A guide to Assessment 25/26

The guidance provided here should be followed in line with the use of the PAINSLEY model and the teaching and learning guidance for lessons.

Assessment is an integral part of teaching and learning. It provides an indication of performance as well as essential information for all pupils, and especially PP and SEND pupils parents and teachers about next steps in educational development.

Assessment can be broadly placed in two main groups;

Summative assessment

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs or other visual media, or through an audio recording. Whichever medium is used, the assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders (e.g. parents, governors, etc.).

Formative assessment

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

Formative assessments may be questions, tasks, quizzes or more formal assessments. Often formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated.

It is possible for a summative assessment to be complemented with materials that help teachers to analyse the results to inform teaching and learning (therefore also having formative benefits).

NFER Guidance 2023

Assessment therefore takes place throughout the lesson and beyond with homework and formal assessment opportunities. Please refer to the guidance on teaching and learning for assessment within the lesson. Additional information on the following is provided below:

- Feedback from homework (formative assessment)
- Homework expectations
- Formal Assessment Process and quality assurance

Feedback from homework (formative assessment) in (KS3/4/5)

Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Evidence also suggests the importance of how homework relates to learning during normal school time. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that pupils are provided with high quality feedback on their work. Effective use of homework adds 5 months of learning on average to pupils.

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to improve pupils' learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. Effective use of feedback adds 6 months of learning on average to pupils.

EEF 2024

Homework must be set in accordance with the homework timetable and in-line with the homework expectations for each year group. Teachers should acknowledge that homework has been done even if it is not the assessed piece. For assessed pieces of work success criteria may be used to evaluate, edit and assess the work. To develop pupils as self-regulated learners they must demonstrate they have reviewed their work prior to submission. Homework can also provide an excellent opportunity to integrate spaced learning activities (S of PAINSLEY)

For curriculum areas that have 4 or more lessons per fortnight, marking should be completed in green pen once in this cycle. For all other curriculum areas marking should be completed once every 4 lessons. This is used to consolidate the A of PAINSLEY.

For each piece of assessed work there should be a grade (linked to grade relevant success criteria) and personalised feedback which is used to improve subsequent work. This is used to consolidate the E of PAINSLEY.

Pupils must be given an opportunity to redraft or improve their work after receiving feedback. This can be in the next piece of work or through a feedback task. When responding to the feedback, pupils should write in a purple pen to indicate they are directly responding to the feedback. This encourages pupils to take a conscientious and responsible attitude to their own work and study.

There are many effective approaches to marking the independent practice that provide the pupil with focused feedback. This is used to consolidate the E of PAINSLEY. Flexibility is encouraged and we ask staff to discuss their strategies within departments to develop their practice. These can include;

- Opportunity to demonstrate improvement in the next piece of classwork or homework
- the use of a 'whole class feedback sheet' or 'spotlight marking'.
- Assigning books into categories for example: re-teach, consolidate and extend.
- Use of Codes can then be used along with feedback being displayed on the board, these will have been generated from the misconceptions revealed

Remember, the 'we do', if done well, should reduce the need for the reteaching topics. This reduces unnecessary workload.

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Teachers should 'helicopter' the room to ascertain the 'heat map' of the focus of the success of learning at a particular point. This will allow teachers to reflect on pupil progress at given points and, if reinforcement of acquired knowledge is required, before progressing onto next steps.

Spelling, punctuation and grammar errors will be highlighted at the teacher's discretion. Such errors will be addressed by pupils in subsequent pieces of work. This is used to consolidate the E of PAINSLEY.

Homework expectations

Year 7 - 5 hours a week set in accordance with the homework timetable.

Year 8 – 6 hours a week set in accordance with the homework timetable.

Year 9 - 8 hours a week set in accordance with the homework timetable.

Year 10 - 10 hours a week set in accordance with the homework timetable.

Year 11 - 12 hours a week set in accordance with the homework timetable.

Year 12 - 6 hours of private study work per subject per week (18 hours a week). Differentiated assessed task to be identified.

Year 13 – 6 hours of private study work per subject per week (18 hours a week). Differentiated assessed task to be identified.

Homework expectations in holiday time

Half term in October/ February/ May – Set homework (private study) as normal in accordance with the homework timetable. Reading homework to be set, where possible in Years 7-10.

Christmas

Years 7, 8, 9, 10 and 12 are to be set **no homework** (private study) over Christmas (don't set homework for these Year groups if it is due to be set in the last week of term)

Years 11 are to be set homework as normal in accordance with the homework timetable.

Year 13 are to be set 3 hours of private study.

Easter

Years 7, 8, 9 and 10 – Set homework as normal in accordance with the homework timetable.

Year 11 – Set their normal homework as per the homework timetable and the same again for the Easter period. E.g. 2 hours per subject. This would include signpost tasks. Please note this is in **addition to attending revision** as directed.

Year 12 – Set private study as normal (no additional work).

Year 13 - Set their normal amount of private study work and the same again for the Easter period (some of this should be revision based).

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NB: Self-assessment against mark schemes and peer assessment is encouraged where appropriate for Years 11 and 13.

Summer holiday

Year 7 – 2 hours of English and 2 hours of Maths only (these could be spiral learning tasks and preparation for Year 8).

Year 8 – transition tasks for subjects being carried onto KS4 only – 30 minutes per subject.

Years 9 and 10 – 1 hour per subject.

Year 11 – transition work for those staying on into the Sixth Form. 3 hours per subject – guided flipped learning. This should inform the first lesson.

Year 12 – 6 hours private study work (normal amount).

NB: All summer work is to be acknowledged, this could be in the form of achievement points.

Homework in Assessment periods

Homework should be limited to revision tasks in preparation for assessments and 'Feedback' tasks for subjects where the assessment has been completed – Homework should still be set in accordance with the timetable. If 'Feedback' tasks are to be completed for homework, the deadline must be during the week after week 2 of the assessment fortnight.

Year 7 homework during Transition

To support transition of Year 7 at the start of the academic year the following homework will be set;

- For the first 2 weeks only English and Maths homework will be set.
- For the remainder of the first half term homework will be set for subjects with 3 or more lessons per fortnight. These will set with hard copies provided to each student. No additional platforms will be used to set homework during this time to further support transition.

Homework expectations

- A minimum of 4 days and ideally a week should be given for the completion of homework.
- Pupils should complete homework on the night it is set – this will need reinforcing.
- All homework should be explained to the pupils and feedback given
- Homework should be labelled as such in books.
- For each piece of assessed work there should be a mark, or grade as well as an assigned 'Feedback' task, which is then completed using purple pen.
- Reading homework will be set as propriate once per half term for Y7-10 and 12.
- Homework must relate to work conducted in class, with the exception of research and Flipped learning tasks.

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Formal Assessment Opportunities and quality assurance

We use regular assessment opportunities (Y of PAINSLEY) for all pupils from Key stages 3 to 5. The purpose of this is as follows;

- To provide a formal opportunity to allow pupils to display their God given gifts and talents across the curriculum
- To track the progress of pupils in all areas of the curriculum and provide opportunities to celebrate achievement as well as provide additional support where this is required. This is shared with parents/ carers to ensure that support for pupils is holistic.
- To allow pupils opportunities to develop confidence with formal assessment opportunities in preparation for external assessment.

Assessment opportunities are planned into all years with different styles of assessment that are outlined below

- *In September a class review of summer work should take place for Year 8-10. This should be graded and should inform catch up plans. There is no need for this grade to be submitted formally on SIMS.*
- In Year 7 an initial assessment will be used to quality assure data to ensure setting is correct. This will be further supported by completion of an English and Maths SATS paper in the October assessment period. These will be the only assessments in this series. These are shown in yellow. This is further supported by the completion of assessments for core subjects only for the second assessment
- Assessments are used in Years 7-9 in to help students effectively demonstrate their knowledge and understanding of the subjects they have studied. These take place in class across Key stage 3 and are shown in blue. Where possible experience of more formal arrangements will take place in Year 9 to assist in the preparation for GCSE examinations.
- Years 10-13 are to complete a series of mock examinations. Some mock examinations will take place in class (red) and be an appropriate duration to fit in normal class time. Some mock examinations will take place in examination rooms and will be fully invigilated. These are shown in green. On some assessment points there will be a mixture of mock that take place in class and in examination rooms. These are marked with an asterisk- please see the notes by year group.
- In Year 13 there will be 3 opportunities for full mocks in examination rooms. The first series will be used to generate projected grades for UCAS applications.
- In Year 12 There will be a A level ready assessment in September (week 3) that will take place for all subjects to ensure all pupils are on the correct courses. The style of assessments can vary in subject areas. A central record of whether a level ready will be collected as well as a grade.
- In Y12 most mocks will take place in class. The June mock series will take place in examination rooms. N.B. Subjects externally assessed at the end of Y12 will have an additional opportunity for a mock in examination rooms e.g. Maths AS and Applied Science Unit 1 and 3. This is marked by an asterisk.

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- In Year 11 there will be 3 opportunities for full mocks in examination rooms. Full access arrangements to take place in all Y11 class mocks.
- In Y10 most mocks will take place in class. The June mock series will take place in examination rooms for core subject areas.
- In Y9 assessments for all subjects will be class assessments.
- In Y8 assessments for all subjects will be class assessments.
- In Y7 the first assessment will be a SATS style assessment for English and maths only. The second will be for Core subjects and then remaining class assessments will take place for all subjects.
- Additional formal opportunities will take place for Year 9 and Y10 early in each year.

Additional Points

- ***External assessments will be taking place at certain points during the year. This includes the Resit opportunities. These will take place in November 23 for English and Maths GCSE.***
- ***Assessments are moderated in department, and across the MAC to ensure consistency. This includes the preparation of assessments as well as marking of assessments.***
- ***Quality assurance of the assessment data will take place through the use of the Painsley Tracker at Strategic meetings. These meetings will also be used to celebrate success of pupils and identifies strategies for supporting individual pupils in class and in additional support.***
- ***External support in the preparation of assessments for Y11 and 13 are used and well as external markers to ensure that assessments are robust.***
- ***Evaluation of the assessment process takes place through line management with staff and via pupil survey with pupils.***
- ***Strategic department time is provided for NEA moderation to allow teachers to ensure that moderation in in compliance with guidance of exam boards***
- ***Review of marking for NEA is followed following the guidance from JCQ – please refer to separate documentation.***
- ***Data is collected from the performances from each data point for internal assessments as well as external data. This information is held by the school for at least 3 years, including T levels. This is analysed using the school's data analysis system. This is used to review the progress of individual students as well as groups of students and different subject areas. Information from the data review assists in the development of next steps support for students and subject areas in all years.***

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Year / Assessment Window	Sept	Advent term 1	Advent term 2	Lent Term	Pentecost term
Dates		Sept 25	Nov 25	March 26	June 26
13		Mock (1 paper only)	Mock	Mock	
12		A level ready class assessment	Mock	Mock	Mock
Dates	6Sept 25	Oct 25	Dec 25	March 26	June 26
11		Mock (1 paper only)	Mock	Mock	
10		Mock	Mock	Mock	Mock
9		Class Assessment	Class Assessment	Class Assessment	Class Assessment
8		Class Assessment	Class Assessment	Class Assessment	Class Assessment
7	Midyis baseline tests	SATS English and Maths Assessment	Class Assessment for Core Subjects	Class Assessment	Class Assessment