Montgomery Academy

Montgomery Assessment Principles

Assessment:

The purpose of all forms of assessment and feedback should be to move students to the next stage of their learning - **Find the gap: Fill the gap**:

- Responsive teaching/Formative assessment should be: **regular, repetitive and responsive** (used to inform teacher's planning)
- Formative assessment at Montgomery:
  - **(KS3) Knowledge Checks** (scheduled) / KS4 optional
  - **In-class assessment priorities**:
  1. cold-calling (reduction in hands up)
  2. whole class checking (whiteboards/ABCD/choral/hands up if…/stand up/sit down etc)
  3. circulating/live feedback
- Summative assessments will be based on a sample of the domain taught (to date) building to a cumulative model and to inform curriculum design (twice yearly)
- Summative assessment will help inform how the school reports student progress to parents: to ensure they are robust, they must be marked and moderated by teachers

Each subject area should look to develop a 'richness/variety' in their **Knowledge Checks** to:

- Establish what students know and have remembered
- Help identify gaps in key knowledge and understanding to aid their planning
- Provide responsive teaching opportunities
- Build student confidence (low stakes)
- Support Application Time

Teachers should always have the opportunity to act upon the inferences of assessment to inform their future planning/respond to students' needs

Key skills and knowledge:

Leaders to map out (and assess) the minimum expectations in terms of **knowledge and skills** per:

- SoW
- End of KS3
- End of KS4

Knowledge organisers, focusing on the identified key knowledge, to become an integral part of our homework expectations and summative revision, where appropriate

Feedback:

Responsive teaching provides the opportunities for more immediate feedback.

Feedback (verbal/written) should be focused upon ensuring students know and remember the key knowledge, understand the key concepts and refine the key skills identified in each subject area

Students should have the opportunity to respond to their teacher's feedback

LIFT, as a minimum, should be scheduled following summative assessments, providing 'next steps' actions which must focus on the key skills and knowledge needed to move students forward in their learning. Green pens are to be used for LIFT lessons.

Teachers may choose to use LIFT sessions at any other time to provide feedback with next steps actions.

Glossary of terms:

Knowledge - what students need to know (Declarative)

Skills - how to apply the knowledge (Procedural) and when to apply it (Conditional)

Formative - regular, repetitive and responsive /low stakes Knowledge Checks/CfUs (misconceptions identified promptly and so that teachers can respond to needs quickly)

Summative - assessing a sample of the key knowledge from all the Schemes of Work taught to that date (key assessments twice per year) Purpose: to provide progress information to parents and to inform future teaching and curriculum planning

Synoptic - drawing together / cumulative assessment (see 'summative' above)

Domain - sphere of knowledge learned so far

Inferences - conclusions you want to reach/check from the assessments you set/mark

Minimum expectations - what ALL students MUST know/be able to do by a set/end point