

# ATLP Assessment & Feedback (Secondaries: KS3) Policy



## Document Control

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# Introduction

Our provision is a coherent and carefully sequenced (knowledge engaged) curriculum based on the principles of cognitive science. There is a focus on the development of literacy and the application of acquired knowledge to ensure children access the curriculum at a depth to ensure an enduring understanding in discrete subject areas.

At Key Stage 3 (Y7-9), our aim is to provide meaningful opportunities for assessment and feedback, which equip our students to know, remember and do more. To achieve our aim, teachers are required to have an understanding of the age-related knowledge and skills that a child should have learnt at a point in their schooling. It is the goal, in our schools, for all children to be working to at least the age-related expectation, and for many to be demonstrate mastery for each unit of work.

Collaborative working across the trust will enable teachers to consider the age-related learning for each unit of work. Teachers reference current and prior performance of students across the ATLP when deciding on this. Through the design of our subject 'Know' (conceptual understanding) and 'Show' (procedural understanding) charts, teachers have a reference point of the age-related expectation for a unit of work, which will equip them to provide informed feedback to a student on how they might improve their work further. The Know and Show chart below illustrates an example of the criteria for a Y7 PE unit of work, on the 'badminton'.

	<b>Know</b>	<b>Show</b>
<b>EMERGING</b>	<ul style="list-style-type: none"> <li>- Limited basic skills and techniques (flick &amp; underarm serve, overhead clear, drop &amp; smash)</li> <li>- Basic strategies/tactics in performances (hitting into space)</li> <li>- Strengths and areas for improvement in others performances.</li> <li>- Some basic rules and regulations, i.e. serving line rule, no double hit</li> </ul>	<ul style="list-style-type: none"> <li>➢ Students attempt to perform basic skills and techniques (flick &amp; underarm serve, overhead clear, drop &amp; smash)</li> <li>➢ Identify and attempt to hit the shuttle into space.</li> <li>➢ Participate in a warm-up</li> <li>➢ Identify positives and negatives of a peer' performance</li> <li>➢ Identify court markings with support</li> <li>➢ Identify rules i.e. serving line rule, no double hit</li> <li>➢ In knowledge audits achieve a score of 0-5</li> </ul>
<b>DEVELOPING</b>	<ul style="list-style-type: none"> <li>- Basic skills and techniques (flick &amp; underarm serve, overhead clear, drop &amp; smash)</li> <li>- Basic / tactics in some of their performances.</li> <li>- Three stages of a warm-up (pulse raiser, stretches and skill rehearsal)</li> <li>- Strengths and areas for improvement in own and peers performances.</li> <li>- Identify basic rules and regulations, i.e. hitting the net, scoring (in or out), serving line rule, no double hit</li> </ul>	<ul style="list-style-type: none"> <li>➢ Students can perform basic skills and techniques in isolation/simple drill (flick &amp; underarm serve, overhead clear, drop &amp; smash)</li> <li>➢ To identify and hit the shuttle into space</li> <li>➢ To help to deliver a part of the warm-up (pulse raiser, mobility or stretches)</li> <li>➢ Identify positives and negatives of your own and peer's performance</li> <li>➢ Identify court marking for half court singles and serving with support</li> <li>➢ Identify basic rules, i.e. hitting the net, scoring (in or out), serving line rule, no double hit.</li> <li>➢ In knowledge audits achieve a score of 6-10.</li> </ul>
<b>ESTABLISHED</b>	<ul style="list-style-type: none"> <li>- Basic skills and techniques i.e. battleships, conditioned rally, targets (flick &amp; underarm serve, overhead clear, drop &amp; smash)</li> <li>- Strategies/tactics in performances to achieve a positive result by using space available.</li> <li>- Three stages of a warm-up with examples of each, i.e. quadricpe stretch, jogging and side steps</li> <li>- Three stages of a warm-up (pulse raiser, stretches and skill rehearsal)</li> <li>- Model for feedback of self and peer performances</li> <li>- Basic rules and regulations, hitting the net, scoring (in or out), serving line rule, no double hit.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Students can perform basic skills and techniques in conditioned games/practice, i.e. battleships, conditioned rally, targets (flick &amp; underarm serve, overhead clear, drop &amp; smash)</li> <li>➢ Identify and attack space to win points. Limited linking of some skills together to attack space.</li> <li>➢ To lead a warm-up to a small group with support (use of handout/teacher or peer support/co-leading)</li> <li>➢ Provide feedback against a success criteria/model for improvement</li> <li>➢ Officiate half court games applying basic rules i.e. hitting the net, scoring (in or out), serving line rule, no double hit</li> <li>➢ Describe basic rules and the consequence i.e. hitting the net, scoring (in or out), serving line rule, no double hit.</li> <li>➢ In knowledge audits achieve a score of 11-15</li> </ul>
<b>MASTERING</b>	<ul style="list-style-type: none"> <li>- A range of skills and techniques effectively in competitive situations. (flick &amp; underarm serve, overhead clear, drop &amp; smash)</li> <li>- Strategies/tactics in performances to achieve a positive result i.e. the use of space effectively.</li> <li>- Benefits of a warm-up (why we undertake each stage and the psychological and physiological benefits).</li> <li>- Model for constructive feedback to others and how to positivity respond to feedback given.</li> <li>- Basic rules and regulations, i.e. hitting the net, scoring (in or out), serving line rule, no double hit, the consequence of rule break and next steps, i.e. who serves next, impact on the score</li> </ul>	<ul style="list-style-type: none"> <li>➢ Students can perform a range of skills and techniques effectively in competitive games (flick &amp; underarm serve, overhead clear, drop &amp; smash)</li> <li>➢ Identify and attack space to win points (front &amp; back, side to side tactics). Some linking of skills</li> <li>➢ To lead a 3 part warm-up (pulse raiser, mobility &amp; stretches) to a small group independently</li> <li>➢ Provide feedback against a model using the praise sandwich to support peer performance improvement</li> <li>➢ Officiate half court and full court singles applying basic rules independently i.e. hitting the net, scoring (in or out), serving line rule, no double hit</li> <li>➢ Explain basic rules i.e. hitting the net, scoring (in or out), serving line rule, no double hit, the consequence of rule break and next steps, i.e. who serves next, impact on the score</li> <li>➢ In knowledge audits achieve a score of 16-20</li> </ul>

## Ongoing checking for understanding

Aspects of a chart are referenced across a unit of lessons, providing opportunities for ongoing checking for understanding. The principle technique for which is 'intentional monitoring'.

Teachers identify the specific criteria from the 'Know and Show' chart, that relate to a particular lesson. This is then used to check our students' work against the criteria. Through verbal feedback, questioning and live marking students receive frequent feedback on how their work could be improved. At times, when the collected data suggests that there is a pattern of a misconception or error, the teacher will pause the lesson and review the learning, (addressing the misconception). A common technique for review would be 'Show-call', when a student's work will be selected and shared under a visualiser, allowing for the instruction of best practice to counter this widespread error.

Departments meet frequently to share and analyse students' work, and when an error is common across a number of classes, this will lead to a redesign/adaptation of the curriculum.

Knowledge is frequently assessed in lessons through low stakes testing, with students being independent and taking an active role in self-assessing and improving their work.

## Termly assessments with teacher feedback

Each term, the entire content of the Know and Show chart will be assessed through a teacher marked assessment. These assessments are designed to reflect the expected content in the chart, and assessment literacy is considered to ensure that tests are fair and equitable, e.g., students will be given the same amount of time and materials to revise from, and the conditions in which the assessment is conducted will be consistent across different classes.

In addition, it is our belief that mastery of a curriculum is more than a breadth of learning at any given point in time, but instead mastery is having the depth of learning to recall and then apply knowledge and skills over time. For this reason a minimum of 25% of the test covers content from previous units of work taught that academic year, ensuring assessments are more linear than modular, and developing the cognitive load of our students.

When assessing, the teacher will also consider the age related criteria (ARCs) in the chart. Each student will receive feedback on their attainment in comparison to the ARCs. The four bands of attainment represented by the ARCs are shown below:

<b>Mastered:</b>	Working above the age related expectations
<b>Established:</b>	Working at age related expectation
<b>Developing:</b>	Working towards age related expectation
<b>Emerging:</b>	Below age related expectation

How the ARCs are applied are shown in the example that follows.

## Example

An assessment indicates that a student is consistently demonstrating ARCs for both Know and Show in the mastery band. This would indicate the student is working above the age-related expectation.

The ARCs also ensure that feedback to the student is precise, identifying the gaps in learning that a student needs to act on.

Teachers use our principles of Data Driven Instruction (Leverage Leadership, Paul Bambrick-Sontoyo) to analyse a sample of assessments, referencing the Know and Show chart to identify the right 'lever' that requires reteach. A lesson following the assessment is then dedicated to the reteach of the lesson using an appropriate technique. Following the reteach students are given time to improve their work. Gaps in learning are revisited in the following weeks through planned Do Now activities.

The principles above of ongoing and termly assessments align with current thinking that, "...progress should be measured by how much a child has learned of the curriculum, rather than when or whether they are hitting a particular target" (Amanda Spielman, HM Chief Inspector of Education).

### Summative Assessment (in history, geography, MfL and RE):

In the summer term, students in Ks3 sit an aligned assessment that focuses on the content covered across the academic year. Raw scores can then be translated into a standard score (between 60 – 140, with an average of 100), which will allow progression to be measured.

As assessments differ across a key stage, due to the varying difficulty of topics, the only viable option to measure student progression is through a standard score. The conversion of the total number of marks a student gets in a test (their raw score) into a standard score ensures that we can make accurate comparisons of performance over time. For example, a student moving from a standard score of 84 to 94 from one year to the next will have evidenced progression in relation to their peers in the cohort.

### GL Assessment:

All students in Y7 sit the CAT 4 test and progress tests in mathematics and English at the beginning and end of the year. The outcomes from the CAT 4 test provide an indicator of ability on entry to secondary school and enable the school to track where intervention would be required. For example, a student with a 'Very high' standard age score over 126 would require additional challenge if consistently achieving 'establishing' ARCs in the termly assessments.

*\*The ATLP Teacher Toolkit should accompany the work in this policy and be used to supplement the section on ongoing checking for understanding. This has linked videos and resources to support teachers on relevant formative assessment techniques. A screenshot of the section from the toolkit is below.*



4.1 Intentional monitoring used to identify errors and misconceptions during students' independent practice



**Create a monitoring pathway:** Create a seating plan that will allow you to efficiently monitor the students' work, identifying key focus students (e.g., DA, more able, less able, SEND etc.)



**Lesson Preparation:** Prepare for the lesson considering the context of the teaching group. Decide on the intended learning ( Know and Show) and the activity that will be used to evaluate this. Write a teacher exemplar for the selected activity that will enable you to monitor the student's learning when lapping the classroom.



**Lapping the classroom:** The teacher laps the classroom twice following the monitoring pathway. On the first lap check for compliance and on the second lap check the students' work for understanding (using the teacher exemplar). Articulate the focus of the lap to the students.



**Pause Point:** At an appropriate point in the lesson, the teacher will signal to the group to stop writing, put their pen down and track the teacher for a 'Pause Point'. The 'Pause Point' will address misconceptions and / or errors identified during a lap of the classroom.



**Student Upgrade:** Following a 'Pause Point' the teacher will give students time to reflect on the review of learning and independently upgrade their work in a different colour pen.

