

Assessment Guidance - English



Assessment in English

In English assessment is a vital tool to promote learning and to ensure that every student makes progress and achieves their potential.

In each and every lesson, assessment of the intended learning should be planned as part of the students' learning journey. How this happens will vary in each lesson from verbal questioning through to a more formal assessment at the end of a unit. Assessment in the classroom, is any activity that teachers or students do that informs teachers about the progress their students are making. Assessment is carried out to ensure that learning has taken place. It measures the learner's knowledge and skills and encourages learners to ask questions about anything they have not fully understood, as learners know that they will have to demonstrate their knowledge and understanding.

In English, we focus on using three main types of assessment:

Formative Assessment - Assessment for Learning (AfL)

'Assessment for Learning' (AfL) focuses on how children learn and is central to classroom practice and planning. In English, learning intentions should always be shared with pupils, and teachers should discuss with pupils how learning outcomes can be achieved through clearly defined success criteria.

Formative assessment is an integral part of teaching and learning. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning and will affect what the student and the teacher does next. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made.

Using integrated AfL strategies as part of their daily diet in English lessons, we aim for English students at Keyham Lodge to reach a stage where they are using **Assessment as a Learning Tool**, in turn becoming more metacognitive, astute learners.

- **Assessment as learning**: *where students develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking an increased responsibility for their learning. Assessment as learning helps students to take more responsibility for their own learning and monitoring future directions.*

We want:

- students to be able to learn about themselves as learners and become aware of how they learn: to become metacognitive.
- students to reflect on their work on a regular basis, usually through self and peer assessment and decide (often with the help of the teacher, particularly in the early stages) what their next learning will be.

Summative Assessment – Assessment of Learning

Summative assessment is also known as ‘Assessment of Learning’ and is used to inform students, teachers and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

Summative assessments are given periodically to determine, at a particular point in time, what students know and do not know and to identify any gaps in learning, individually or collectively. Examples of these include (but are not exclusive to):

- GCSE Mock examination papers
- Interim assessments
- End of unit assessments
- End of term/year exams / assessments

Continual Assessment Opportunities:

Students are assessed continually within each half-termly unit with assessment opportunities clearly embedded into every lesson. A meaningful pre- assessment, taking into account the skills and knowledge descriptors on medium term plans, needs to be a careful consideration at the start of each unit. The resulting data and context should provide teachers and TAs with a starting point for each student. However, the information should not be used to lower aspirations of what they can achieve. It should provide teachers with a full picture of why students are where they are, in that moment.

It is this pre-assessment that guides student learning throughout the unit as they develop the skills and knowledge which was assessed at the beginning of the unit. Assessments then take place intermittently with both a way and end of unit assessment to measure and secure progress. Students should take time to reflect on the progress they have made on this journey.

Our assessment model mirrors that which is outlined in the whole school assessment policy:

For Key Stage 3

- Three Summative assessments a year
(These should be clearly identified in Department Long Term Plan and in Module Planners for each unit, they will often come at the end of a unit)
- Pre-Assessment at the start of each Learning Unit/Module (to be outlined in Module Planners)
- ‘Way Point’ Assessment to ensure that student misconceptions/gaps are identified and learning is adapted to ensure that all Unit/Modules remain focused on identified Learning Intention.

- Ongoing Formative Assessment in each lesson and throughout the year, which should be clearly identified in Teacher Planners)

For Key Stage 4

- At least three Summative Assessments
These can include (but are not exclusive to):
 - Formal Mock Examinations (there will usually be two formal mocks per year)
 - End of Unit Assessments
 - Module Assessments
- Pre-Assessment at the start of each Learning Unit/Module
- Ongoing Formative Assessment throughout the year, which should be clearly identified in Teacher Planners)

Both key stages:

- Once completed, assessment marks should be recorded on Department Trackers. This data should be inputted after each pre, way-point and end-point assessment. Data on trackers should always inform 'Data Drops' in Autumn, Spring and Summer.
- All Assessments to be kept safely within departments, ideally in books.
- **For formative and summative assessment** - Next Steps/EBI comments should always be meaningful, individualised and clearly linked to Learning Intention. They should consider what the student needs to do in order to improve their learning and wherever possible should focus on the task/learning and NOT the correct answer.
- Student should have the opportunity to reflect upon and respond to feedback.
- **Grades and AWOL levels should only be used when appropriate and only when students are aware of what they mean and what descriptors teachers have used to arrive at that grade.** Grades/AWOL levels should support students to understand how each piece of work is directly contributing to their progress (or lack of progress) and individual targets.
- **Internal Moderation will take place throughout the year to ensure a consistency in Assessment across each department area.**

Our dynamic model ensures that teaching staff check that students have secured the learning intentions at key points in lessons and then reshape learning/tasks if necessary. Our students should be able to articulate what new learning has taken place at the end of every lesson, with a ten minute 'learning check' taking place to measure this. To encourage retention of skills and knowledge, this process should be continual, and may take place at the beginning of the following lesson, too, as a means of recap. These continual assessment opportunities allow teaching staff to check understanding of the new skills and knowledge intended for each lesson, and they can then reflect upon and inform their planning for consequent lessons, remodelling wherever necessary. Mock weeks are also planned for the Spring and Summer terms for KS4 students.

Students at Keyham Lodge will receive written and verbal feedback aimed at the whole class, groups and/or individuals. Staff within English have the autonomy for choosing their specific types and timing of feedback to maximise impact and ensure students are making sustained progress in lessons and over time. We do stipulate however, that all feedback, whether it be teacher, TA, self or peer feedback, should be specifically linked to the specified Learning Intention and/or Success Criteria.

When providing feedback (written or verbal), the comments should ALWAYS be about the learning NOT the task. Feedback should enable students to generate ideas on improvement and development. They should be doing the THINKING. You should be guiding that thinking.

Day to Day Marking:

English is a content heavy and, often, writing heavy subject. Student responses can be viewed subjectively and when applying a mark scheme, feedback and marking can be onerous for teachers. The department feedback and marking policy has been written with these considerations in mind, whilst also being designed to give students the best possible opportunity to develop as independent and reflective learners.

The majority of marking and feedback in the department will take place within lessons. Live feedback is central to the department's aims of addressing misconceptions early in order to best develop students' skills and knowledge and to allow teachers to plan appropriately for further lessons. This feedback does not have to be written down, although in some cases this may benefit learners who require more processing time. Effective verbal questioning, applying tenets of Bloom's taxonomy, is also recognised as an important tool in delivering feedback and guiding student learning. If this type of feedback has been used, teachers should record that this has taken place using the verbal feedback indicator (VF). *Every student should be given live feedback in a lesson.*

Success criteria are used alongside formative and summative assessment in lessons (sometimes with the exception of module pre-assessments where teachers want to gain an uninfluenced picture of student knowledge or skills). *Teachers are expected to mark any pre assessment, mid-point assessment, or post assessment in depth, giving students' up to three examples of where they have met the success criteria and up to three examples of where they might want to look at their work again in order to meet the success descriptors. When marking for literacy, all staff should use the whole-school marking code.*

<u>Code</u>	<u>Explanation</u>
Sp (with word underlined)	Try this spelling again
O	Missing full stop or comma
//	Begin a new paragraph
Exp	Awkward expression
T	Mistake in the use of tense
WO	Show your working out
Cap (with letter circled)	Capital letter should have been used
Ss	Sentence structure is unclear
V	Vocabulary choice is inappropriate or could be improved
?	Meaning is unclear
ü ü	Indicates excellent section of work or a particularly well chosen word or phrase
^	word missing/insert word or letter

The department is guided by the following questions when providing feedback (underpinned by research by Tunstall and Gipps), in order to develop lifelong learners, not simply to improve a single piece of work:

Have I clearly pointed out an error or mistake?

Have I provided a clear improvement target and an opportunity for the student to practice getting it right next time?

Have I given time to exploring and reflecting on the quality of work and learning with the student?

Does my feedback place the onus of the student to take responsibility for their learning by providing suggestions or asking questions so that students can make their own choices?

Have I identified the standards which are excellent and provided specific praise about these?

Assessments completed independently inform SIMs input and all results are collated in the English Tracker, which can be accessed at any time to highlight students needing additional support or challenge. Teachers consider test results and assessed pieces to project forward to the likely GCSE outcome.

Entry Baselines:

All students now complete the Dyslexia Portfolia which gives students a standardise score. Teachers are able to assess the ability of students based upon these results. A score of 100 is age appropriate, so anything below or above gives us an indication of their ability.

Setting the baseline on SIMs:

Baselines entered into SIMs will consider the standardised scores detailed above and students are assessed upon entry. Using this data and targets set by FFT Inspire, we set baselines for all students. These target grades are based upon a number of factors in a student's life and their past educational experiences. Therefore, we feel that these grades are generally realistic and achievable with the right support from teaching staff at Keyham Lodge.

We also mark student work using the latest AQA grade boundaries, as highlighted below for both papers;

AQA GCSE Grade Boundaries 2019

(Please note, there were no raw mark grade boundary tables for summer 2020, as exams did not take place)

English Language Paper 1

Section A & B: 80 Marks	9	8	7	6	5	4	3	2	1
40 Marks Per Section 80 Marks in total	64	59	54	48	43	38	28	18	8

English Language Paper 2

Section A & B: 80 Marks	9	8	7	6	5	4	3	2	1
40 Marks Per Section 80 Marks in total	64	59	54	48	43	38	28	18	8

English Literature Paper 1

Section A & B 64 Marks	9	8	7	6	5	4	3	2	1
Section A: 34 Marks Section B: 30 Marks	56	50	45	39	33	28	21	14	7

English Literature Paper 2

Section A, B & C: 96 Marks	9	8	7	6	5	4	3	2	1
Section A: 34 Marks Section B: 30 Marks Section C: 32	85	76	68	58	49	40	29	19	9

Teaching staff are expected to assess using both formative and summative assessments throughout units of work which encourage opportunities to exploit reading, writing and speaking & listening skills and offer support where necessary.

Results from assessment pieces are recorded on internal excel sheets and in teacher's planners to inform future planning and support staff when they first meet a student.