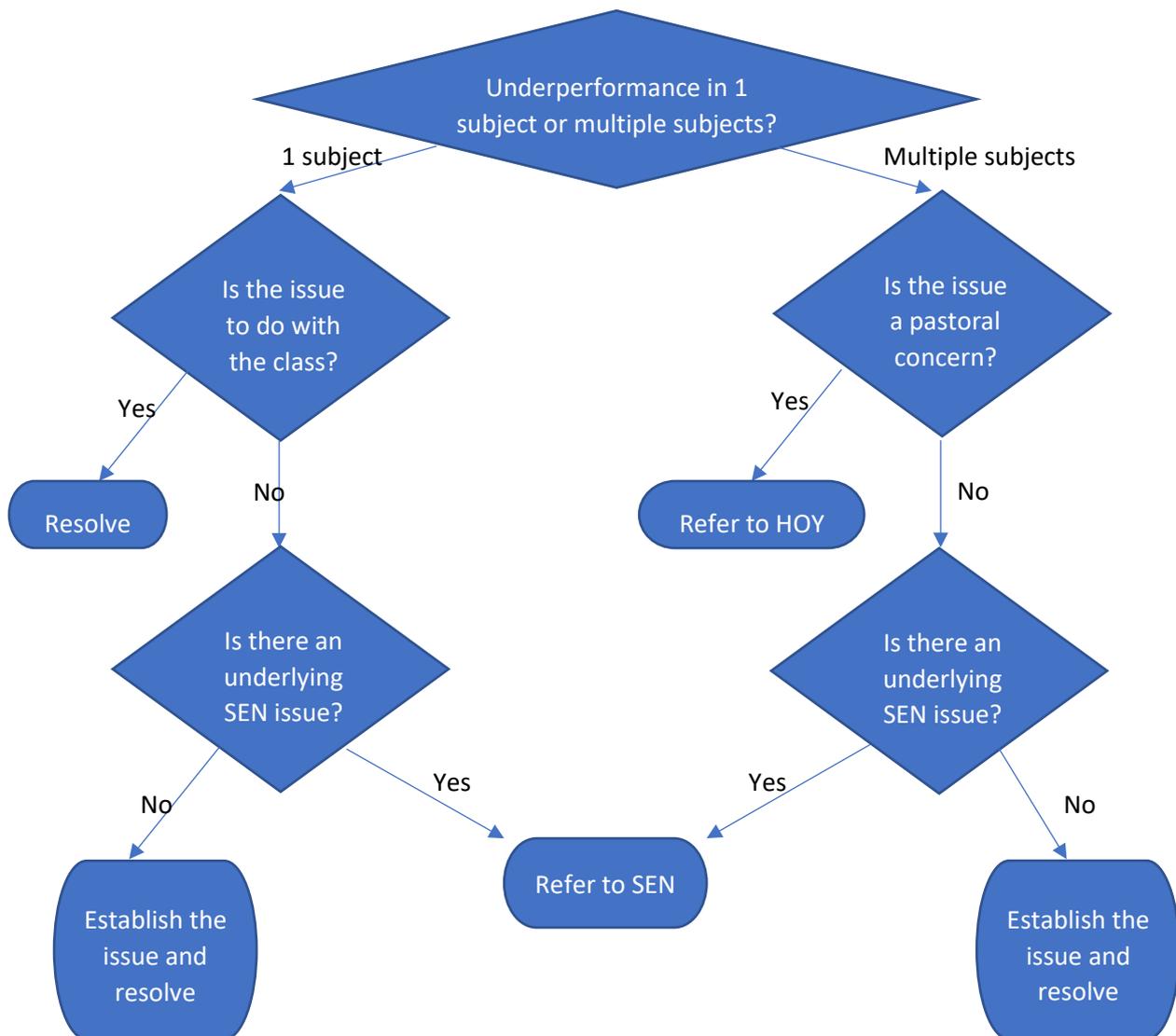
Those that require further intervention may repeat the test mid-year. All students will repeat the test either at the end of the academic year or the start of the following year so their progress can be tracked and monitored.

Assessment Flow Following Gap Identification



Pastoral Process for Assessment

DOP identifies underperforming students through referral, observation or assessment data



Year group	Assessment	Type	When	Duration	Thoughts	Actions –
7	NGRT	Baseline	Sept	30 mins	English lesson	
	ACA	Diagnostic	Dec			
	ACA	Diagnostic	Mar			
	ACA	End of year	Jun			
	GL Sample		Jul			
8	NGRT	Baseline	Sept	30 mins	English lesson	
	ACA	Diagnostic	Dec			
	ACA	Diagnostic	Mar			
	ACA	End of year	Jun			
	GL Sample		Jul			
9	NGRT	Baseline	Sept	30 mins	English lesson	
	ACA	Diagnostic	Dec			
	ACA	Diagnostic	Mar			
	ACA	End of year	Jun			
	GL Sample		Jul			
10	NGRT	Baseline	Sept	30 mins	English lesson	
	ACA	Diagnostic	Dec			
	ACA	Diagnostic	Mar			
	ACA	End of year	Jun			
11	Mocks	Mock	Nov		Low stakes carried out in class	
	Mocks	Mock	Feb/Mar		Full mocks in hall	
12	ACA	Diagnostic	Dec		Low stakes carried out in class	
	BTEC Mocks	Mock	Mar			
	ACA	Diagnostic	Mar			
	ACA	End of year	Jun			

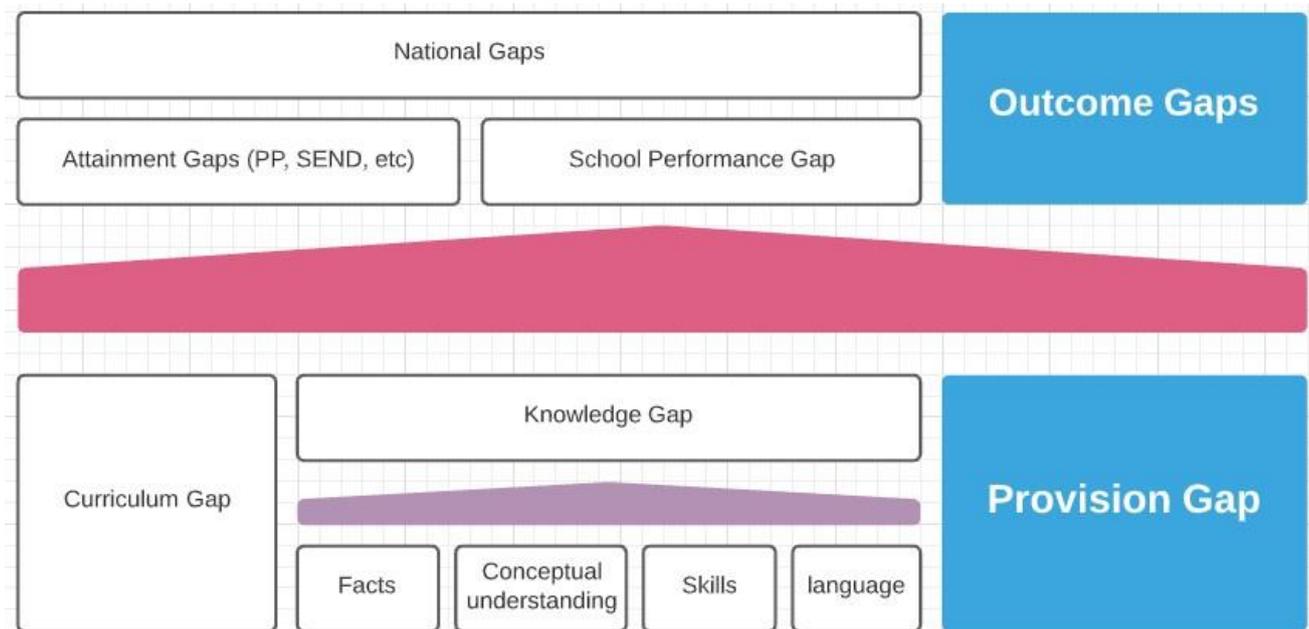
13	Mocks	Mock	Nov		Low stakes carried out in class	
	BTEC Mocks	Mock	Nov			
	Mocks	Mock	Feb/Mar		Full mocks in hall	

Appendix 1: Gaps

We often talk about the attainment gap in schools, this is the gap between groups of students with particular characteristics i.e., PP, SEND etc. However, this gap is just one of many gaps that we need to consider.

Attainment gaps and school performance gaps are relatively abstract gaps in outcomes, once we have identified them, we must then look into what is causing these gaps and therefore, how to close them.

Gaps in outcomes come about because students do not know everything, we would hope that they would at the point that attainment is measured. This could be due to gaps in curriculum coverage or gaps in students' knowledge. These are provision gaps. If we are able to close the provision gaps, then we will close the attainment and performance gaps.



We need to be clear in conversations which gaps we are discussing and focus first on closing the provision gaps. A clear focus of teaching on the provision gaps will in turn close the outcomes caps.

Appendix 2: Pre-unit and Post-unit / biweekly assessments written centrally

KS3/4 Network Assessments		Year 7		Year 8		Year 9		Year 10	
	Assessment	Pre-unit	Post unit / Biweekly	Pre-unit	Post unit / Biweekly	Pre-unit	Post unit / Biweekly	Pre-unit	Post unit / Biweekly
Core	English								
	Maths								
Ebacc	Science								
	History								
	Geography								
	Spanish								
	French								
	Computer Science								

Key:



Diagnostic assessment Diagnostic schools produced centrally



assessment Summative assessment



produced centrally produced by

Appendix 2: 2020-21 NDA and summative assessments KS3 & 4

KS3/4 Network Assessments		Year 7			Year 8			Year 9			Year 10			Year 11		
	Term	1	2	3	1	2	3	1	2	3	1	2	3	1	2	
Core	English															
	Maths															
Ebacc	Science															
	History															
	Geography															
	Spanish															
	French															
	Computer Science															
Open	RE															
	Art															
	Drama															
	Music															
	PE															
	Design & Technology															

In years 10 to 13 past exam papers (either full or partial) will be used for all network wide summative assessments. The papers being used will be published by Easter of the preceding year: it is expected that all schools use these papers. In years 7 – 9 network wide assessment papers are written in subjects with sufficient curriculum alignment. The table below shows the network wide assessment available.

Where network wide assessments are provided and schools are aligned to the network curriculum / exam board, it is expected that all schools use the papers provided.

Where is not a network wide exam board it is expected that in years 11 and 13 schools select their own full or partial past exam papers which reflect the quantity of content covered in network wide assessments.

In year 7 – 10 in subjects where no central assessment is available it is expected that departments write their own assessment papers. Schools must ensure that their assessment papers are:

- **Cumulative** – assessing content from the current academic year as well as previous academic years.
- **Accessible** - all students should be able to access the assessment papers whilst also providing challenge to the most able.
- **Representative** – the papers should be designed to ensure a broad range of topic areas are covered and that they build from year 7 to year 9 to ensure that the required assessment objective is well represented.

Where schools have established alignment to the common curriculum it is expected that they complete the network diagnostic assessments at the end of each term.

Whilst there are set points where all schools are expected to complete common assessments, outside of these set points schools can add any additional assessment points that they see fit.