

THE SYDNEY RUSSELL SCHOOL



Assessment Strategy



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Assessment Strategy

Note: The Whole School Assessment Strategy provides an over-arching context and set of guidelines for the use of assessment at the Sydney Russell School: individual departments are encouraged to produce their own subject-specific guidelines to sit within this.

1. Rationale

All assessment and feedback should improve the learning and progress of students and assessment and feedback should be an integral part of every lesson.

2. Purpose

- To evaluate the effectiveness of our teaching - which shapes teaching and learning both during a lesson and in planning future lessons.
- To show learners what they do well, the standards they have attained and what they must do to make progress.

3. Principles

Assessment at The Sydney Russell School:

- is an integral part of teaching and learning;
- has real-time impact on progress;
- impacts on the planning and development of future lessons;
- maximises learners' progress;
- gives helpful feedback for learners;
- identifies areas for improvement;
- acknowledges and actively promotes peer and self-assessment.

4. Practice

Assessment at The Sydney Russell School takes the form of:

- verbal feedback for individual learners - which stimulates thinking, refocuses, summarises learners' progress and signposts ways forward;
- whole class feedback - which provides collective opportunities to interpret and apply assessment criteria;
- self-assessment - where each learner is familiar with the appropriate success criteria and is able to assess her or his own work;
- peer assessment - which involves learners playing an active part in the assessment process;
- written feedback - at least once a half-term, related to learning objectives and focused on what the learner needs to do to make progress; this is a minimum requirement. It is for all subjects except those where students only have one lesson a week. In these subjects, it should be a minimum of at least once a term;
- student/parent feedback - at Learning Review Meetings by the **teacher**.

5. Implementation

The strategy is implemented through a variety of means including:

- individual and whole class oral feedback
 - self and peer assessment
- } *These activities are likely to form the bulk of assessment activities and will take place every lesson.*
- individual written feedback
 - half termly formative tracking assessment
 - learning review meetings

e-DIRT (Enough Dedicated Improvement and Reflection Time) is the mechanism through which students respond to feedback in order to make progress.

e-DIRT is embedded in lesson planning to dovetail assessment feedback. Departmental e-DIRT practice follows this outline :

1. Task with success criteria
2. Use of pink and green with explicit reference to the success criteria
3. Student redraft of work responding to pink/green
4. Teacher written feedback to student redraft

(see appendix for Departmental e-DIRTsampling)

Individual oral feedback:

- is positive, enabling and focussed on learning objectives;
- engages learners in a dialogue framed around identifying options and best ways forward;
- acknowledges and celebrates success and effort;
- can come from peers.

Whole class oral feedback:

- provides enabling feedback quickly and in the most time effective manner;
- identifies strengths and areas for improvement;
- helps learners to identify the defining qualities and merits of successful pieces of work;
- enables learners to have a collective opportunity to contribute ways of improving a less successful piece of work;
- provides learners with opportunities to self-assess and record points for improvement.

Self and Peer Assessment

- prompts learners to become fully conversant with and apply assessment criteria;
- enables learners to look at their own work and to identify strengths and weaknesses;
- can provide opportunities for learners to annotate their own or others' work;
- encourages learners to be comfortable with the idea of assessing and taking responsibility for improvement;
- helps learners to recognise what is 'good' in their own work or in the work of others and to benchmark their own learning and progress;
- encourages learners to be more independent and part of the self-improvement process.

Individual written feedback

- takes the form of an enabling comment or analysis, which must feed-forward to 'close the gap'; shaping students' future learning;
- is followed by substantial planned time, built into lessons, for students to respond and act upon the feedback.
- records an attainment level or grade; it is optional as to whether it is written onto the students' work.
- at least once a half-term is a minimum requirement for all subjects except those where students only have one lesson a week. In these subjects, it should be a minimum of at least once a term.

Half termly formative Tracking Assessments (Progress Reports):

- measure attainment in relation to Key Stage 3 and Key stage 4 grades;
- enable teachers to identify patterns and trends with regard to attainment and progression towards targets;
- inform planning and learning;
- help in the process of targeted intervention;
- informs parents and students of current attainment.

Learning Review Meetings (including Academic Review Days and Parents' Evenings)

- enable staff, parents and students to engage in learning dialogues shaped by assessment data generated from tracking assessments, pastoral information and subject teacher observations.

6. Monitoring

The strategy is monitored through:

- lesson observations;
- departmental monitoring processes;
- student interviews;
- quality assurance of feedback and accuracy of tracking assessments;
- work scrutiny and evaluation of the use and impact of feedback pro-forma.