



School Policy 14a – Formative Assessment

The Governors' Committee responsible for this is the Curriculum, Teaching and Learning Committee. The person in the school who prepares the text of this policy for the Headteacher and Governors is the Assistant Headteacher's. It should be read in conjunction with the broader policy on **Assessment, Recording and Reporting**. This policy was reviewed in December 2021 and is reviewed annually

Introduction: Formative Assessment

Regular formative assessment, followed by effective pupil response, is the only way that we can ensure pupils make progress over time. Pupils need time to review and evaluate their knowledge, understanding and skills; more importantly, they need time to respond and improve and therefore close the gap.

Rationale

In setting up this policy the school is seeking to establish a consistency of practice across different subjects and different courses and year groups, as well as a common language of assessment and feedback, which pupils and students can also understand.

Responsibilities

- The Governors determine this policy on the advice of the school. They also review its effectiveness through their Curriculum, Teaching and Learning Committee.
- The Headteacher sets out the vision for how this policy fits into the wider purpose of the school in developing its curriculum, teaching and learning.
- The Deputy Headteacher has a particular concern for the role which good formative assessment plays in the progress of pupils and students and in the development of strong academic leadership amongst both staff and pupils.
- The Assistant Headteacher's are responsible for formulating and communicating this policy to staff, students, pupils and parents and for ensuring it is well used and followed.
- Heads of Department work out how the policy applies in their subject areas and play a leading role in making suitable adjustments so that formative assessment is directly planned as part of their curriculum, as well as, monitoring its effectiveness, both in their area and the school as a whole.
- Subject teachers are those who have the most critical role in using and developing formative assessment within their teaching and as probably the most significant way in which they can support the learning of pupils and students.
- Heads of Year and Form Tutors can draw on both the processes and the outcomes of formative assessment in their pastoral work with those in their care.

Principles

Formative assessment can be thought of in 2 types:

Type 1 - Ongoing, unrecorded that happens throughout regular lessons

Type 2 - Departmental, recorded at key points in the curriculum

Type 1 formative assessment is part of the teacher's craft and is for them to decide when and how to best deploy, although departments are encouraged to work together while planning collaboratively.

Type 2 formative feedback is used to take a deeper look at a particular area of knowledge or skill at a planned time in the curriculum. This type of feedback is departmentally planned and follows the below guidance:

- Frequency – Classes that are taught 2 or less lessons a week must give feedback once per half term. Classes that are taught 3 or more times per week must give feedback twice per half term.
- What must be recorded – Students must be given an indication of what they did well, a specific target to improve and where appropriate an indication of standard or grade being worked at.

Key Stage 3 Standards

Throughout years 7 to 9 pupils are measured against the standards: Transition (Autumn of year 7); 1 (spring and summer of year 7); 2 (year 8); 3 (Year 9).

Their progress will be reported as:

- Excelling (at the Standard)
- Consistently achieving (the Standard)
- Sometimes achieving (the Standard)
- Working towards (the Standard)

Review, Monitoring and Evaluation

- **In classes** – Teachers use appropriate systems to ensure that pupil's classwork and homework is of the highest standard including the development of literacy.
- **In the department** - Heads of Department review work, focusing on the quality of work produced, the quality of formative assessment and the quality of the responses from pupils to this assessment.
- **In the school** – work will be scrutinised as part of the ongoing cycle of deep dives.
- **Governors** are also invited to take part in whole school work scrutiny occasionally.