

# 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-DIRT sampling)

### **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.