

Pate's Grammar School Whole School Assessment and Feedback Policy 2022-23



This policy outlines the Pate's approach to assessment and feedback. High quality assessment and feedback are powerful tools in enabling all pupils to make outstanding progress, and at Pate's, we aspire to a flexible departmental approach within a consistent whole-school framework of principles.

High quality teacher, self and peer assessment and feedback all have an important role to play, and such feedback is at the heart of learning in our school.

Assessment should mainly be formative. Formative assessment provides information about student learning which is important for teachers to use to adapt their lessons. It should recognise that students can and will improve if given appropriate feedback. Such assessment should be linked to the objectives of the curriculum, be mainly low stakes and the feedback should be clear, actionable and timely.

We recognise that formative assessment can take many forms, including hinge questions, mini-whiteboards, book marking, exit passes, live marking and online quizzes to name a few. Feedback can be verbal and whole-class, and does not need to be evidenced unless beneficial to learning. Written marking **should be manageable** and not create excessive workload for teachers, and like all assessment, should provide effective feedback that moves learning forwards.

Summative assessment has a different purpose and is necessary to measure students' learning and make judgements that feed into the reporting process.

We recognise that each department has individual needs and therefore has the autonomy to agree their own policy linked to their own curriculum. Each Head of Department should write their own policy so that all staff are aware of departmental expectations, and Heads of Department will lead on monitoring that the policy is being followed throughout the year.

The following principles should underpin formative assessment and feedback in every department:

- Assessment should be used to understand what students know, remember and can do **in every lesson**.
- It should be used to check and embed students' prior and new knowledge and skills, **linked to their curriculum journey**. In particular, it is important to pick up and address **misconceptions**.
- Feedback should encourage students to **reflect on their learning and act**
- Teachers should **adapt lessons** based on assessment information if appropriate
- Students can and should assess and feedback on their own and others' work