



Joyce Frankland Academy, Newport

Assessment, feedback and reporting

Principles

- Curriculum and assessment design happen together and are continuous
- The curriculum only has summative assessment through external public examinations
- All assessment in the Academy is therefore continuous and formative¹
- The purpose of formative assessment is to provide clear understanding for teachers, pupils and parents of the extent to which pupils can demonstrate learning over time of the taught curriculum
- Formative assessment seeks to address and correct common misconceptions; medium-term curriculum planning is to check pupils have learnt the curriculum as intended
- The primary purpose of feedback is to improve pupils' ability to demonstrate learning over time by identifying areas of strength and potential improvement; to improve the learner, not the work²
- Feedback will build independence, imagination, insightfulness and inquisitiveness
- Feedback will also develop confidence, engagement, motivation and foster a love of learning
- The purpose of reporting is to communicate clearly to parents how well their child is doing at school
- Assessment ultimately has a purpose to prepare pupils for external examination

The five key strategies of formative assessment (William, 2018)³

	Where the learner is going	Where the learner is right now	How to get there
Teacher	1. Clarifying, sharing and understanding learning intentions and success criteria.	2. Eliciting evidence of learning.	3. Providing feedback that moves forward.
Peer		4. Activating learners as instructional resources for one another.	
Learner		5. Activating learners as owners of their own learning.	

¹ EEF: Teacher Feedback to Improve Pupil Learning: Guidance (p14): "it means providing teaching that is adaptive to pupils' needs and using evidence about learning to adjust instruction to ensure that learning moves forward"

² EEF: Teacher Feedback to Improve Pupil Learning: Guidance (p5)

³ EEF: Teacher Feedback to Improve Pupil Learning: Guidance (p14)



Feedback

Feedback can take a variety of forms, though the vast majority of feedback is verbal⁴. Consequently, a pupil should have regular feedback on their class and homework.

Good feedback enables pupils to respond, to learn, to do more than the teacher has done. Feedback provides guidance for pupils to act upon. This could be through teacher discussion, live marking, coded marking, a marked book or piece of work or through the production of carefully considered whole class feedback.

Feedback that is provided should prompt a form of pupil response. It should be clear that the feedback has been acted upon. This will always take the structure of:

1. Assess: The identification of a strength/area for development
2. Plan: A specific, task-based action
3. Do: A pupil response
4. Review: Including prior learning. Has knowledge/skill been consolidated?

Curriculum and assessment design are continuous and happen together. As such, different subjects will provide clarity on the specific expectations for feedback as part of their curriculum intent and rationale.

*“As Dylan Wiliam has explained, effective feedback... should be a ‘recipe for future action’. It is crucial that pupils are given the time and opportunity to use the feedback given so that it moves learning forward. Rather than just commenting on work that has been finished, it needs to impact the future work that a pupil will undertake”.*⁵

Assessment Checkpoints

	What are we doing?	How might we do this?
Minute by minute	<ul style="list-style-type: none">• Reviewing our curriculum to ensure progression for all• Planning and adapting sequences of learning to match needs of pupils	<ul style="list-style-type: none">• Deploy range of questioning techniques and strategies in lessons and as part of planned homework activities
Every lesson	<ul style="list-style-type: none">• Check ability of pupils to retrieve prior learning• Building new knowledge• Checking for understanding and if this can be used in a variety of contexts	<ul style="list-style-type: none">• Triune questions: what went before, what now and what next?
Every scheme of learning	<ul style="list-style-type: none">• Vocabulary is building developed and taught explicitly	<ul style="list-style-type: none">• Challenge checkpoints (meaning a common and

⁴ See EEF: Teacher Feedback to Improve Pupil Learning: Guidance (p40) for “methods that *might* be useful”

⁵EEF: Teacher Feedback to Improve Pupil Learning: Guidance (p29)



	<ul style="list-style-type: none">• Building blocks for progression are planned and adapted based on pupil need• Reviewing the efficacy of the scheme of learning – is it fit for purpose and doing what we want it to?	routine approach to identifying strengths and areas of improvement) based upon building blocks and development
Every academic year	<ul style="list-style-type: none">• Progressing and checking on the development of pupil:<ul style="list-style-type: none">- Speaking- Active reading- Writing- Active listening	<ul style="list-style-type: none">• Ask pupils the extent to which pupils can articulate their learning

End Points

For each key stage, the following “end points” exist:

Key Stage 3: where pupils conclude KS3 curriculum study (to be clearly communicated by each subject, including how they will be assessed)

- Have pupils got better at a subject over the course of KS3?

Key Stage 4:

- Year 11 mock exams
- end of GCSE/KS4 study (public examination)

Key Stage 5:

- Year 13 mock exams
- end of KS5 study (public examination)

End points should not be prioritised as a form of assessment and should be carefully planned in to subject curriculum to be used at the point most likely to maximise learning. All assessment and feedback at end points should contain clarity for pupils of their current strengths and specific areas for improvement – a “*recipe for future action*”. A challenge checkpoint should be used to ensure there is consistency in the pupil experience.

It is likely that an “end point” assessment will have a specific mark scheme allowing for a numerical mark or percentage to be given. Great care should be used in extrapolating this to a wider judgement on pupil performance⁶. It is likely that a percentage should provide pupils and their parents with the specific information required to understand relative performance and expected future performance.

⁶ See EEF: Teacher Feedback to Improve Pupil Learning: Guidance (p24)



GCSE grades will not typically be used as part of end point assessment until the end of Year 10 and A-Level grades until the end of Year 12. This is to ensure that the grade being used is based on sufficient curriculum coverage to be relevant and useful to guide future pupil and student progress.

Assessment design

WHAT is being assessed?	What knowledge / concept / skill is being assessed?
WHO is the assessment for?	Is this assessment for teaching? Is this assessment for school improvement? Is this assessment for motivation? Is this assessment for learning?
WHY is it being assessed?	To identify gaps/misconceptions? To determine whether it is the right time to move on to the next part of the curriculum? To check knowledge, skill, or performance? To determine if the curriculum is fit for purpose? To build towards public examination?
HOW is it being assessed?	What sort of responses will pupils be giving? (MCQs, extended writing, performance)? How much time is being provided to pupils to do the assessment? What instructions are provided to pupils? How much help/scaffolding is provided? How is consistency of delivery ensured?

Reporting

The purpose of reporting is to communicate clearly to parents how well their child is doing at school. As the curriculum follows the progression model, to make progress means that children know more, remember more and can do more of the curriculum they have been taught. Reports therefore seek to provide information in relation to this, in addition to providing a pupil's attitude to learning and specific areas of strength and areas for improvement in each subject area.