3A ASSESSMENT, RECORDING & REPORTING

RATIONALE

- Since the new national curriculum was published in 2014, new forms of assessment have been developed to align with its content and principles.
- This subsequently led to the removal of both National Curriculum Levels (KS3) for statutory assessments and the traditional A*-G grading system (KS4).
- This national change of approach towards student assessment has led to a review of the assessment and recording policy in 2016 and an update in 2018.
- The Commission on Assessment Without Levels was set up to provide advice and support to Academies in developing new approaches to their own in-academy assessment and to ensure they have information to make informed choices about what might work for their students, staff and curriculum.
- The commission believed that too often levels became viewed as thresholds and teaching became focused on getting students across the next threshold instead of ensuring they were secure in the knowledge and understanding defined in the programmes of study.
- From September 2018 The Pingle Academy will assess students in KS3 without the use of national curriculum levels and use a single 9-1 grading system throughout both KS3 and KS4 to reflect these findings.
- This policy encapsulates The Pingle Academy's revised approach to the assessment, recording and reporting on the educational attainment and progress of its students.
- The policy describes the new 9-1 grading system will be used to assess and track student progress and focus on the mastery of knowledge and skills throughout the Key Stage.
- Progress towards end of year and Key Stage targets will continue to be tracked in all subjects and students making less than expected progress will be identified and appropriate support will be provided.
- The policy also outlines how the academy will collect data throughout the academic year and how this will be reported to parents.
- The responsibilities of all stakeholders are clearly outlined.

THE PINGLE APPROACH

- The Pingle Academy has been through a period of consultation, which included the Leadership Team, colleagues within The de Ferrers Trust, Heads of Faculty and teaching staff and led by the Vice Principal.
- The outcome has led to an approach to assessment which begins by looking at what knowledge and skills students need to have to prepare them for GCSE study.
- GCSE grades 9-1, supported by an "on course indicator", will be used to replace levels in KS3 and numerical grades compared to end of course targets will be used in KS4.
- Assessment tasks will continue to inform students, parents/carers and teachers where strengths and weaknesses can be found for each student in each subject and grade descriptors detail the criteria required to be achieved at each grade.
- Each Faculty will outline their assessments through the production of an assessment plan.
- Targets in KS3/4 will be set using Fischer Family Trust and we will use FFT (20) targets to ensure the academy sets aspirational targets for all students.
- In KS5, ALPS will be used to set aspirational targets.

AIMS

1. To provide a clear policy and procedure on the academy's approach to assessment that reflects the changes introduced nationally through this recent period of educational reform.
2. To be understandable for students, parents/carers, teachers and LGB members.
3. To inform KS3 students if they are "on course" to meet their end of Key Stage targets.
4. To inform KS4 and 5 students which grade are they projected to achieve if they continue to work at the current standards for the remainder of the course.

5. To ensure that all students know how they are doing, understand what they need to do to improve and how to get there. Where progress is not being made the teacher should provide feedback to students, which then leads to rapid improvement and therefore subsequent progress over time.
6. To ensure students get the support they need to be motivated, independent learners on an ambitious trajectory of improvement.
7. To ensure that all teachers are equipped to make accurate and consistent judgements about the attainment and progress students are making and know how to use their assessment judgements to plan ahead, particularly for students who are not fulfilling their potential.
8. To collect data at the four designated data collection points and ensure that assessment outcomes are communicated effectively to students, parents/carers and other teachers at each of the four assessment cycles.
9. To ensure that the academy has in place a calendared system of accountability led by the Principal and monitored by the Vice Principal with responsibility for data and assessment.
10. To continually modify assessments based on the content of the academy's curriculum to allow for communications with parents/carers to provide a clearer sense of how to support their child to build on and consolidate learning.

By focusing on the whole process of assessment we can meet these aims.

RESPONSIBILITIES

The Local Governing Body (LGB) are responsible for:

- Ensuring that this policy is in place, is continually monitored and reviewed periodically.
- Challenge Senior Leaders at the academy to demonstrate the effectiveness and impact on progress of the current Assessment, Recording and Reporting Policy.
- Encouraging, supporting and celebrating good practice.
- Ensuring that any complaints arising from the operation of this policy are dealt with in accordance with the academy's Complaints Policy.

The Principal is responsible for:

- Ensuring staff are aware of their responsibilities within this policy, giving support and allowing staff the opportunity to comment on its effectiveness.
- Evaluate the quality and consistency of assessment, recording and reporting throughout the academy.
- Monitoring the implementation of this policy and reporting to the LGB periodically.
- Line managing the member of staff who leads on data to ensure that appropriate training is provided and that headline academy figures are available in a format which is accessible for all.

The Vice Principal (Data Lead) is responsible for:

- Coordinating and monitoring the effectiveness of the assessment policy and the use of 9-1 grading system and "on course indictors" in Years 7-11 with all members of staff with assessment responsibilities.
- Ensuring that all academy examination outcomes are thoroughly analysed and any outcomes shared with all stakeholders with the academy community.
- Co-ordinating the progress data for every student who is educated off site reporting information to the Data Manager.
- Researching and recommending good practice in terms of assessment, recording and reporting.
- Preparing staff, students and parents/carers for the implications of the new KS4 grading system, during the final stages of this educational reform.
- Reporting to the Principal and the Leadership Team regularly on academy headline figures, assessment, progress and all other related issues.

- Informing the Principal and wider Leadership Team of any attainment and progress trends, including the tracking of projected grades.
- Ensuring that effective communication is maintained through the year with Heads of Faculty, teaching staff and the Leadership team.
- Reporting to the LGB on academy headline figures, progress and projections at each meeting.
- Providing ongoing staff training and support for the analysis and interpretation of all data.

The Data Manager is responsible for:

- Ensuring that teachers are informed of any set deadlines regarding the collection of data.
- Ensuring whole academy data figures are updated in both SIMS and SISRA after every data collection and summarised for all staff and LGB.
- Producing and distributing appropriate data for Heads of Faculty after each assessment input, including most recent input and tracking over an appropriate time scale.
- Informing the Vice Principal and wider Leadership Team of any attainment and progress trends, including the tracking of projected grades.
- Providing ongoing staff training and support for the analysis and interpretation of all data.

The Leadership team is responsible for:

- Line managing effectively Heads of Faculty and ensure that they are following the policy accordingly.
- Supporting each Head of Faculty throughout during each assessment cycle:
  o analysing most recent data on SISRA.
  o meeting with Head of Faculty prior to Faculty progress meeting to discuss data and agree on suitable priorities and actions.
  o quality assuring the content of the FPA forms before being sent to the Vice Principal.
  o attending every FPM (Faculty Priority Meeting) to discuss Faculty strengths and areas of improvement.
  o meeting with Head of Faculty post FPM to discuss any agreed actions and immediate priorities and to monitor on an on-going basis.
- Meeting every two weeks with each HOF being line managed and keep a record of meetings via the academy LM actions form (1 form for every 2 week cycle).
- Knowing the top 5 data for each of the subjects within the Faculty being managed (9-7, 9-5, 9-4, Targets, ALPS).
- Being a confident user of SISRAnalytics and to check promptly once data has been published.
- Challenging Heads of Faculty to accelerate rates of progress and improve attainment for all classes and groups of students, with precise numbers.
- Ensuring Heads of Faculty are able to identify any underachievement by specific students or classes (based on both previous projection and end of course targets) and that appropriate strategies are put in place to remedy the situation.
- Identifying how many and which students are required to improve to meet Faculty/subject targets.
- Quality assuring the appropriateness of any "Assessment Tasks" used within each of the assessment cycles to ensure they accurately inform any grades which are assigned to students at all Key Stages.
- Quality assuring the appropriateness of each of the grade descriptors used throughout each of KS3 and KS4, gaining external validation where appropriate.
- Ensuring that Faculties are moderating work with all members of the Faculty and externally, to ensure a clear understanding of assessments and what is required within each ability band in each Year Group to ensure this then leads to GCSE success.

Heads of Faculty are responsible for:

- Producing of a Faculty assessment plan and grade descriptors for each subject area.
- Ensuring that all assessment tasks and grade descriptors have been agreed with line managers.

- Ensuring that appropriate assessments take place in line with assessment plans which can inform the assessment, recording and reporting policy and that work is marked, moderated and standards agreed before any assessment data is inputted into SIMS.
- Ensuring that input for all data collections for the Faculty meet the set deadlines.
- Analysing, after each assessment collection, the data provided by both the Data Manager and SISRAnalytics to identify any underachievement of students within the Faculty and all its subjects and complete the "Faculty Priorities and Actions" form to agree appropriate intervention strategies for the next assessment period, which can then be monitored and reviewed.
- Reporting progress and interventions to the Intervention Lead and line manager.
- Analysing projected data for each Year Group from subject analysis and challenging class teachers to accelerate rates of progress for all students in their class.
- Liaising with Progress Leaders and Head of Student and Parent Services regarding any barriers to learning, gaining support as necessary.
- Ensuring that all members of their Faculty understand the target setting process and that they are responsible for ensuring these targets are achieved.
- Supporting colleagues in the Faculty team to access relevant data from SISRA.

Class teachers are responsible for:

- Maximising the progress of all students in each of their classes.
- Ensuring that a variety of assessment methods are used on a day to day basis to help shape students' immediate next steps.
- Ensuring that the appropriate Faculty assessment plan is followed and completed as set out by Head of Faculty, which then informs the accurate judgement of any projected grade.
- Indicating, where relevant, to students, their grades and information about the quality of their work, the progress they have made and what needs to be done for them to move forward.
- Ensuring that students' work is diagnostically marked and moderated within Faculty time.
- Ensuring that students both understand that what they need to do to improve and are given the opportunity to do so.
- Monitoring the performance of every student in their class against FFT (20) targets and ensuring that with under-performing students action is taken immediately.
- Ensuring they attend relevant training sessions on how to use SISRA Analytics.
- Ensuring that progress data is available in their classroom at all times for Leadership Team/Heads of Faculty/external agencies to view.
- Using data to inform planning and MINT seating plans.

Assistant Principals overseeing a Year Group are responsible for:

- Line managing their Progress Leaders to oversee the progress and attainment of the relevant Year Group.
- Supporting Progress Leaders and class teachers regarding any barriers to learning, which are preventing appropriate progress.
- Working with Intervention Lead to action specific intervention strategies as and when necessary as a result of data produced from assessments.
- Meeting every two weeks with Progress Leaders and keep a record of meetings via the academy LM actions form (1 form for every 2 week cycle).
- Doing joint learning walks for key groups to ensure Progress Leaders know what is going on in the classrooms for their Year Group across the curriculum.
- Challenging Progress Leaders to accelerate rates of attainment and progress for all classes and groups of students by focusing in on Attitude to Learning scores and impact of interventions.
- Ensuring Progress Leaders are able to identify any underachievement/poor Attitude to Learning by specific students or classes.

- Quality assuring the interventions put in place by Progress Leaders to improve Attitude to Learning, including those involving external stakeholders and ensuring that they have a focus on progress/targets for improvement.
- Ensuring that Progress Leaders are facilitating the use of SISRA data by tutors, and that this forms a regular part of form time activities.
- Working closely with Vice Principal in actively co-ordinating the support of HPA, PP, Pingle Plus etc. to track their progress as individuals and as a cohort.

Progress Leaders are responsible for:

- Knowing the progress of students and Attitude to Learning in the different cohorts (PP, Pingle Plus, LAC, FSM, EAL, gender).
- Using SISRAnalytics to check data promptly for the Year Group once it is published.
- Supporting the PL throughout each assessment cycle:
  - analysing the most recent data (including Attitude to Learning) on SISRA.
  - meeting with PL prior to Progress Tutor Team Meetings to discuss data and agree on suitable priorities and actions.
  - quality assuring the content of the FPA form.
  - attending every YGPM (Year Group Priority Meeting) to discuss Year Group strengths and areas for improvement.
  - meeting with PL post YGPM to discuss any agreed actions and immediate priorities.
- Categorising student Attitude to Learning into specific focus groups, such as 'not disruptive but lacking engagement'.
- Ensuring that appropriate strategies are put in place to remedy the situation in terms of Attitude to Learning scores.
- Identifying how many and which students are required to improve to meet Faculty/subject targets for the Year Group.

Form Tutors are responsible for

- Monitoring their tutees' performance across the curriculum and supporting them in order that they achieve their potential.
- Identifying students in their form who are underachieving and supporting/coordinating/ monitoring any intervention measures required which will help remove any barriers to learning.
- Ensuring they attend relevant training sessions on how to use SISRA Analytics.

ASSESSMENT AT THE PINGLE ACADEMY

1. The new national curriculum puts greater emphasis on the specific knowledge students should acquire by the end of each year and Key Stage and requires greater depth and detail of learning.
2. The new Pingle Academy KS3 assessment policy is more closely linked to the curriculum content and does not restrict teaching solely to the specific content in the National Curriculum, but encourages the wider exploration of subjects, which results in higher attainment and greater enjoyment.

The Pingle Academy will use three main forms of assessment:

1. **Formative Assessment**, which is used by teachers to evaluate students' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; (Good formative assessment ranges from the probing question put to a student as they think something through; quick recap questions at the opening of a lesson; scrutiny of the day to day work of students to include that which is found in exercise books/iPads; right through to formal tests.)

- Formative assessment is intended to inform teaching and learning. There is no intrinsic value in recording formative assessment; what matters is that it is acted on.

2. **Summative Assessment**, which enables Academies to evaluate how much a student has learned at the end of a teaching period:

   - The purpose of academy summative assessment is to evaluate students' learning and progress at the end of a period of teaching. *It is important to revisit previously learned knowledge and not simply the most recent subject content within this summative assessment.*
   - End of year tests or practice examinations need to be subject to internal/external moderation across the Trust, where possible, through the alignment of Examination Boards and timings within assessment plans, followed by Faculty CPD where necessary.

3. **Nationally Standardised Summative Assessment**, which is used by the Government to hold Academies to account:

   - To assess the accuracy of Faculty assessment judgements at the end of each year.
   - Assessments need to be accurate to project final outcomes in KS4/KS5.

Assessment Summary

Through using a range of assessments as outlined in each Faculty assessment plan, teachers can readily identify gaps in knowledge and skills and can then focus on areas of underperformance to support improved learning outcomes for underachieving students.

Progression towards the achievement of student's individual targets and whether students are "on course" to meet their end of year and end of Key Stage target must be at the forefront of teachers' planning. Good assessment for learning provides:

- **Accurate** assessment – knowing what the grade descriptors are, judging students' work correctly using criteria set out within Faculty/subject progression models.
- **Fair** assessment – knowing the methods used are valid and using evidence to support judgements.
- **Reliable** assessment – ensuring that judgements are consistent and based on a range of evidence which is moderated at Faculty level.
- **Useful** assessment – identifying barriers to student progress and using that information to plan and discuss the next steps in learning.
- **Focused** assessment – identifying areas of a student's learning where there are blocks to progression, which might benefit from, for example, one-to-one intervention and support.
- **Continuity** of assessment, enabling better transfer between years, Key Stages and to ensure students are fully prepared for the skills and knowledge they will be assessed on during GCSEs in KS4 and beyond.

Assigning a current grade assessment or end of course assessment

To ensure accuracy of assessments and to monitor progress being made it is important to use at least one robust check:

1. **Standardisation using "blind marking"**

   Here, every teacher in a Faculty marks the same piece of work and assigns a grade independently. Then the teachers meet together and compare grades, discussing reasons why they awarded that grade, and eventually reaching a consensus about the grade which should be awarded.

2. Use of Sample Assessment Materials/Past Examination Papers

In newly reformed GCSE courses, Examination Boards will provide SAM (sample assessment material) to support teachers in ensuring students are aware of what they will be externally assessed on and what grade boundaries they are likely to use. As past examination papers are available for different courses, these can also be used alongside corresponding mark schemes and grade boundaries. Faculties should regularly check for updates and use the material whenever possible.

3. Standardisation using exemplars

It is good practice for every Faculty to keep a portfolio containing annotated examples of work marked at thresholds across the range, to which staff should refer when marking. This is particularly useful in Faculties with non-specialists or supply teachers present to maintain consistency regardless of who is marking.

4. External moderators' reports including academy to academy support

Sometimes, coursework internally marked is externally assessed, too. Any differences could lead to work being down or up-graded. Examiners' comments should be noted and acted upon. Externally moderated assessments will continue to be used to verify the continued accuracy of assessments. Student work should be externally moderated on a termly basis using expertise across the Trust to ensure accuracy of assessments.

5. Current Grade Assessments/End of Course Projected Grades

Current grade assessments/projected grades are judgements on what a student should achieve at the end of an assessment period (KS3) or end of their course at GCSE may be shared with Pingle and de Ferrers Trust colleagues. They draw on the full range of assessment information, including any judgements made by the teacher and test or examination evidence. They provide a formal recognition of achievement and valuable baseline information for the next stage of learning.

Projected Grades allow whole academy projections/judgements to be made.

6. On Course Indicator (OCI)

An on course indicator is a scale of 1-5 which refers to a generalised description of the likelihood of a student to reach their end of Key Stage 3 target grade. Target grades are aspirational and determined from FFT (20), running throughout the academy for all students.

7. Externally Validated Examinations

Externally validated examinations assess the final outcome and achievement of students. Feedback from results, Examination Board analysis and examiners' reports can be used to develop schemes of work and assessment accuracy as part of an on-going process.

8. Measures of attainment

Provide information about the standards and grades students are achieving. Attainment will be judged as a subject current grade in KS3 and an end of course projected grade in KS4/5.

9. Measures of progress

Expected progress in KS3 is when students achieve an OCI of a 1 or 2, indicating a student who is likely to meet or exceed their end of KS3 target grade. (A mix of various types of assessment will enable teachers to form a judgement.)

Expected progress in KS4 is measured using DfE estimates related to the full range of KS2 starting points. If the estimate is equal to or greater than actual, then expected progress has been made.

Expected progress in KS5 is measured using a student's result compared it to ALPS minimum targets.

10. National performance indicators required at the end of KS4 include:

- Attainment 8
- Progress 8
- % Basics 9-5 in English and Mathematics
- % Basics 9-4 in English and Mathematics
- % 9-5/9-4 in English
- % 9-5/9-4 in Mathematics
- % students entered for EBacc
- % students achieving the EBacc (Strong and standard pass)

From 2016, Attainment 8 (A8) and Progress 8 (P8) have become the main benchmark for performance table figures as part of a stronger emphasis on the progress made by students in all of the subjects a student is studying.

An analysis of the A8 and P8 figures will identify students who are underachieving in a range of subjects, even though their headline 9-5/9-4 in English and Mathematics may suggest that their attainment is strong.

11. KS4 – Numerical grading system and Progress 8

- In 2018/19 all students will receive numerical grades in all GCSEs.
- BTECs will continue to be awarded Pass/Merit/Distinction/Distinction*
- Progress 8 will be measured by comparing the GCSE points awarded for each grade against the expected amount of points which is determined from what students achieve nationally in each subject with similar starting points. (The estimates will be reviewed annually and will only be available in September/October each year so Academies can only project progress using previous year's estimates.)
- Each student is given attainment points for each GCSE grade from 9-1.
- Subjects which count towards the overall figure are Eng Lit/Lang, Maths, 3x EBacc subjects and 3x open subjects
- Although there are 8 subjects, Eng and Maths will be double counted so the total number is divided by 10.
- This figure represents the Attainment 8 figure for each student which is compared against the estimated Attainment 8 figures for students on a similar starting point.
- The difference between the 2 figures represents the "Progress 8" figure.
- Students who achieve a "0" Progress 8 score will be making expected progress.
- Students who achieve a "+0.5" Progress 8 score on average performed half a grade better than expected.
- Students who achieve a "-0.5" Progress 8 score on average performed half a grade worse than expected.

The Pingle Academy data tracking system

- Current grade assessments (KS3) and projected grades (KS4/5) will be used to track students' progress through a variety of ongoing assessments in each subject.
- Staff will enter assessment information throughout the year which will contribute towards an eventual "best fit" for the end of assessment period data.
- In KS3 there will be 4x assessment periods resulting in an overall current grade assessment for that period.
- In KS4/5 there will be 4x assessment periods resulting in an end of course projected grade on each occasion.
- Once the data entry deadline has been met, assessments are transferred into SISRA and Faculty and Year Group summaries are produced for further analysis at Faculty progress meetings, resulting in HOF producing a Faculty Priority and Actions form (FPA).
- Each HOF is to attend a Faculty Performance Meeting (FPM) after each assessment cycle to discuss current progress and determine any actions required in the next assessment cycle.
- The academy's data tracking system, SISRA Analytics, provides all teaching staff with the facility to track the grades which students are at in all subjects. It also provides a summative analysis of attainment by individual students, by teaching class groups, Year Groups and by vulnerable groups.
- Progress reports are sent home 4 times per year in KS3 and KS4, which includes one full report.
- Teachers inform students of their on course indictor or projected grade via stickers on the front of books.

The following data summaries will be produced after each assessment period:

- Faculty summaries and trackers for examination groups in KS4 and KS5.
- Attainment and progress summaries for KS3 for each Faculty.
- Distance from target trackers for KS3 classes and all target groups.
- Year Group summaries with all headline figures.
- Key Performance Indicator (KPI) document for the LGB.
- Pupil Premium/SEN/HPA tracker summary.

Progress Meetings and Faculty Performance Meetings

- Heads of Faculty will continue to receive data packs from the Data Manager for each Year Group via SISRA and will be asked to complete a Faculty Priorities and Actions (FPA) form analysing progress in all Key Stages.
- Heads of Faculty will initially analyse the data with Faculty line manager and identify a set of priorities.
- Priorities are then shared with the Faculty at the next Faculty progress meeting and subject staff are to record the actions that will take place to meet these priorities.
- An impact analysis will take place at the beginning of the next assessment period to identify the effectiveness of any actions made and the impact on each subjects projected figures.
- Faculty progress meetings take place 4 times per year and are scheduled after each data entry point for KS3, KS4 and KS5.
- Faculty Performance Meetings (FPM) will then take place with members of LT and Trust to discuss the progress being made, the impact of any actions taken and next steps.
- It is the responsibility of the Vice Principal in charge of assessment and data to maintain an overview of headline figures and manage all key stakeholders with areas of responsibility.

REPORTING

- Reporting to parents/carers and others is fundamental to academy's accountability for the quality of education which they deliver. The academy needs to demonstrate its professionalism to a wide, diverse and, potentially, critical audience. Rigour in attention to detail, including standard of English is as necessary in the report as showing that progress is being made by the student class, cohort or academy in subjects and personal development and identifying for them the next learning steps.
- Every student will have four **progress reports** including **one full report** in each academic year.
- Full reports will contain a comment from each student's Form Tutor, referring to any successes that a student has achieved beyond any academic success and including extra curricular contributions.
- The progress reports will contain information about the student's current Attitude to Learning in addition to their on course indicator (KS3) and end of course projected grade (KS4 and KS5).

On-line Reporting to parents/carers

Reports will be available on the parental portal to allow parents/carers to gain secure access to the assessment data relating to their son or daughter held on the academy's central database.

APPENDIX CONTENTS

i) **Sharing learning outcomes with students.**
ii) **Questioning**
iii) **Giving formative feedback to students**
iv) **Peer & self assessment**
v) **Monitoring**
vi) **Example progress report**

Appendix i

SHARING LEARNING OUTCOMES WITH STUDENTS

Principles

- All learners need to understand what they are being asked to learn and, more importantly, why.
- Good feedback depends on the above.
- Peer and self-assessment are impossible if students do not know what is expected of them.
- All students need to understand the big picture.
- Understanding how a particular activity fits into long-term aims is important in connecting learning.

Suggested ideas for the classroom

- Write learning outcomes on the board at beginning of lesson.
- Provide a lesson title in the form of a question.
- Make links with previous/future topics.
- Link learning outcomes to end of unit/progress tests.
- Ask students to provide lesson outcomes to promote ownership of outcomes.
- Use past work to demonstrate to students the standard of work expected.
- Teacher models to demonstrate objective.
- Ask students to identify key words in the learning objective.
- Encourage students to use language of learning outcomes in their work.
- Return to learning outcomes in the plenary.
- Reward students who can link what they have done with the learning objective.

Appendix ii

QUESTIONING

Principles

- Developing students' capacity for thinking and independent learning can be promoted through asking more open-ended questions.
- Wait time has to be increased to allow students to think about the question and make a considered response.
- Questioning can uncover layers of understanding for teachers to use when supporting students or as the basis for setting written work for them.
- Students receive constructive guidance on how they can progress to the next grade and are challenged to do so.

Suggested ideas for the classroom

- Involve students at the start of the lesson through open and closed question starters.
- Delve further through deep questioning to promote learning.
- Use different types of questioning e.g. open, closed, higher order, Blooms taxonomy 6 levels.
- Teach explicitly how to ask questions.
- Make ground rules on listening to peers.
- One way of encouraging everyone to engage with the question is to use 'no hands up'.
- Give students short discussion time in pairs/groups before discussing as a whole class.
- Ask questions about new material at the beginning of a course/lesson to encourage a community of enquiry.
- Use an objective to identify who can answer the questions.
- Use hot seat questioning.
- Ask students to extend the answers of their peers.
- Give students an answer; they think what the question was.
- Aim to include every child through peer questioning.
- Ask students to ask questions about each other's work.
- Use mini quiz/questioning games.
- Make question chain; each child answers a question until the chain breaks.

Appendix iii

GIVING FORMATIVE FEEDBACK TO STUDENTS

Principles

- Good feedback involves good planning. Unless activities are designed to enable good feedback, it is highly unlikely that good feedback can take place.
- Research has shown that the greatest gains are made by students who received comment only marking.
- Where comments and grades are given, students in the main ignore the comments.
- Marking can be divided into that associated with keeping check of a student's written work or general progress and that for a specific reason, e.g. a formal assessment, test or examination.
- It is not expected that a teacher marks everything, marks it assiduously or marks it weekly.
- It is an expectation that colleagues keep track of a student's work, checking for gaps (including due to absence) and correcting misconceptions and English. It is an expectation of all staff at The Pingle Academy that the marking policy is followed accurately.
- Students need to be informed of what they have achieved and what they need to do next to improve.
- Feedback that focuses on what needs to be done can encourage all to believe that they can improve.

Suggested ideas for the classroom

- Distinguish between day-to-day marking, which may be a quick tick, small correction and more in depth marking which merits a written comment with a target.
- Include 'next steps' in written comments, related to learning outcomes.
- Frequent oral feedback during the lesson.
- Give oral feedback on next steps and targets.
- Show examples of previous work and what contributes to a good piece of work.
- Focus marking on a single feature, which has been made explicit to the students in advance.
- Collate common issues that arise from a set of marking and share these with the class via whiteboard, rather than writing detailed comments on all work individually.
- Do feedback lessons, recapping work with which the whole class needs help.
- Use colour to highlight what a student has done well/needs to improve.
- Give students timely opportunities to respond to feedback.

Appendix iv

PEER & SELF ASSESSMENT

Principles

- Peer and self-assessment are some of the more powerful strategies in AFL.
- In order for students to engage in self-assessment, they have to be trained in peer assessment first. This will involve using appropriate assessment criteria.
- Peer assessment is valuable, because students may more readily accept constructive criticism from each other.
- Peer work is also valuable because the interchange will be in language that the students themselves naturally use.
- Links to the learning outcomes will form a significant part of the dialogue.
- Feedback from a group to a teacher can command more attention than that of an individual and so peer assessment helps strengthen the student voice.

Suggested ideas for the classroom

- The precursor to all productive peer and self assessment is that students have access to and understanding of learning outcomes and grade descriptors.
- Grade descriptors are displayed in classrooms in 'student speak'
- Teachers need to reflect carefully on groupings/pairing for peer assessment activities in the light of ability. Do not always use brighter students to help others. Groups of HPAs can be used for stretch and challenge.
- Teacher explains what they want from a piece of work, students then respond with examples of what they have done.
- Students indicate what they think they have understood/not understood.
- Students use colour coding in marking each other's work.
- Students use mark schemes to mark/grade other students' work.
- Students use exemplars from previous years to mark/grade each other's work.
- Peer proof reading of drafts of coursework in light of assessment criteria.
- Students identify 2/3 positive areas about another person's work and one target to work on.
- Peer observer of group work elected to assess and provide constructive feedback.
- Students use word bank for self evaluation.

Appendix v

FORMATIVE USE OF SUMMATIVE TESTS

Principles

- Summative tests and assessments should be a positive part of the learning process and used as a snapshot of student progress, not to dominate the assessment picture.
- Summative tests can help students see that they can be the beneficiaries rather than the victims of testing.
- Students should be engaged in a reflective review of the work they have done to enable them to plan their next steps effectively.
- Students should be trained to ask appropriate questions and mark answers.
- Students should be encouraged through peer and self-assessment to apply criteria to help them understand how their work might be improved.

Suggested ideas for the classroom

- Students 'traffic light' a topic for revision. Areas marked red are the focus for more in depth revision.
- Students set and mark own exam questions or practical activities.
- Students 'unpick' model answer.
- Students rewrite a particular section to improve specific criteria.
- Recap past assessments allowing students to realise how many skills they have learned.
- Students write down/represent pictorially, of all they know about a topic.
- Give short snappy tests to assess shortfalls in learning and identify areas for revision.
- Examine/discuss public examination criteria.
- Use pre mocks, mocks and coursework drafts as key work for the formative use of summative assessment.
- Students mark each other's work using examination mark criteria.
- Use coursework grade boundaries used to inform students of their current level/grade in order to move them on.
- Use games/fun/more relaxed forms of assessment rather than 'silent' examinations, from time to time.

Appendix vi

RECORDING

Principle

- To identify/monitor and share relevant assessment information with students and parents/carers in order to improve progress in the short term and also achievement over time.

Procedure

- Student progress is monitored through continual assessment by teachers. Heads of Faculties should ensure the consistency of assessment data throughout the Faculty.
- All students will receive a target grade as set out in the Assessment Policy. Students' progress is monitored against the target grade.
- Staff are expected to input progress data directly into a central SIMS mark sheet 4 times per year and into SIMS Assessment Manager three times per year for each class taught.
- Progress data will be available for analysis on SISRA as outlined in the data cycle.
- The Vice Principal responsible for data will use the information from SISRA to update staff on subject and whole academy performance and ensure data is available and used to inform teaching and learning.

- Faculty Performance Meetings will analyse all Key Stages are scheduled to monitor the progress of all students providing a specific focus for the next data cycle.
- Year team meetings are scheduled to monitor the progress of students in form groups with the focus being on identifying underperformance, successes and any barriers to learning as a result of disengagement or low Attitude to Learning.
- Faculty meetings will need to monitor the progress of students in the Faculty, finding strategies for intervention and celebrating success in line with the meetings calendar. All staff are expected to constantly monitor the progress of all students. After each data collection staff will be expected to provide an analysis of student progress to the relevant line manager with details of intervention strategies.
- At Leadership Team link meetings Heads of Faculties and Key Stages will be required to discuss progress
- Where students are not making expected progress, a wide range of intervention strategies must be put in place.

Appendix vii

REPORTING

Relevant assessment information regarding progress is shared with students and parents/carers. This will be during the full programme of parents/carers evenings and the framework for reporting, assessment and monitoring of progress.

Progress against targets is reported to parents/carers four times per year following the collection of assessment data.

Three of these are progress reports and contain information on:

- Attitude to Learning
- homework
- level of progress
- on course indicator (KS3 only)

The end of year report is a written report which, in addition to these elements, contains brief comments on:

- the student's next steps targets and any further information regarding a student's approach to learning
- the student's overall contribution to the wider academy community
- any extracurricular successes.