



## ASSESSMENT AND FEEDBACK AT OBHS

### THE LANGUAGE OF ASSESSMENT:

**ASSESSMENT:** "...can be considered to be activities which provide teachers and/or students with feedback information relating to one or more of the three feedback questions: what am I trying to achieve? How much progress have I made? What do I need to do next? at the FT (feedback about the task) or FP (feedback about the processing of the task)..." *Hattie and Timperley.*

- Should be used by teachers to modify their teaching to meet the needs of their learners.
- Should be used by students to target areas which need further work.

**SUMMATIVE ASSESSMENT:** summative assessments are used to evaluate student learning at the end of a period of teaching and learning by comparing it to or marking it against a standard or benchmark. Formal assessments are required termly (in line with the calendared data entry points; some subjects might set summative assessments half termly and combine these to generate the termly data.

**FT:** Feedback can be about a task or product, such as whether something is correct or incorrect and may include directions to acquire more, different or correct information.

**FP:** This kind of feedback is aimed at the process used to create a product or complete a task. This is aimed more at the processing of information or learning processes requiring understanding or completing the task. A major type of FP relates to students' strategies for error detection, thus providing oneself with feedback.

*Hattie and Timperley 'The Power of Feedback'.*

### WHY ARE WE DOING IT?

The sole focus of feedback and marking is to further children's learning (knowledge, understanding, skill). Feedback must be meaningful, manageable and motivating. A student needs to know what they are trying to achieve, how much progress they have made, and what they need to do next.

### WHAT IS THE PURPOSE?

- To assess student work (verbal, practical and written) to identify gaps in knowledge, understanding or skill
- To answer the following question: In their completion of the task(s) have students demonstrated that they have met the criteria (What am I trying to achieve?);
- To identify individual and group misconceptions and/or errors associated with meeting the Learning Objective(s) for the lesson(s). *This could be subject-specific content or production, or transferable content or production (E.g SPaG);*
- To inform teacher planning: identified gaps in knowledge, understanding or skill are then systematically targeted by responsive and personalised lesson planning, resourcing and delivery, and curriculum design.

### WHAT ARE WE DOING? WHEN ARE WE DOING IT?

1. Students' termly assessments will be marked, and summative feedback given (see definitions table on the next page).
2. All other assessment of students' work is conducted under a no-pen assessment policy. As a result of regular assessment of students' understanding and knowledge, students will receive a personalised and responsive curriculum which meets their needs as learners (Quality First Teaching of all Learners). Evidence in students' books of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
3. As the experts, teachers' time is spent assessing students' progress and designing a responsive curriculum with learning tasks which are appropriate for the individual learners that they teach.

<b>How we feedback</b>	
<b>Student Response</b>	<b>Feedback Activities</b>
<b>Prestructural</b> <i>Has no idea</i>	Too soon for feedback, as direct instruction is needed first.
<b>Unistructural</b> <i>Has one/ limited ideas</i>	Find, match, label, name, list
<b>Multistructural</b> <i>Has many ideas</i>	Describe, define, combine, follow, identify a pattern
<b>Relational</b> <i>Understands the whole</i>	Classify, analyse, relate, apply, explain, organise
<b>Extended Abstract</b> <i>Predicts and invents</i>	Evaluate, prioritise, hypothesise, create an analogy



Term	What do we mean by it?	When do we do it and on what?	Who gives the feedback and how?	Why – students?	Why – teachers?
<b>Formative Assessment</b>	Activities which are conducted to assess a student's progress towards meeting agreed success criteria (see above)	Throughout SoL and lessons	<u>Teacher, self and peer</u> RAG rating, Exit Cards, hinge questions, student and teacher dialogue and questioning <u>Teacher</u> personalisation of lessons and curriculum narrative	To ensure students are participants in their own learning.	To ensure that teaching is personalised to match learning needs with curriculum content.
<b>Marking</b>	Mark-scheme/ agreed banded success criteria  Generates numeric progress data which is reported	3 x summative assessments. <i>All students sit the same agreed assessment.</i> <i>Assessments are sat in agreed assessment conditions.</i>	<u>Teacher</u>  Using Mark-Scheme/ PLC/ RAG rating of success criteria to indicate mastery. WWW and NS shared.	Identifies gaps in knowledge/ skills.  Receiving feedback has an effect size of 0.77 on the consolidation of surface knowledge.	Track student progress. Identifies gaps in knowledge/ skills (both subject-specific and learning habits). Indicator of potential outcome (at KS4).
	The ticking/ crossing of answers in low-stakes tests. AFL Strategy	Throughout SoL and lessons.	Peer/ Self – clear guidance/ answers to follow. Teachers	Rehearsal and memorisation (preparing for a low-stakes test) has an effect size of 0.73 on the consolidation of surface knowledge.  Assessment cycle builds resilience and experience in preparation for GCSEs.	QFT – personalisation of teaching (lessons and homework) should respond to Identified gaps and patterns in gaps in student knowledge. Poor performance in tests of surface knowledge would indicate a need for further instruction prior to the acquisition and consolidation of deep knowledge.
<b>Summative Feedback</b>	The following is communicated clearly and logged: What progress has the student made so far against the agreed goal? What do they need to do next (NS)?	3 x summative assessments	<u>Teacher</u> Highlighted/ ticked assessment criteria/ mark scheme & student friendly NS.		Teachers plan personalised DIRT activities to target identified gaps in knowledge and skills. These tasks are not reparative but require students to transfer/ apply to a new context.



**How is a teacher's assessment of students' work evident in their books?**

*Examples of best practice are included on the pages which follow.*

1. **The curriculum is clearly responsive to the identified needs of the students. *How would the child know?***
  - a. Stuck in copies of Next Step Sheets containing clearly worded and student-friendly Next Steps.  
*There is a risk that feedback can be inaccessible/ incomprehensible to the student, particularly when it is feeding back on skills not knowledge. E.g. if a student didn't make a clear and concise point which answered the question, they are unlikely to be able to do it just by being told that they didn't (even though it seems like a manageable piece of feedback it receive) – how do you know what you don't know? Evaluative adjectives such as 'clear' or 'concise' are relatively subjective and difficult for a student to identify what they didn't do, as they thought they were writing a 'clear' and 'concise' point – why would they be deliberately trying to write anything but this?*
  - b. Single lesson DIRT activities which offer an activity in which a student demonstrates immediate progress against a target are removed (see OBHS policy and justification) and replaced with well-planned, responsive resources sequences of lessons.
  - c. The curriculum narrative following the Next Steps reflects the areas identified as needing further teaching. Learning Objectives state clearly the knowledge/skill gap being addressed in the lesson and this can be clearly linked back to the Next Steps sheet. Students could date the Next Steps sheet to track the lessons which have addressed the identified area.  
*This replaces the focus on creating stand-alone DIRT lessons or activities in which the teacher creates a task which the students can tackle with independence and which move students from A (not being able to do X) to B (demonstrating that they can do X). The contrived nature of these tasks generates false positive results. Would the students be able to do X again in a new context or without the carefully designed DIRT task.*
  - d. High quality instruction and PCK are at the heart of good teaching and students learning. The teacher establishes what the students are trying to achieve (B) and identifies the progress they have made against this (A). The teacher makes a judgement using high level PCK about the best way to get students from A to B.
  - e. Levels of challenge are visible within the lessons linked to the Next Steps in order to ensure that all students have the opportunity to make progress. The teacher directs students towards the challenge tasks, where appropriate, based on their knowledge of the learners as individuals.
  - f. Teachers' assessment of students' books might take place a few lessons before an assessment/ more substantial independent task. Students would then
  - g. SPaG issues/ mistakes/ misconceptions are addressed through lesson activities – carefully chosen or created to specifically focus on the issues identified in the students' books. These could make up a series of starter activities or be something along the lines of a 'spot the mistakes' paragraph for students to correct.
2. **Students take ownership over their own and their peer's assessment – not seeing the teacher as the only source of feedback within a classroom. *How do we ensure that this is accurate and valued by students?***
  - a. Student-friendly (clear and accessible) mark-schemes are planned into lesson activities and resources to ensure that students understand the language of them and how to accurately apply them. Teachers use modelling and live assessment to quality assure student feedback.
  - b. Students colour code or annotate work prior to books being collected for assessment. Teachers can use their assessment of students' self/peer assessment to inform the Next Steps set, and/or the way in which the peer and self-assessment tasks are set up next time.
3. **High quality students work is recognised and praised.**
  - a. Model paragraphs/ responses are created and shared with the class featuring high quality work from their peers. If students are happy (we have found that they usually are), they are a named contributor to the model work.
  - b. Positive Points are issued with a specific statement regarding the praise-worthy feature of the students' work.
  - c. Habits cards are issued to students to reward them for the work assessed.