



WIGSTON ACADEMIES TRUST

ASSESSMENT AND FEEDBACK POLICY

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Signed by Executive Headteacher:

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1. Rationale:

Assessment and Feedback is crucial in ensuring that students make progress. It is important that students are given clear messages to help them to improve. It is expected that all teachers will ensure that various forms of feedback play a central role in their assessment of students' progress and in their future planning. The insight and understanding gained via thorough assessment and feedback is the key way in which learning can be scaffolded and personalised.

2. Principles:

Wigston Academies Trust believe that Assessment should move the students forward in their learning journey by:

- 1. Creating a culture where there is no failure, only accessible feedback to act upon*
- 2. Enabling teachers to identify barriers or gaps in knowledge and/or skills to inform planning*
- 3. Ensuring that students know that their hard work and effort is recognised and valued*
- 4. Empowering students to effectively reflect on their own learning*
- 5. Helping learners to identify and implement strategies to improve their retention of knowledge and skills*
- 6. Raising achievement and the self-esteem of students by providing them with regular diagnostic feedback*
- 7. Allowing all stakeholders to monitor and understand student progress and to work in partnership with the Trust principles*

Each subject area has their own guidance on what these key principles look like during lessons and shape what a student will see and experience in lessons.

The purpose of assessment

Assessment and feedback have two purposes: One, empowering students to effectively reflect on their own progress, act on feedback and to improve their retention of knowledge and skills over time. Two: it informs future curriculum planning and teaching.

A new model for assessment:

- Substantive knowledge plays a much larger part in achieving secure and long-term progress (i.e. learning the subject) than previously recognised
- The curriculum is the progression model. Students have made progress if they have learnt the curriculum. Teachers ought to be teaching to the curriculum and not to the test
- Summative assessment should sample from the whole domain, not just what has most recently been taught
- The subject domain expands over the course of KS3. By Y9 exams will sample across the whole KS3 subject domain
- Subject specificity needs to drive the structure and design of assessments

The types of assessment

- Regular formative assessment plays a central role in supporting teaching and learning. The assessments are subject specific and topic sensitive. It will largely take the form of low stakes factual testing and knowledge recall. Each department/faculty outlines how they use formative assessment in their assessment and feedback guidelines
- Summative exams will take place during the course of the academic year
- Each summative assessment uses a variety of question types as appropriate to the subject to sample the whole domain. Over the course of the academic year and across key stage three the domain being sampled will gradually expand
- The aim is for all students to rise above a minimum curriculum threshold. The curriculum is designed so as to reinforce the knowledge and skills base of those who fall beneath this threshold. Departments / faculties will determine the threshold in their subjects and identify intervention required for those pupils to take place within and outside of lessons
- We believe the curriculum is the progression model. Therefore, if pupils are learning what we intend them to learn they are by definition making progress.

Formative assessment:

The regular use of minute-by-minute and day-by-day classroom formative assessment can substantially improve student achievement. Although many different definitions of formative assessment have been proposed, the essential idea is simple. Teaching is a contingent activity. We cannot predict what students will learn as a result of any particular sequence of instruction. Formative assessment involves getting the best possible evidence about what students have learned and then using this information to decide what to do next.. It informs teaching and learning and the teacher's understanding of what a student knows and is able to do. This type of assessment helps to identify gaps in knowledge, understanding and key misconceptions. It informs interventions and adaptations as well as re-teaching opportunities. It is used to reinforce recently introduced new knowledge and the retention of prior learning. In addition, regular retrieval practice reinforces and supports long-term memory retention. Individual subjects will determine the types of regular formative assessment appropriate to their needs and subject areas.

What does good formative assessment look like?

- Focused primarily on knowledge and targets specific curriculum content
- Sets high thresholds for success so as to assure student fluency and security
- Reinforces cognitive development
- Strong diagnostic power which feeds back into lessons
- Shows how to proceed next with particular students or sub-groups of students

Formative assessment is used by the teacher to develop students learning and knowledge and not for accountability purposes.

Summative assessment:

Summative exams sample the subject domain. This type of assessment examines students on their retention and understanding of the curriculum taught. The curriculum is the progression model and as such over the course of KS3 the knowledge requirements increase in both depth and breadth.

By year 9 students will be expected to draw upon expansive subject knowledge from the whole of KS3. Assessments will have a range of questions – knowledge and application of knowledge which sample the subject domain. Each department will design their KS3 summative assessments.

What does good summative assessment look like?

- Samples an expanding domain
- A range of different question types
- Blends diverse elements of knowledge and skill in complex questions
- Includes extended questions (problem-solving, essay writing)
- Challenging enough to distinguish between students, especially at the top end
- Subject specificity needs to drive the structure and design
- Not circulated prior to the exam as to avoid teaching to the test
- Used to discuss and distinguish between the performance of different students and sub group

3. Context:

Assessment and Feedback must be personalised considering a students' prior attainment, target grade, progress made thus far, personal strengths, weaknesses, capacity to improve, effort demonstrated as well as social and emotional well-being. In short, one size does not fit all. This is also reflected within each department having specific guidance as to how our Assessment Principles will be met.

4. Value:

Assessment and Feedback must be used to demonstrate to a student that their efforts are both valued and worthwhile. This gives a clear message to students that their teacher cares about their progress and values the work they produce. Your investment allows a student's self-esteem to build and gives them a positive perception of their ability in your subject. The more confident a student is, the more likely they are to succeed. This can be achieved in a number of ways, particularly summative feedback that is positive and includes praise.

5. Transparency:

Students need to be fully aware of how their work will be marked and what is expected of them when it is returned. Remember – one size does not fit all.

Methodology:

Each department has their own guidance on how the whole school Assessment principles will be met. This is monitored and tracked through regular lesson drop ins.

For consistency we use the following pen colours for marking:

Peer/Self Feedback - Purple Pen

Teacher feedback – Green pen

Best Learner revision strategies – Red pen and yellow highlighter

6. Presentation:

High levels of presentation are expected by all students. As with the expected slides at the starts to lessons – Dates and Titles should be underlined.

7. Monitoring:

Quality assurance will be used to ensure the consistent application of the policy and to share good practice. Regular work scrutiny will be included as part of the teacher review and quality assurance by senior leaders and heads of department.