**Department Assessment Policy – Update and Refine**

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| **In your subject, how will you address the expectation …** |  |
| **… of the understanding of starting points, progression and targets?** |  |
| **… that assessment should be planned for, with opportunities to practise key skills/concepts?** |  |
| **… that assessment is regular and timely?** |  |
| **… that assessment should inform planning and teaching?** |  |
| **… that pupils should be given lesson time to act upon feedback given?** |  |
| **… that feedback must be personalised?** |  |
| **… that targets must be actionable?** |  |
| **… that grades and numerical marks should only be given selectively?** |  |
| **… that high expectations of literacy and oracy should be included in feedback?** |  |
| **… that pupils should have opportunities to review and reflect on their progress over time?** |  |

**What Types of Assessment? What Types of Marking? What Types of Feedback?**

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| **When do you think detailed written feedback is most necessary/appropriate?** |
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| **When do you think grades or numerical marks are most necessary/appropriate?** |
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| **When do you think whole-class feedback or re-teaching of a skill are most necessary/appropriate?** |
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| **When do you think group or individual tasks in response to a read-through are most necessary/appropriate?** |
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| **How could you make marking more selective and focused?** |
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| **What forms of feedback could you use effectively and for what types of learning/task?** |
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| **How could you ‘pay it forward’ and use the information from review of pupils’ work effectively?** |
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| **What should be non-negotiable in your subject?** |
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| **How can you make sure that pupils continue to be motivated by feedback, even if written marking is reduced?** |
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| **How will you make sure that other forms of feedback are being used regularly and effectively?** |
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**Evidence of Assessment, Marking and Feedback**

In your department, you will need to decide how you will maintain records of assessment and feedback activities. Think about how the evidence will be of most use to teachers and pupils – the records you keep should be purposeful in terms of planning, teaching and pupil progress. Do not create systems that are solely for the benefit of managers or for Ofsted if they do not have any impact on planning, teaching and learning.

**The very best evidence of effective assessment for learning and feedback is pupil progress.**

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| **Records by pupil?** |
| **Records by skill/lesson/topic?** |
| **Records by class?** |
| **What will progress *look* like? How can we show this?** |