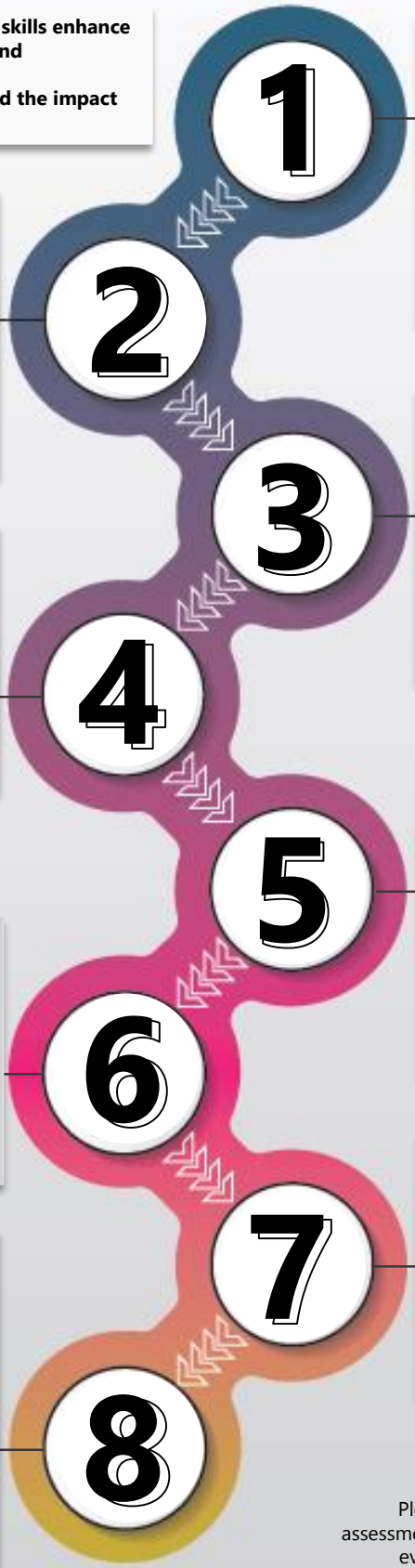
PAINSLEY
ASSESSMENT SUMMARY

We believe that exceptional communication skills enhance the spiritual development, the life chances and opportunities of all in our community.
Assessment is used to consolidate and extend the impact of PAINSLEY (E & Y).



1.How is assessment used?
Assessment is an integral part of teaching and learning using the PAINSLEY acronym. 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 to support learning.

2. Why is assessment important?
For all assessed work, including homework, success criteria are used to evaluate, edit and assess the work. Homework also provides an excellent opportunity to integrate spaced learning (S of PAINSLEY). Effective homework adds on average 5 months of progress to pupils (EEF) as well as aid self-regulation.

3. How often does marking take place?
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.

4. How does marking review progress?
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.

5. How can feedback be used effectively?
Feedback opportunities can include bespoke tasks for pupils based on their performance. The aim of this is to address misconceptions in acquired knowledge and understanding to move learning forwards. Examples are given in the appendix document. Effective feedback adds on average 6 months of progress to pupils (EEF).

6.How are pupil errors in written tasks reviewed?
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.

7. How does formal assessment support progress?
Regular assessment opportunities for all pupils are used to track progress against targets, provide opportunities to celebrate achievement, and identify additional support for pupils (Y of PAINSLEY). Different assessment styles build confidence and skill over time.

8. How is confidence in assessment ensured?
External assessment and moderation with MAC schools, and beyond is used to provide rigour. 'Blind' assessments are best practice in removing unconscious bias and promoting consistency. Quality assurance of data takes place at strategic meetings along with the celebration of success of pupils and identifies strategies for assisting students through in class and additional support.

Please refer to the appendix document 'a guide to assessment 23-24' for further details and research-based evidence. This includes dates for different types of assessments, feedback examples and expectations for the setting of homework for different year groups. Reference should also be made to the target setting policy 23-24