


# TEIGN SCHOOL

## RESPONSIVE ASSESSMENT POLICY

### 2025-26

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	Monitoring Review Date	ongoing
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## 1. INTRODUCTION

Feedback through assessment at Teign School is an integral part of the teaching and learning process for all pupils. Using the [EEF Teacher Feedback to Improve Pupil Learning](#) guidance this means that feedback must be appropriately timed and delivered, as well as made use of by pupils in order for it to be effective. The Evidence Based Education guide on The Four Pillars of Assessment (summarised in Appendix 1 and found here in full) provides a foundation for continuing to develop best practice, within the structures of assessment that exist across Education South West.

## 2. PURPOSES OF ASSESSMENT

- To provide the necessary evidence to support feedback that is deliverable to pupils, shareable with staff and in reporting progress, and usable in future planning.
- To enable pupils to understand where they are in their learning and what they need to do next.
- To diagnose each pupil's misconceptions and obstacles to learning and review curriculum planning in light of this, adapting teaching according to areas of need

## 3. TYPES OF ASSESSMENT

- 3.1 Formative Assessment – where progress is assessed and teaching is adjusted moment by moment. This may take the form of targeted questioning or through learning tools such as mini-whiteboards, tracking pupils as they attempt tasks, or reviewing a pupil's study book in a 1:1 conversation, asking questions to uncover and remove blocks and gaps in understanding.
- 3.2 Formal Summative Assessment – where all pupils are assessed to see how much learning has taken place. For example, mid and end of cycle assessments and Pre-Public Exams (PPEs).
- 3.3 External Assessment – public examinations in Level 1, 2 and 3 courses such as GCSEs, A Levels, Btec and Cambridge National vocational qualifications.

## 4. RESPONSIVE ASSESSMENT

Our principles of Responsive Assessment:

- 4.1 To focus on how pupils learn - the process of learning (metacognition) has to be in the minds of both teacher and pupil, utilising a variety of teaching and learning strategies. Pupils are assessed and the assessment outcomes are shared with them.
- 4.2 To foster a growth mindset - Assessment should emphasise the progress pupils have made in terms that a pupil can both understand and make progress from. Timely, specific and individualised feedback can improve pupil motivation by fostering a growth mindset and desire to improve. Feedback that comes as the

result of assessing learning following high quality instruction should therefore aim to support pupils to take risks in a secure environment, in order to learn from mistakes and misconceptions

- 4.3 To show pupils how to improve - pupils need explicit feedback on the steps that they are following and how to move along these steps. They need specific statements about their current strengths, but also the new skills and knowledge they might acquire to move to the next level. Through this process, teachers will be able to plan ahead and so develop a longer-term view about pupils. They will develop from individuals striving to achieve specific goals in one context, to intrinsically motivated pupils with a long term understanding of their learning.
- 4.4 To promote understanding of goals and criteria - all pupils need to understand what it is that they are trying to achieve. Teachers must share the purpose and where appropriate the rationale for specific learning, ensuring pupils know what the expected outcomes will be so that both teachers, and pupils can judge if the planned goal has been achieved.
- 4.5 To develop a capacity for self-assessment - pupils have difficulty standing back and forming judgement about their learning. All pupils need to be taught how to use information about past performances and to use this to develop future actions. All pupils need to reflect on how well they have done and why. They will be enabled to move towards greater independence as pupils if they are more included in the process that judges how successful they have been.
- 4.6 To be part of effective planning - pupils respond appropriately to teachers' feedback as directed in response time allocated through lesson and curriculum planning. This is essential to help the pupils and teacher to come together to gain information about progress being made. In this way it is more likely that future planning would be influenced by what has gone before and both teacher and pupil will be prepared for future lessons.
- 4.7 To use targets to help pupils know how to improve - Teign School uses a system of target setting which takes into account KS2 scores (where unavailable, CATS data is used with DfE formulas applied) and NGRT data. These targets are used primarily by the school and trust in data analysis exercises to inform strategic planning, but may be used by teachers and Leaders of Personal Development as a benchmark to support planning and identify opportunities for intervention.

## 5. THE ROLE OF THE TEACHER IN ASSESSMENT

At Teign School all teachers:

- recognise that all pupils can improve;
- plan opportunities and strategies to help pupils to understand the 'how' of learning as well as the 'what';
- provide feedback on pupil work, not the pupil themselves. Methods of feedback are appropriate for the pupil/pupils in receipt of it and their developmental stage. Verbal and written feedback is constructive and developmental, including specific and effort or achievement orientated praise.

- be clear about a pupil's strengths and how to develop these as their areas for improvement and identify the next steps needed for them to make progress and share these with the pupils;
- encourage independent learning by enabling pupils to take charge of their learning through developing their skills of reflection, self-assessment and their capacity to identify next steps;
- praise progress and reward achievement including through the school's praise and reward systems;
- Recognise that formative assessment is embedded across all learning activities and that this serves a purpose at school, teacher and pupil level.

## 6. FEEDBACK EXPECTATIONS

	KS3 – Years 7-9	KS4 – Years 10-11	KS4 – Years 12-13
<b>Formative</b>	<ul style="list-style-type: none"> <li>• Pupils receive verbal feedback as a routine part of lesson delivery</li> <li>• Pupils receive timely whole-class or individualised feedback throughout each cycle in line with the principles of responsive assessment</li> </ul>		
<b>Formal Summative</b>	<p>Mid-cycle assessments (some subjects)</p> <p>End of cycle assessments (all subjects)</p>	<p><u>Year 10</u> Mid-cycle assessments (some subjects)</p> <p>End of cycle assessments (all subjects) – at the end of Cycle 3 this takes the form of PPE Term 3b</p> <p><u>Year 11</u> PPE1 – Term 1b PPE2 – Term 2b</p>	<p>Year 12 and 13 may be assessed in line with end of cycle assessment windows depending on course requirements.</p> <p><u>Y12</u> PPE – Term 3b</p> <p><u>Year 13</u> PPE – Term 2a</p>
<b>External</b>		<p>Spring and Summer public exam seasons Year 11</p> <p>Some Non-Examined Assessments may work to spring and summer submission dates in Years 10 and 11</p>	<p>Spring and Summer public exam seasons Year 13</p> <p>Some Non-Examined Assessments may work to spring and summer submission dates in Years 12 and 13</p>

Note on Formal Summative Assessments in KS4 and KS5:

**Pre Public Exams or Graded Assessments** – Level descriptors are published before the assessments, but grades may be adjusted through moderation. They will be marked in accordance with Exam Board mark schemes and examiner reports, highlighting where Assessment Objectives or Success Criteria have been met. Teachers/leaders complete an exam analysis proforma which includes most common misconceptions and errors, overall successes and consistent gaps. Appropriate time is given to feedback sessions following PPEs and pupils are given time to practise and improve based on their feedback. The pupil is aware that these assessments form the basis of their report grades.

# 4 PILLARS OF GREAT ASSESSMENT



## 1. PURPOSE



A clearly defined purpose is the most important part of great assessment.

Defining the purpose of an assessment is the starting point which will enable you to judge its validity for that purpose, its reliability in fulfilling its purpose, and its value to students, teachers and your community.

## 2. VALIDITY



There is no such thing as a valid assessment. An assessment is a process which generates information. When we talk of validity and great assessments, we are referring to the assessment's ability to support the claims we want to make based on the information generated.

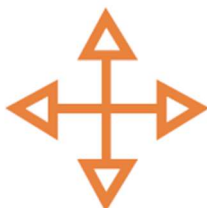
There are assessments which generate information valid for particular purposes, but there is no such thing as a valid assessment.

## 3. RELIABILITY



This is an important part of great assessment, but think about purpose and validity before reliability. We can end up creating reliable assessments (they produce consistent data) which have no validity for the purpose we have in mind. Similarly, we can end up with an assessment which is wholly valid for a specific purpose, but completely unreliable.

## 4. VALUE



A great assessment is valuable. Assessments can be very costly. Think of the time, effort and money involved in developing and administering them; think of the time and effort students expend on completing them; think of the time taken grading and feeding back on them.

The value of an assessment should be commensurate with its investment.