

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 guardians their progress and provide clear indications where pupils are compared to national targets. The mechanisms for this recording and reporting have been created through consultation with pupils and staff and take the form of;

- Attainment Grade in Key Stage 2
- Standard Age Scores/Scaled Scores
- Raw Scores
- G.C.S.E. Attainment grade in Key Stage 3

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.

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

