



Central Lancaster High School
A Visual and Performing Arts College

Inspiring success

Interim Assessment Policy

Policy reviewed | September 2015

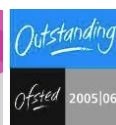
Updated - July 2016

Person i/c KSH Assistant Headteacher

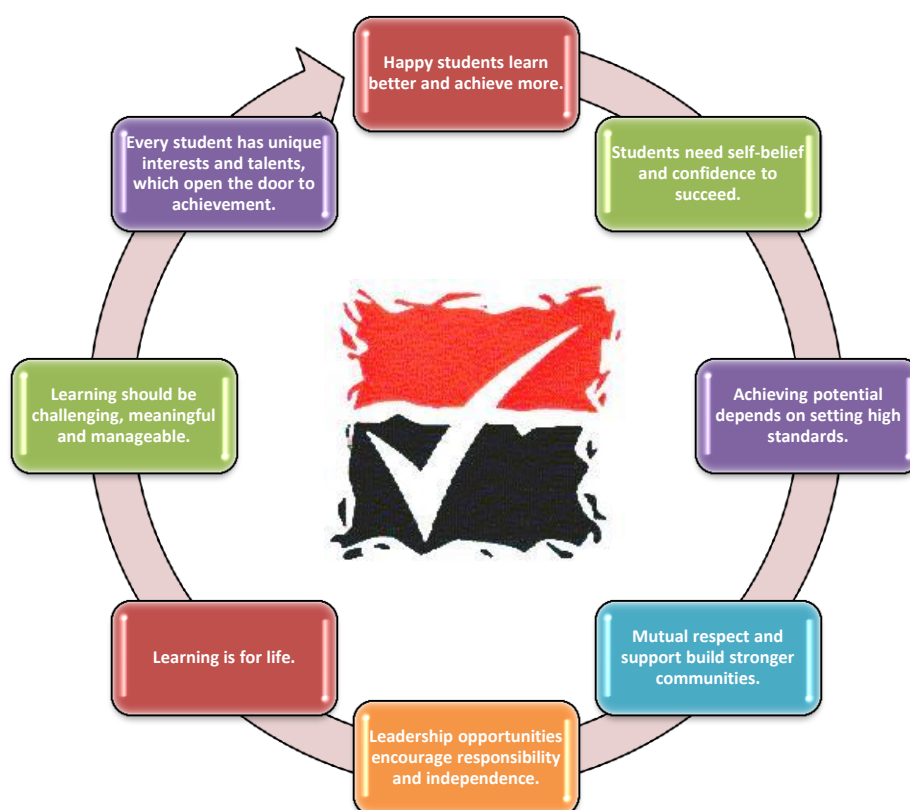


National Support School
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Central Values



Central Values	Excerpts from Interim Assessment Policy
Happy students learn better and achieve more.	Pupils need to feel “safe” if they are to speculate and take risks. Suitable positive responses from staff and students are important. Set ground rules. Model a wrong answer and show that it is acceptable to be wrong.
Students need self-belief and confidence to succeed.	Assessment for Learning involves providing pupils with positive feedback and diagnostic guidance on how to improve.
Achieving potential depends on setting high standards.	Assessment for Learning involves a shared understanding of what ‘good’ looks like.
Every student has unique interests and talents, which open the door to achievement.	The teacher does not give information directly but instead asks a series of questions, with the result that the student comes either to the desired knowledge by answering the questions or to a deeper awareness of what they do not yet know.
Learning should be challenging, meaningful and manageable.	Tasks need to be appropriately challenging, differentiated and require the students to process their learning at a ‘deep’ level. Bloom’s Taxonomy of Thinking is a helpful tool to facilitate planned incremental challenge in a lesson.
Learning is for life.	Assessment for Learning helps to develop students’ capacity for self-assessment – an ability that facilitates learning in any situation.
Leadership opportunities encourage responsibility and independence.	Self-assessment: students as owners of their own learning. They measure their own progress against known and understood success criteria and know what they have to do to improve.
Mutual respect and support build stronger communities.	Peer assessment: students as learning resources for one another. They measure each other’s progress against known and understood success criteria and provide specific, measurable next-step guidance.

CLHS Interim Assessment Policy 2015-16

Overview

Since September 2014, schools have no longer been required to use National Curriculum levels: the system used to report attainment and progress has been removed.

The DfE has indicated that it is expected that secondary schools will introduce their own approaches to assessment to support pupil attainment and progression during Key Stage 3. The assessment approaches that schools use should be embedded in the curriculum so that they can check what students have learned and whether they are meeting expectations. Schools should also report regularly to parents in a meaningful way.

Ofsted has confirmed that it will not endorse any particular approach¹, but the expectation is that schools will be able to show what their students know through some sort of valid continuous assessment. Schools now have the freedom to choose the way they assess their students' progress so have to decide what works best for them.

The school will need to include some form of national benchmarking so that results reflect the picture across the country. The assessment system has to dovetail with national measurements such as GCSE grades and ultimately Progress 8.

The principles of a future assessment system are outlined in Figure 1 on page 2.

Interim Assessment Rationale

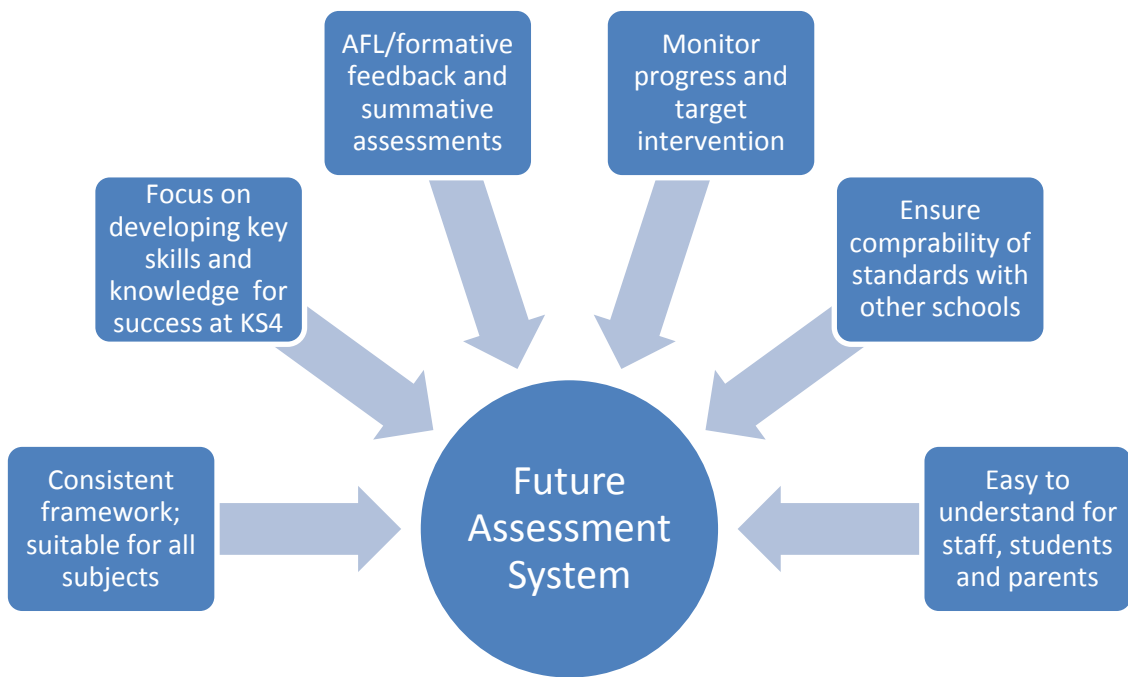
The school is preparing to adopt a new assessment model but it will take time for this new system to be introduced and become embedded. The professional judgement of teachers is the most important element of a successful assessment system. It is essential that teachers understand how it works and can use it with confidence. Any new system will require training and support to help facilitate a consistent whole-school approach to assessment. For this reason the school will continue to use the old system of measuring progress against National Curriculum levels for 2015-16.

Reporting to Parents

A key component of assessment is reporting to parents. This will be reviewed when the new system is in place. Our aim is to make reporting meaningful and manageable. Parents will be consulted over how best to achieve this.

Figure 1: Principles of Assessment Model

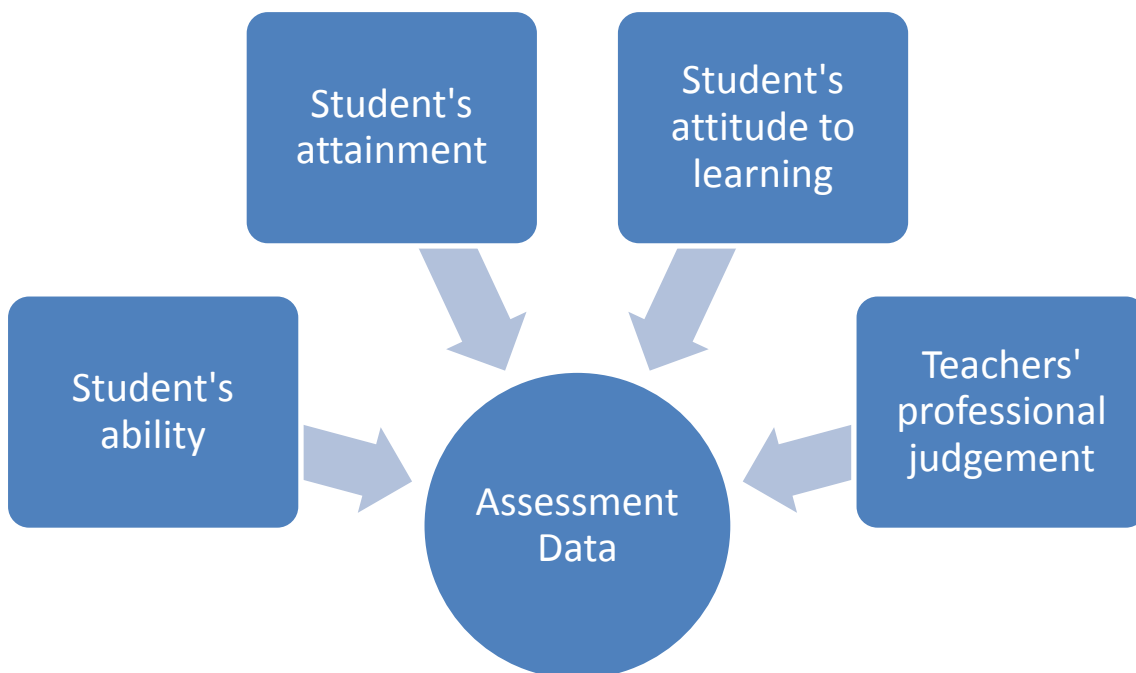
¹ The Ofsted handbook of September 2014 states that 'inspectors will not expect to see a particular assessment system in place and will recognise that schools are still working towards full implementation of their preferred approach' p64.



The 'Big Picture'

The most reliable assessment data is best attained through taking a holistic view of each student using data that is trusted. This is achieved using the model below.

Figure 2: Assessment: the 'Big Picture'



Assessment Timeline

Statutory assessment and accountability in Key Stages 3 and 4

Year	Sept 2014 – July 2015	Sept 2015 – July 2016	Sept. 2016
Year 7	Students will enter school with KS2 test results and teacher assessment based on NC levels. At CLHS they are assessed during Year 7 using NC levels. Reporting to parents by end of year is statutory.	Students will enter school with KS2 test results and teacher assessment based on NC levels. At CLHS they are assessed during Year 7 using NC levels. A new assessment system will be introduced and piloted. Teacher training will take place. Reporting to parents by end of year is statutory.	Pupils will enter school with KS2 test results expressed as scaled scores and whether they have achieved the required standard on the test (a score of 100+). Teacher assessments are against performance indicators. At CLHS they will be assessed during Year 7 using the new system. Reporting to parents is statutory.
Year 8	Formative teacher assessment/AfL. Summative assessments using NC levels. Reporting to parents (statutory).		Formative teacher assessment/AfL. Students assessed using new system. Reporting to parents (statutory).
Year 9	Formative teacher assessment/AfL. Summative assessments using NC levels. Reporting to parents (statutory).		Formative teacher assessment/AfL. Students assessed using new system. Reporting to parents (statutory).
Year 10	English and maths GCSEs (A*-G) Formative teacher assessment/AfL. Summative assessments against relevant grade criteria. Reporting to parents (statutory).	Start English and maths GCSEs: new NC (Grades 9-1). Formative teacher assessment/AfL. Summative assessments against relevant grade criteria. Reporting to parents (statutory).	
Year 11	Existing English and maths GCSEs (A*-G). Reporting to parents (statutory).		English and maths GCSEs: new NC (Grades 9-1). Reporting to parents stat.

GCSE Exams from 2015

The table below makes a comparison between the current² GCSE grades and those that will be introduced for English and maths from September 2015.

GCSE Grades until September 2015	GCSE Grades after September 2015
Grade 9	Top A* performers; about half of the 6.8 per cent who got A*s this year are likely to get it
Grade 8	The rest of those who obtained A* but did not qualify for a 9
Grade 7	Equivalent to an A grade pass
Grade 6	Covering those from two thirds above current C grade to top of existing B grade
Grade 5	International benchmark, showing performance equals that of students getting top-grade passes in high performing countries in international league tables. Pitched at half or two thirds of a grade above the current C pass
Grade 4	Equivalent to a C grade pass
Grade 3	Equivalent to a D grade pass
Grade 2	Equivalent to an E grade pass
Grade 1	Equivalent to grade F and G passes

The Role of Governors

Governors should be involved in decision making and this is true of changes to assessment. According to the DFE Governors' handbook, while governors are not directly involved in processes such as assessment, it does come within the context of their responsibilities to drive up school performance. They should reassure themselves that the relevant assessment arrangements are implemented³. Consequently, the implementation of a new assessment framework should be discussed and agreed with governors.

Reporting to the Governors

Governors receive regular reports over the course of the academic year:

² April 2015

³ DFE Governors' Handbook (January 2014) p35

Learning and Standards Committee

The Learning and Standards Committee meets every term. The nature of the reports will depend on the time of the year. In Term 1 governors will be given a detailed analysis of the outgoing Year 11 results. In Term 2 there is a further report following Raiseonline⁴ analysis to establish trends and future intervention targets. In the second and third terms there is heavy emphasis on predicted scores and strategies to maximize attainment. Governors are sent copies of relevant materials prior to the meetings so that they can prepare any questions or matters they wish to discuss in advance.

Headteacher's Report to Governors

These reports are produced every term by the Headteacher and include contributions from the whole senior team. The reports provide a snapshot of progress linked to the School Progress Plan. Assessment updates are stated in SPP2: Achievement. Under the headings of 'Achievements' and 'Priorities', governors can read a review of the previous term and be made aware of the next-step targets.

The Deputy Headteacher's report currently provides a detailed description of achievement and expected progress in English and maths, Year 11 interventions and the ESTEEM⁵ strategies put in place to raise attainment. There are also updates on the systems used to facilitate assessment such as SISRA⁶.

Reporting to Parents and Carers

There are two formal methods of reporting on student progress to parents:

- Parents' Evenings
- Written reports

Parents' Evenings

Parents' Evenings are held once a year for every cohort except Year 7, which stages two events, and Key Stage 5 which holds a combined Year 12 and 13 evening.

These events are usually held in the hall between 16.30 and 19.00. The first Year 7 'meet the form tutor' is held in the Library and Conference Room and the Sixth Form Centre hosts the Key Stage 5

⁴ Data for school self-evaluation that provides a common set of analyses for schools, local authorities and Ofsted.

⁵ Engaging Strategies to Target Excellence in English and Maths

⁶ Computer software designed specifically to assist with the analysis of various collections of data, from targets and predictions through to termly assessments and final exams.

evening. The SENCO meets parents in a private office and there is always a member of the Senior Leadership Team in attendance should a parent wish to see them.

The evenings are arranged by the Pupil Progress Leaders for that year. The school website publishes a calendar which gives dates of Parents' Evenings and other relevant events such as the Year 12 UCAS meeting. To encourage maximum participation invitation letters are sent home with the students who are required to bring reply slips back to school. If a reply slip is not returned, then telephone calls are made to encourage the fullest possible attendance.

Parents who cannot attend can make alternative arrangements to either meet the Pupil Progress Leader at a different time or discuss their child's progress on the telephone or via email.

Written Reports

When students arrive at CLHS in Year 7 data is generated that can be used to determine what they are capable of and may provide an insight into unlocking their potential. Cognitive Abilities Tests (CATs) test general intelligence and help determine whether to stream overall or set for certain subjects. They are designed to assess a student's ability in three different areas: verbal (thinking with words); quantitative (thinking with numbers); and non-verbal (thinking with shapes and space).

CATs are used to give a snapshot of a student's potential, what they could achieve and how they learn best. The results can help teachers to set the right learning pace for each student, monitor their progress and identify areas where they might need extra support. This information is used alongside data from feeder primary schools (currently Key Stage 2 levels in English, maths and science) to calculate predicted levels at Key Stage 3 and can also be used to predict the outcome of GCSEs. These become targets known as Minimum Target Level (MTL) and Minimum Target Grade (MTG).

Progress towards these targets, alongside grades for Behaviour, Effort and Homework is reported three times a year. The grades are 'RAGGED' – the colours red, amber and green provide a snapshot of the student's performance for each term. Furthermore, a written learning target for each subject is also included. A more detailed explanation is provided in Appendix 1.

Formative Assessment

Principles of Assessment for Learning:

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment Reform Group (UK 2002)

Successful Assessment for Learning will incorporate the following principles:

- Clarifying, understanding, and sharing learning intentions
- Engineering classroom discussions, tasks and activities that elicit evidence of learning
- Providing feedback that moves learners forward
- Activating students as learning resources for one another
- Activating students as owners of their own learning

William & Thompson (2007)

Assessment for Learning involves:

- a shared understanding of what is to be learned – the learning objective
- a shared understanding of how to recognize achievement (learning outcomes)
- a shared understanding of what 'good' looks like (success criteria)
- sharing the specific success criteria by which progress is assessed
- providing pupils with positive feedback and diagnostic guidance on how to improve
- both teacher and pupils reviewing pupils' performance and progress
- developing students' capacity for self-assessment (assessment-capable)

Figure 3: What is Assessment for Learning?

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarify and share learning intentions	Create opportunities for questioning, discussions and tasks that elicit evidence of learning measured against shared success criteria.	Provide feedback that moves learners forward based on planned success criteria.
Peer	Understand and share learning intentions	Peer assessment: students as learning resources for one another. They measure each other's progress against known and understood success criteria and provide specific, measurable next-step guidance.	
Learner	Understand learning intentions	Self-assessment: students as owners of their own learning. They measure their own progress against known and understood success criteria and know what they have to do to improve.	

Three-part Template

Every lesson should display a three-part template consisting of learning objective(s), main learning outcome and success criteria.

Learning objectives have standardized stems and are on display in all the classrooms. Objectives are the concept, skill or knowledge that the students are going to learn.

Learning outcomes are expressed in terms of what teachers want the students to produce that will demonstrate their knowledge, skills and understanding.

Outcomes should be appropriately challenging and require the students to process their learning at a 'deep' level.

Challenging thinking skills such as analysis, synthesis and evaluation and their associated 'trigger words' are useful when planning outcomes. Bloom's Taxonomy of Thinking is a helpful tool to facilitate planned incremental challenge in a lesson.

Figure 4: Three-part template

Learning Objective Develop understanding of how changing acid concentration affects reaction rate	Success Criteria for analysis Appropriate scale plotted Axes correctly labelled Results plotted precisely Line of best fit drawn accurately Anomalous results circled Even better if: Variables specifically identified
Learning Outcome You will have conducted an investigation and recorded the results on a graph	

1

Success Criteria

- provide descriptions of the strategies learners might use to produce the outcome or be able to give the performance - the means to the end
- provide the evidence that both students and teachers will need to assess progress
- are needed to describe or model what 'good' looks like as students work towards the learning outcome
- when displayed, can provide a visual prompt for students and teachers
- provides a framework for questioning, dialogue and feedback with students. Discussions focus on how well the success criteria have been met and what improvement is needed
- are shared in language the students can understand
- can be differentiated to provide more or less challenge

Progress in Lessons

Make sure that you know the depth of students' prior knowledge so you are able to build on it effectively – 'Range finding' questions are useful here; as is the use of assessment data. This will also help to set high but realistic expectations of students.

Ensure that lessons focus on 'learning of concepts and skills' and that the success criteria are differentiated to meet the needs of all students. Ensure they focus on the small steps of progression; not a series of activities.

Share the big picture for the lesson – the progressive steps that are to be taken in the lesson to reach the key outcomes.

End each progressive step with a mini plenary to check all students' progress.

Following a mini-plenary, it may be necessary to move away from plans and further differentiate tasks.

Effective questioning and dialogue is essential, students are more actively involved and the discussions can display to any onlooker how students' thinking is progressing through the lesson.

Tasks need to be appropriately challenging, differentiated and require the students to process their learning at a 'deep' level. Bloom's Taxonomy of Thinking is a helpful tool to facilitate planned incremental challenge in a lesson. Challenging thinking skills such as: analysis, synthesis and evaluation and their associated 'trigger words,' can be found in the appendix.

Model what 'good quality' looks like; equally as useful to model what is not required and how it can be corrected/improved.

Ensure there is evidence of quality feedback in books – against the criteria and that any suggestions have been acted upon by students. Feedback can also involve student feedback. It needs to be specific as does oral feedback and again, related to the lessons success criteria.

Make time for students to demonstrate to you they have learnt and for them to reflect on their learning – including what further support they require.

Questioning

Questioning is an opportunity to analyse students' responses in order to find out what they know, understand and can do find out what students' specific misconceptions are in order to target teaching more effectively. In short: it is an excellent strategy for measuring progress.

Students need to feel "safe" if they are to speculate and take risks. Whiteboards and whole class responses can facilitate this. Suitable positive responses from staff and students are important. Set ground rules. Model a wrong answer and show that it is acceptable to be wrong.

Having a 'no hands' rule ensures that all pupils are likely to be asked for an answer therefore making the questioning process inclusive allows the teacher to direct and distribute questions.

After the initial response, probing is helpful to clarify and extend responses. (See CRAVE page 8).

Give the 'big question' in advance. This should reinforce the main idea and concept. It gives students time to prepare for the question and their response.

Wait time. Research has shown that if a teacher waits 3 seconds both before a student answers and before speaking after the student has spoken there are three benefits: it is likely to encourage longer answers, different responses and may get students to ask questions in return.

Collaboration before answering: ask pairs of students to consider an answer for a set period of time leads to more thoughtful and considered answers.

Minimum requirement on the answer: giving the instruction "You are not allowed to answer in less than 15 words" will produce longer more detailed answers.

Avoid overuse/inappropriate use of praise. Students should be made aware of misconceptions.

Acknowledge correct answers, but avoid effusive praise. If particularly good, point out to rest why it is and ask for their opinions.

With incorrect answers, if it is because of lack of knowledge or understanding, simplify the question or provide prompts. If this doesn't work try to clarify the knowledge or give a partly correct answer for them to finish. This can resolve misconceptions and involve other students.

Acknowledge parts of answers that are correct and use prompts to deal with the incorrect parts.

Accept all answers of equal worth. The way you ask questions at the beginning should indicate this to the students. At the start of an investigation ask "What *might* be the factors affecting this"?
Not "What factors affect this"?

Socratic Questions: CRAVE

Socratic Questioning	The teacher does not give information directly but instead asks a series of questions, with the result that the student comes either to the desired knowledge by answering the questions or to a deeper awareness of what they do not yet know.
Clarification	<ul style="list-style-type: none"> • Why are you saying that? • What exactly does this mean? • How does this relate to what we have been talking about? • What is the nature of ...? • What do we already know about this? • Can you give me an example? • Are you saying ... or ... ? • Can you rephrase that, please?
Rationale (and reasons and evidence)	<ul style="list-style-type: none"> • Why is that happening? • How do you know this? • Can you give me an example of that? • What do you think causes ... ? • What is the nature of this? • Are these reasons good enough? • How can I be sure of what you are saying? • Why is ... happening? • Why? (keep asking it -- you'll never get past a few times) • What evidence is there to support what you are saying?
Assumptions	<ul style="list-style-type: none"> • What else could we assume? • You seem to be assuming ... ? • How did you choose those assumptions? • Please explain why/how ... ? • How can you verify or disprove that assumption? • What would happen if ... ? • Do you agree or disagree with ... ?
Viewpoints (and perspectives)	<ul style="list-style-type: none"> • Another way of looking at this is ..., does this seem reasonable? • What alternative ways of looking at this are there? • Why it is ... necessary? • Who benefits from this? • What is the difference between... and...? • Why is it better than ...? • What are the strengths and weaknesses of...? • How are ... and ... similar? • What would ... say about it? • What if you compared ... and ... ?
Effects (and implications and consequences)	<ul style="list-style-type: none"> • Another way of looking at this is ..., does this seem reasonable? • What alternative ways of looking at this are there? • Why it is ... necessary? • Who benefits from this? • What is the difference between... and...? • Why is it better than ...? • What are the strengths and weaknesses of...? • How are ... and ... similar? • What would ... say about it?

Problems with Questioning

Teachers may not be clear why they are asking the question. Are they closed questions focusing on testing knowledge? Are they open questions focusing on concepts and abstractions using analysis, synthesis and evaluation?

Asking too many closed questions that need only a short answer. Plan some questions in advance. Ask for an optimum answer length eg. I don't want an answer less than 20 words

Asking difficult questions without leading up to them: sequencing questions is necessary. If students are to move to higher levels of thinking, these need to be structured.

Asking superficial question: avoid this by planning probing questions in advance.

Asking a question and then answering it yourself. Build in waiting time to give pupils a chance to respond. You could provide prompts.

Focusing on just a few students within the class: get the class to write something down; use the 'no hands up' strategy – this can aid inclusion.

Dealing ineffectively with wrong answers or misconceptions: you must correct errors but in a sensitive way - provide prompts and scaffolds, get others to correct them.

Not treating students' answers seriously. Don't just ignore answers. Ask students why they have given this answer and ask others to expand on it.

Peer and self-assessment

Students will achieve more if they are fully engaged in their own learning process. This means that if students know what they need to learn, and why and then actively assess their understanding, gaps in their own knowledge and areas they need to work on, they will achieve more.

Peer assessment

Peer assessment can be effective because students clarify their own ideas and understanding of both the learning intention and the assessment criteria while marking other students' work.

Self-assessment

Once students understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves progress.

Teachers and students can set targets relating to specific goals rather than to national curriculum levels. The students will then be able to guide their own learning, with the teacher providing help where necessary or appropriate. In addition, students will need to:

- reflect on their own work
- be supported to admit problems without risk to self-esteem
- be given time to work problems out

Asking students to look at examples of other students' work that does and does not meet the assessment criteria can help them to understand what was required from a task and to assess the next steps they might need to take. Looking at different responses can also help students understand the different approaches they could have taken to the task. It is often helpful if the work is from students they do not know.

Progress over Time: the Learning Dialogue

Diagnostic feedback is an essential element in helping pupils improve. Feedback is most effective when it confirms that students are on the right track and when it stimulates correction or improvement of a piece of work.

Suggestions for improvement should act as 'scaffolding', ie students should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves.

Students should be helped to find alternative solutions, if simply repeating an explanation continues to lead to failure.

Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation.

The quality of dialogue in feedback is important and most research indicates that oral feedback is more effective than written feedback.

Students need to have the skills to ask for help and the ethos of the school should encourage them to do so.

A culture of success should be promoted in which every student can make achievements by building on their previous performance rather than being compared with others. This is based on informing students about the strengths and weaknesses demonstrated in their work and giving feedback about what their next steps should be.

Approach to Feedback

Marking should identify how successful the student was in attempting the task set, noting 'what went well' (www).

Praise should particularly recognise the concepts and processes that provide the foundations for deeper learning and not simply the outcome.

Marking should provide specific, measurable guidance on how to improve, noting 'even better if' (ebi).

Work set should offer teachers opportunities to measure students' progress. Teachers should review the marked work, noting whether students have made the specific improvements identified in teacher comments.

Marking should wherever possible offer student opportunities to respond to written comments, for example: *'I get it now'* or *'I still don't get it'*. This facilitates a learning dialogue, but requires time and effort to revisit student responses and offer additional follow-up problems for students to attempt. Whilst this leads to a more profound understanding, this policy recognises that this cannot happen with every piece of marked work.

Following marking, it is helpful if the student response is written in a different colour pen. It is common practice to ask pupils to respond to marking by using a purple pen. For this reason it is commonly known as the 'purple pen of progress'.

Both student and teacher should be clear: a student should spend more time responding to the marking, than the teacher has spent marking the piece of work.

Teachers should provide the time and opportunity for students to reflect in the classroom. In this way, students can absorb feedback and discuss, raise issues, clarify and further develop.

Feedback needs to be compatible with students' prior learning and provide logical connections. Teachers should avoid giving too much information or covering too much in one piece of marking. Teachers should equally avoid giving too little information, like ticks with a few general comments.

Feedback that poses questions designed to help students think things through themselves is most helpful. This might lead to correction or improvement of a piece of work. If a question is posed in feedback then there is usually an expectation that the pupil will respond. This is a good habit to develop and extends the learning dialogue.

Feedback should model what good looks like and offer next-step guidance.

Feedback should be differentiated according to ability:

- More able marking should be thought-provoking with questions designed to help students think things through for themselves.
- Less able marking should provide scaffolding to support next-steps and questions should be precise and advice specific to extend students' understanding.

Figure 5 Examples of Differentiated Feedback

More Able	Less Able
<i>Say more about saturation</i>	<i>Say more about saturation: how much salt was used? How did...? When exactly...?</i>
<i>Give more detail about the impact of...</i>	<i>Give more detail, for instance...</i>
<i>Write a more interesting end to this story</i>	<i>To create a more interesting end you might consider...</i>
<i>Re-do this multiplication problem</i>	<i>Re-do this problem. You could use...</i>

KSH September 2015

Appendix

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Appendix 1: School Report

Key Stage 4 Report
Spring 2015



Inspiring success

Central Lancaster
High School

Subject	Autumn Term					Spring Term					Learning Target Comment
	End of Year Target	Progress	Behaviour	Effort	Homework	Learning Target Met	Progress	Behaviour	Effort	Homework	
			G	G	G	G	C	G	G	G	
			G	G	G	G	E	G	G	G	
			G	A	G	A	E	G	A	G	
			G	G	G	G	C	G	G	G	
			G	G	G	G	D	G	G	G	
			G	G	G	G	P	G	G	G	
			G	G	A	A	D	G	A	G	
			G	A		R		A	R		

GCSE Grades are: A*-G Btec Grades are: Distinction*, Distinction, Merit, Pass

The target grade is based on data we have on student's previous achievement and ability. This is an end of Key Stage minimum target. In most cases, students should exceed this target.

Student has either a red, amber or green colour for behaviour, effort and homework. Red= Poor, Amber= Needs improvement, Green= Good.

Student has either a red, amber, green or blue colour for Progress. Red = 2 or more grades below target, Amber = 1 grade below target, Green = on target
Blue = above target.

In Term 2 and 3 Student will have either a red, amber or green rating which will reflect how she progressed towards her learning target from the previo

Appendix 2: Work Sampling Pro forma

Work Sampling 2015-16

Name of Department

Monitor/Monitored/Subject/Year



Focus: Is diagnostic marking having a measurable impact on pupil progress?				
1a	Process or task-specific, next-step feedback (teacher/peer/self) <i>with evidence of pupil response</i> .			
Example:				
1b	Evidence that improved work has been checked (teacher/peer/self).			
1c	Evidence of pupils providing their own feedback by asking questions, making comments or signage.			
Example:				
2a	Comments that specify what went well.			
2b	Comments that provide specific, next-step feedback <i>but no evidence of pupil response</i> .			
3a	Comments that comment on attainment but are not specific: 'well explained'; 'good description'.			
3b	Comments that suggest how to improve, but are not specific or measurable: 'develop your explanation'.			
4a	No evidence of any marking in work sample			
4b	Only 'tick marking' or general written comments: 'good work'; 'write neater'.			
4c	There may be some evidence of good practice but improvement is required. Overall Grade 4.			
Grade		Action		
Only award Grade 1 if there is evidence of both 1a and 1b.				
1	2	3	4	

Focus: Is the Literacy for Learning target being used to mark written work?	
	Evidence that cross-curricular writing target has been set.
	Evidence that work has been marked by teacher/self/peer (using the success criteria if appropriate).
	Evidence of written next-step guidance (using the success criteria if appropriate).
Example:	
	Evidence of new sentences, written as a result of feedback.
	Evidence that new sentences have been checked/marked (teacher/peer/self).
Action	

Appendix 3: Assessment for Learning Observation Pro forma

AFL Phase 2 Monitoring 2015-16



Focus	Success criteria: the small steps that learners need to do, to know or to think about to make progress			
Evidence	<ul style="list-style-type: none"> The observer will look for evidence that the success criteria: are shared in language the pupils understand. are displayed so there is a visual prompt for pupils and teachers during the lesson reflect the learning objective provide descriptions of the strategies or evidence needed to achieve the outcome or be able to give the performance - the means to the end. are used to model what good looks like or to model misconceptions provide a framework for dialogue and feedback with pupils. 			
SLT	Outstanding	Good	Requires Improvement	Inadequate
	Developed	Developed	Developing	Undeveloped
Comment				
Action				

Focus	Questioning and other assessment strategies: formative assessment to systematically check pupils' understanding and measure progress			
Evidence	<p>The observer will look evidence that questioning and other assessment strategies are used to:</p> <ul style="list-style-type: none"> analyse pupils' responses in order to measure progress against the success criteria find out what pupils know, understand and can do challenge pupils to think more deeply by using different strategies and techniques facilitate inclusion by using different strategies and techniques check understanding after each progressive step identify specific misconceptions help teachers to adjust planning to focus on areas of underperformance 			
SLT	Outstanding	Good	Requires Improvement	Inadequate
	Developed	Developed	Developing	Undeveloped
Comment				
Action				

Appendix 4: Assessment and BTEC

Assessment for BTEC Programmes

1. Teaching and learning: giving feedback to learners

During teaching and learning, you are using your best professional judgement about the nature, quantity or level of feedback.

The assessment rules for BTEC do not cover formative feedback – only feedback during and following assessment.

Your feedback could include, for example:

- Identify areas for learner progression, including stretch and challenge.
- Explain clearly how BTEC assessment works and what learners need to do to achieve a Pass, Merit or Distinction.
- Set “dry run” or “mock” tasks and scenarios to help learners understand what level they have reached and prepare for assessment.
- Feedback on how to improve knowledge, skills, understanding, behaviour, approach, grammar etc.

Teaching and learning – preparing for assessment

As a BTEC teacher, you are using your best professional judgement to actively monitor and support progression during teaching and learning, although you must stop short of confirming grades before assessment is complete.

Teachers providing additional supported learning are already aware of the line between helping a learner achieve their full potential, and doing the work for them, and the new framework of rules for BTEC assessment reinforces these principles.

The evidence learners submit for assessment must always be their own work. This means that, during teaching and learning phase, students should learn to:

- make the decisions and
- demonstrate personal skills in order to help them achieve the assessment criteria.

Predicted grades and on-going progress reporting

Predicted grades are a useful indicator of expected achievement – but it's important learners understand that they are just an indicator rather than a confirmation of final achievement. They do not count as formal assessment, or confirmation of achievement.

The new assessment rules help to reinforce this by making a clear separation between:

- the feedback given during teaching and learning (which could include predicting grades and on-going progress reporting) and
- support, supervision and feedback during and following assessment. Once a learner has started to receive results from their assessments, they will have concrete information on how well they are achieving and how that achievement translates into a grade.
- This means that BTEC teachers, assessors, internal verifiers and learners can all be clear about how they are achieving and progressing during the programme or course, and this information can also:
 - inform predicted grades
 - help identify and focus on areas for stretch and progression.

2. During assessment: giving feedback to learners

While learners are working on an assessment, you can continue to give general feedback and support, particularly around the development of knowledge, understanding and skills.

Your feedback could include, for example:

- the criteria the learner achieved (explaining the assessor's decisions)
- the criteria not achieved (and why) although you should not provide a list of instructions on how to get a higher grade.

Your feedback could include, for example:

- Guidance on how to approach the knowledge and skills requirements.
- Guidance on appropriate behaviour and approach, confirmation of deadlines etc.
- Confirmation of which criteria the assessor is targeting and clarification of what the assignment brief requires.

Rules for BTEC Internal Assessment (BTEC Firsts and Nationals) from 1 September 2014

Giving feedback to learners

The teacher or tutor must decide when the learner is fully prepared to undertake the assessment.

Once learners are working on assignments which they will submit for assessment, they must work independently to produce and prepare evidence for assessment.

Preparing for assessment

Before starting an assessment, the tutor must ensure each learner understands the:

- assessment requirements
- nature of the evidence they need to produce
- importance of time management and meeting deadlines.

Working on an assessment

Once the learner begins work for the assessment, the tutor must not:

- provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment
- confirm achievement of specific assessment criteria until the assessment stage.

What does this mean for BTEC learners?

Feedback plays a major part in:

- preparing BTEC learners for summative assessment, and
- following up on assessment to ensure BTEC learners learn and progress.

We've also seen clear signals in the UK policy landscape that assessors should move the focus of their feedback away from achieving specific grades and onto how learners can learn and progress.

This change in emphasis is reflected in our new rules framework, and should benefit the learners by offering improvement in valuable lifelong skills such as self-evaluation, self-assessment and goal setting.

So these new rules do not mean an end to feedback – they are instead more clearly defining the nature and timing of that feedback, specifically around assessment.

While learners are undertaking an assessment, teachers and tutors can continue to give general feedback and support, particularly around the development of knowledge, understanding and skills (see the Feedback Stages at the beginning of this section for examples of the type of feedback you can give). Teaching teams should also supervise learners when they are undertaking assignment work in class – although the work itself must be produced by the learners themselves, either in or outside class. However, your feedback should not include assessment of the specific assignment evidence as your learners are generating it, or confirm the achievement of specific assessment criteria – this happens only when formal assessment takes place.

Learners must show that they can generate evidence independently using their knowledge, skills and understanding gained through the learning and teaching process. BTECs are vocational qualifications, designed to help learners become independent workers in their chosen field. So while it is important to continue giving general feedback and support during assessment, it is not appropriate for teachers and tutors to:

- ‘coach’ learners to produce the evidence itself
- give them a specific list of actions they need to take in order to meet the assessment criteria or achieve a particular grade.

Resources available to help learners generate evidence Teachers and tutors must make sure learners are ready to undertake assessment. Before handing out assignments, you should be confident your learners have the necessary knowledge and skills to generate appropriate evidence. However, once they are working on assignments, your learners still have access to a range of information to help them generate evidence:

- knowledge and skills gained during teaching on the programme
- handouts and learning resources available for the programme
- the unit content, assessment criteria and assessment guidance in the qualification specification
- the assignment brief, detailing the scenario, specific tasks, evidence and information sources.

3. Following assessment: giving feedback to learners

On the assessment record, you should give clear feedback on:

- the criteria the learner achieved (explaining the assessor’s decisions)
- the criteria not achieved (and why) although you should not provide a list of instructions on how to get a higher grade.

Your feedback could include, for example:

- Which assessment criteria the learner has achieved and what the learner has done well.
- Which assessment criteria the learner has not achieved and what was missing.
- Information or guidance available to the learner they could have drawn on (e.g. class notes; handouts; resources in assignment brief etc)
- General behaviour and conduct, approach,

Following assessment, the assessor formally records their assessment decisions against individual assessment criteria on the assessment record.

The assessment record provides a formal opportunity for the assessor to give feedback to support learner progression.

The assessor should:

- give feedback on which criteria the learner has achieved – and not achieved – giving clear reasons why so the learner can learn and progress.
- avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade (should the Lead Internal Verifier authorise a resubmission).

VJO July 2016