Assessment: Formative, Summative and Recording

Assessing learning demonstrates to pupils that we value *their* learning, want to celebrate in their success, and diagnose any areas for development through feed forward comments and assessment. Using rigorous mechanisms developed specifically for the academy through consultation with pupils and staff, we are able to record and communicate their attainment in relation to national frameworks and internal structures. We have broken the overarching method of assessment and attainment into three essential categories, *Formative Assessment, Summative Assessment and Recording Assessment.*

**Formative Assessment**

Pupils will regularly experience across lessons variations of formative assessment methods, next step indicators for the pupil on how to improve and use the skills they are learning to do so. Utilising formative methods as;

* Peer Assessment
* Self-Assessment
* Group and Peer work
* Presentation and performances
* Feed-forward comments
* Questioning techniques
* Modelled examples of learning

Pupils will be able to reflect on how they may move forward with their learning, knowing that the guidance given from teachers, staff and their peers will enable them to do so. Formative assessment is about diagnosing areas of development; adapting to suit the needs of those experiencing it with pupils and staff making regular reflections on their progress, *(see features of a successful assessment model underneath).*

**Summative Assessment**

Summative assessments will usually take place at the end of a sequence of learning to evaluate the progress of the pupils, and how they apply the learning they have acquired. This allows the pupils enough time to embed their learning and have the best opportunity to apply it. These assessments should be diagnostic, informing modification to short and medium term planning and next steps for pupils, including interventions as well as dispelling any misconceptions in learning *(see features of a successful assessment model underneath).*

Teaching staff will always look to combine any summative assessments with formative methods allowing pupils of all abilities every opportunity to succeed across the school.

**Recording**

Recording methods used for documenting the attainment journey of pupils is linked to nationally recognised changes in the education environment. Recording the attainment of pupils allows us to report to parents and carers their progress and provide clear indications where pupils are compared to national expectations. The mechanisms for this recording and reporting have been created through consultation with pupils and staff and take the form of;

* Standard Age Scores/Scaled Scores at Key Stager 2 and 3
* Raw Scores
* G.C.S.E. Attainment grade in Key Stage 3 (However this is under review for the 2019/20 academic year)

**Reporting**

Sharing Assessment with Parents

Reports are sent to parents once a term and include;

* Current Achievement
* Progress
* Attitude to Learning
* Effort
* Any targets
* Behaviour
* Homework

This may look different for different curriculum areas with certain subjects creating bespoke assessment methods and ways of sharing progress with pupils and parents.

SEND

For further information on SEND assessment, recording and reporting please see SEND guidance.

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| --- | --- | --- |
| **During Year** | | **End of Year** |
| Key Stage 2 | Termly review of progress, attainment and intervention groups organised  Termly reports detailing achievement, progress, effort and attitude to learning alongside behaviour | End of year reports include progress against age related expectations and next steps. Year 6 include teacher assessment and SATs results in English and Maths |
| Key Stage 3 | Termly review of progress, attainment and intervention groups organised  Termly reports detailing achievement, progress, effort and attitude to learning alongside behaviour | End of year reports include achievement and progress as well as national expectations |

**Features of a Successful Assessment Model**

**Specific foci and conditions**

Precise questioning to allow easily identifiable next steps

Standard conditions ensuring fairness and comparability

**Repetitive and Domain specific**

Assessments needs to be

practice and repetition over time

Summatively it must be encompassing significant domains to gauge a shared meaning

**Recorded Raw Marks & Scaled Scores**

Raw marks are easy to track, low stakes and can identify next steps.

Scaled scores are consistent across different assessments & less distorting than grades

**Infrequent Summative & Frequent Formative**

Summative assessment must be infrequent so gains in large domains can be shown. Frequent retrieval improves learning and checks if pupils have *actually* understood

**Features of successful formative and summative assessment**