



Assessment Protocol

The purpose of assessment: Assessment is for both staff and students, staff gain an understanding of student progress and understanding, identifying the need for re-teaching or additional support. Students benefit from knowing what they are doing well and what they need to improve.

Assessment and feedback hinge on 2 key questions:

- What am I doing well in this subject?
- What do I need to do to improve my work in this subject?

Formative assessment and feedback:

- This should take place during learning every lesson, through activities such as Q+A, peer assessment and self-assessment as well as mini quizzes and other assessment for learning strategies.
- Books should be checked frequently. This does not necessarily mean a particular colour of pen in books, however all teachers must mark for literacy and comment on QEGS standards of presentation within book checks.
- Formative assessment must result in feedback, this may be verbal, e.g modelling successful answers or re-teaching an element of a lesson as a common misconception was noted during the book check. Students should be able to demonstrate where/when they have received feedback and be able to communicate what they are doing well in the subject and what their areas for improvement are.
- It is important to involve students fully in the formative assessment and feedback process; not only does this reduce teacher workload but it also ensures that students take more ownership of their own learning to become more independent learners.

Summative assessment and feedback:

- There must be at least one formal teacher marked assessment per half term for every subject and for every year group including 6th Form
- Summative assessment must prepare students for linear assessment, so should not focus only on the most recent content they have studied.
- Summative assessments must use exam style questions so that students are familiar with the style and language used, to get students used to this language.
- Students should receive written feedback from the class teacher for at least one summative assessment per half term, with actions for improvement. Students should also be encouraged to use self-analysis grids/sheets to highlight their own strengths and areas for development, students must know if they are, on, above, below, sig above or sig below, in relation to their Flight Path based on this piece of work.
- Where SPAG marks are available in a subject at SPAG should be awarded in summative assessments, however marking for literacy must take place in all assessments.
- Students and parents must be notified of upcoming assessments via the homework system.