



# Assessment Policy

The Axholme Academy

March 2021

Review Date: March 2023

## **1. Rationale**

At The Axholme Academy we use a range of assessment techniques to identify and provide students with quality feedback; develop students' independent learning and study skills; and provide authentic experience of sitting formal examinations.

## **2. Assessment**

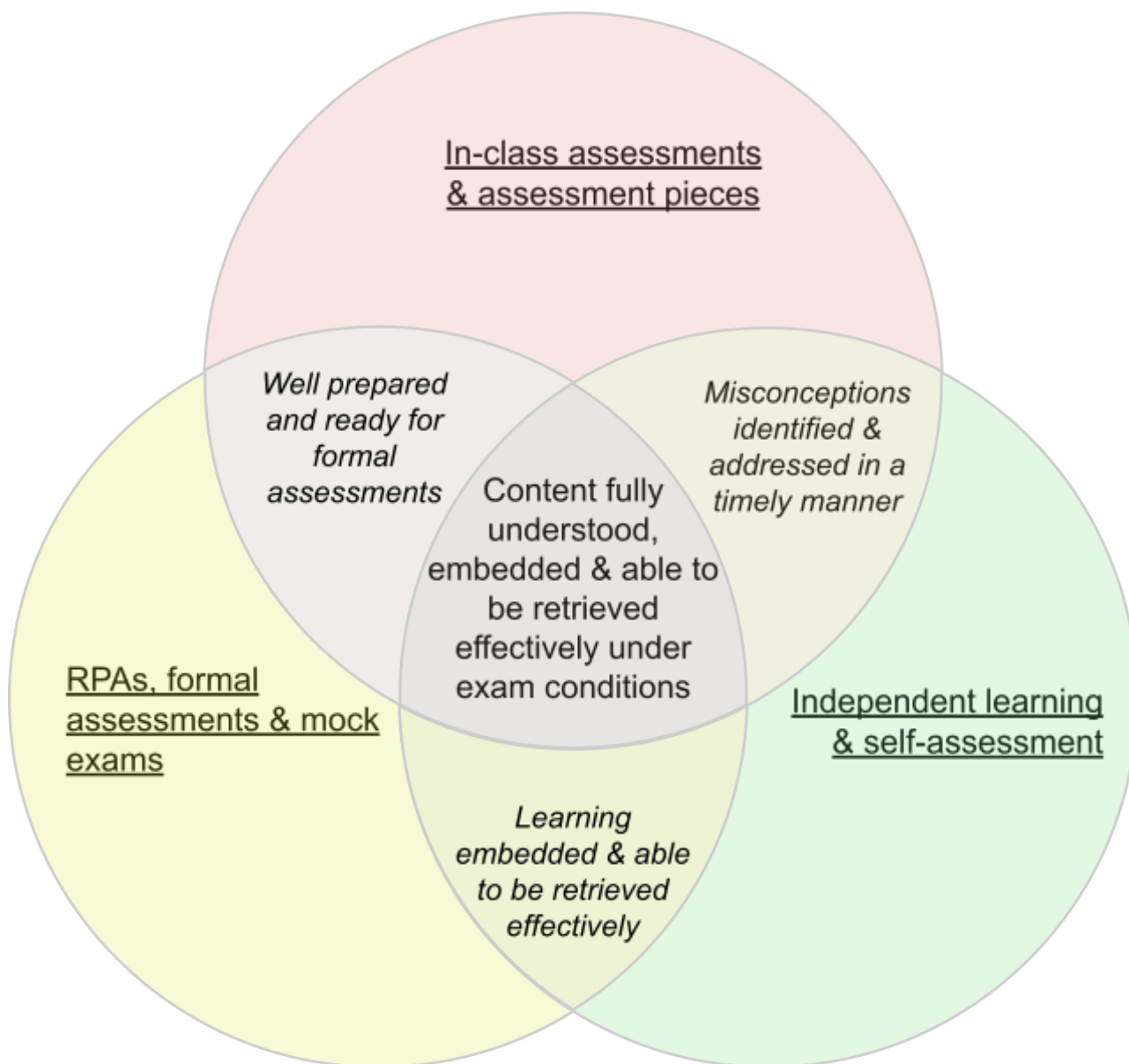
The types of assessment used by academy staff are:

- In-class - learning is reviewed during lessons to identify and address misconceptions by reshaping teaching or to activate prior learning to help students link new learning. This form of assessment covers current, recent or prior learning. See section 4 below for further details.
- Assessment pieces - students complete a piece of work which provides the opportunity to apply a range of knowledge, skills and understanding that have been acquired over time. See section 6 below for further details.
- Retrieval Point Assessments (RPAs) - students work under formal exam conditions to retrieve knowledge or apply skills. Students sit a number of RPAs within a condensed period of time to help develop study and exam skills. See section 7 below for further details.
- Independent self-assessment (6Rs) - students apply study skills taught in school to identify their own learning gaps, embed learning in their long term memory and practice retrieving information from long term memory. See section 8 below for further details.

The combination of assessments outlined above ensures that:

1. Misconceptions are identified and addressed during lessons in real time.
2. Students are able to integrate new knowledge into larger ideas
3. Students apply their learning by creating substantial pieces for which they receive feedback and have the opportunity to respond and make improvements.
4. Students develop experience of formal exam conditions.
5. Students develop independent learning skills which will be of benefit throughout their education and life.

### 3. Integrated assessment framework (*Teachers' Standard 6 - 'Make Accurate and Productive use of Assessment'*)



### 4. Feedback

(*Teachers' Standard 6 - 'Make Accurate and Productive use of Assessment'*)

Feedback is provided in a variety of ways and shaped by the following principles:

- Timely - feedback is made available to students as quickly as possible to help students move their learning forward.
- Meaningful - feedback is presented in a way that students can understand and act upon it.
- Motivational - feedback recognises successes, identifies areas for improvement and encourages students to respond positively to move their learning forward.
- Manageable - the frequency and nature of marking and feedback must be manageable in order to ensure quality and consistency across the academy.

## 5. Rosenshine's Principles of Instruction

At The Axholme Academy we use evidence based best practice to provide a quality first teaching framework. We use Rosenshine's Principles of Instruction as a lesson delivery framework to minimise cognitive overload and embed learning in students' long term memory. This framework consists of the following principles:

1. Begin the lesson with a review of previous learning.
2. Present new material in small steps.
3. Ask a large number of questions (and to all students).
4. Provide models and worked examples.
5. Practice using the new material.
6. Check for understanding frequently and correct errors.
7. Obtain a high success rate.
8. Provide scaffolds for difficult tasks.
9. Independent practice.
10. Monthly and weekly reviews.

Bullets 1, 3, 6 and 10 above illustrate the types of assessment that take place during lessons. See Appendix 1 for more information.

## 6. Retrieval Starter Questions

Each lesson begins with 1 - 10 Starter Retrieval Questions, designed to review knowledge from previous learning. Questions are recorded and marked with green pen in students' books.

## 7. Assessment Pieces

Types of feedback given are:

- Model answers for retrieval questions at the beginning of lessons.
- Formal written or electronic feedback outlining strengths **(S)**, improvement targets **(T)** or questions to encourage deeper thought **(Q)** (using either individual feedback through live marking or whole class feedback for key pieces of work).
- Strengths and Gaps reports as an outcome of termly formal assessments.
- Self and peer assessment.

Yellow Highlighter Marking – used to flag up literacy errors which students then go back and address. The highlighting may be done by the teacher, a teaching assistant or another student and may take place during lesson time or when a piece of work is marked outside of lesson time.

Green Pen – used to make improvements to work in response to ongoing formative assessment during lessons. Green pen is also used to improve work based on yellow highlighter marking, self or peer-assessment or verbal feedback from the teacher. Green pen can also be used to add model answers to work during lessons.

## 8. Retrieval Point Assessments

Retrieval Point Assessments (RPAs) are an academy-wide approach for assessing students using self-marking quizzes and exam papers. RPAs vary between year groups as below:

- Year 7 fortnightly knowledge tests:

Week 1 - Students conduct review and restructure activities using a subject knowledge sheet during registration

Week 2 - Students complete Multiple Choice Quiz (MCQ) for a given subject. Results are held centrally, reported home and used to identify support needs.

- Years 8 to 11 RPAs:

Formal RPAs take place termly to assess how much learning has been retained over time. Students sit written exams in academic subjects and self marking quizzes in practical subjects (during KS3).

A Question Level Analysis is produced for every subject and used to identify individual learning gaps to inform students' independent learning and identify common misconceptions to inform curriculum planning. Every student and teacher is involved in formally reviewing learning gaps and devising plans to close them.

Performance and Progress percentages and shared post-RPA. Progress percentages are used by teachers to identify at risk students and reorganise seating plans.

## **10. Independent self-assessment (6Rs Independent Learning Framework)**

Students use this framework to develop skills enabling them to identify learning gaps, embed learning in their long term memory and practice retrieving learning from their long term memory. Students are taught to use the framework below with increasing amounts of independence as they progress through their 5 year learning journey:

1. REVIEW what has been learned to identify gaps
2. RESTRUCTURE information by producing revision materials
3. RETRIEVE information from memory by self-quizzing
4. REVISIT learning that hasn't been retained over time
5. REPEAT steps 2 and 3 until learning has been retained
6. REFLECT on how effectively these independent learning activities are being used

Students complete self-assessment activities during the Review stage in order to identify learning gaps which are subsequently addressed. During the Retrieve stage, students practice answering low stakes questions using a variety of resources. See Appendix 2 for more information.


## **10. Monitoring & Evaluation**

The implementation of this policy will be monitored as part of the ongoing monitoring of Teaching Over Time and thematic Quality Assurance activities. Time will be provided during the school year for collaborative marking sessions to facilitate the sharing of best practice.

## Appendix 1


Barak Rosenshine's

# PRINCIPLES OF INSTRUCTION




A thematic interpretation for teachers by Tom Sherrington @teacherhead

VISUALISED BY OLI CAV Oliver Caviglioli @olicav




REVIEWING MATERIAL

1 Daily review




Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning – to activate relevant prior learning in working memory.

10 Weekly and monthly review




QUESTIONING

3 Ask questions




The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

6 Check for student understanding




SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps




Small steps – with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.

4 Provide models



Models – including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.


8 Provide scaffolds for difficult tasks



Scaffolding is needed to develop expertise – a form of mastery coaching, where cognitive supports are given – such as how to structure extended writing – but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building – but eventually they need to come off.


STAGES OF PRACTICE

5 Guide student practice




Teachers need to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback.

7 Obtain a high success rate



High success rate – in questioning and practice – is important. Rosenshine suggests the optimum is 80%. I.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

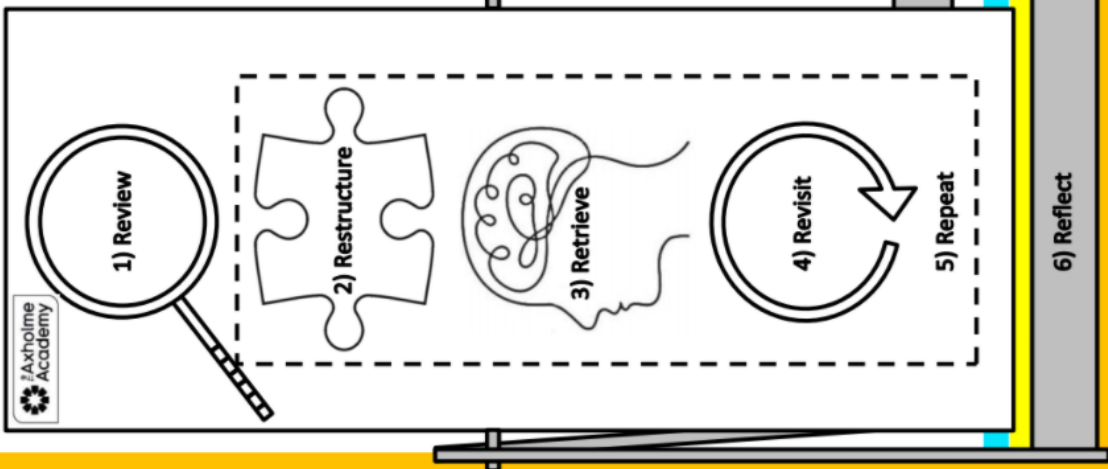
9 Independent practice



Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic"

Rosenshine Masterclasses
• <a href="#">Intro and Research</a>
• <a href="#">Sequencing Concepts and Modelling</a>
• <a href="#">Questioning</a>
• <a href="#">Daily Weekly, Monthly Review</a>
• <a href="#">Stages of Practice and Conclusion</a>

## 6Rs Independent Learning Framework



1. You won't remember what you don't understand so it's important to REVIEW whether you fully understand something soon after being taught it.

2. RESTRUCTURING how information is presented by producing revision materials takes thought. Memory is the residue of thought, so this stage is key to making your learning stick.

3. The capacity of your long term memory is infinite, learning stays in your memory even if you can't remember it. Forgetting is when you can't RETRIEVE what you've learned from your long term memory. Self-quizzing is a type of retrieval practice which makes you better at remembering things you've learned.

4. Focus your revision on REVISITING knowledge or skills that you haven't yet managed to keep in your long term memory.

5. REPEAT stage 2 (RESTRUCTURE information using active revision techniques) and stage 3 (RETRIEVE information by quizzing yourself) until you can remember what you have been taught.

6. REFLECT on how effectively you are using these independent learning stages. This helps you identify what you are doing well, what to improve and to set improvement targets.