

Assessment, Feedback and Mastery - TGAW

The aims of this document:

To provide clarity on the expected implementation of assessment and feedback to fully support students towards achieving mastery.

To make explicit the role and purpose of:

- **Assessment**
- **Feedback**

The aims and priorities for Assessment, Feedback and mastery

- Clearly planned checkpoints provide teachers and students with clarity on the knowledge and skills that are fundamental to achieve mastery and need to be consolidated through the learning journey.
- On-going precise assessment tasks provide regular feedback to the teacher on the effectiveness of their teaching strategies and allow them to shape their teaching to meet specific needs of all students, ensuring fundamental learning is consolidated.
- On-going precise assessment tasks will provide regular feedback to teachers on the effectiveness of the learning journey allow them to adjust the learning journey where necessary. This includes knowing when content needs to be revisited before students can move on.
- To provide students with an understanding of the skills and knowledge they are mastering and an insight into how they demonstrate these in their work.
- To provide students with feedback and guidance that directly supports them in developing their skills / knowledge to a point of mastery.

Learning Maps and Journeys

- Learning Maps are written for teachers to provide them with an overview of the learning for each term. Learning Maps are organised by Learning Stops.
- Learning Journeys will be present in the front of a student's book and they will use the agreed tube line format.
- Learning Journeys communicate the Learning Stops for the term.
- There will be a minimum of six Learning Stops for English, Maths and Science (owing to the additional contact hours these subjects have) and four Learning Stops in other subjects per Learning Journey.
- Each step will be presented in a question that will provide clarity on the expected skills and knowledge that students would need to master to answer the question with confidence.
- The final stop will be the Common Assessment for the term and will provide data for data captures where appropriate.
- Learning Journeys will also present the language that students need to master to be successful during the term.

Assessments

- The success of any assessment relies on the teacher's in-depth understanding of the final assessment on the Learning Journey Common Assessment); the skills and knowledge required to achieve mastery and how students develop these.
- An assessment is any activity that gathers information on a student's knowledge or skill. It can take many forms from questioning to formal written tasks.
- Teachers will be carrying out low stakes checks regular throughout lessons that enable the teacher to have an awareness of students understanding and allow them to orchestrate the lesson accordingly.
- More significant assessment are written into learning journeys as Learning Stops, and will assess a range of learnt skills / knowledge needed to demonstrate a deeper understanding.

Assessments at Learning Stops must:

- Be thoughtfully planned to enable the students to achieve mastery by the end of the Learning Journey.
- Provide students with an opportunity to fully demonstrate the fundamental skills /knowledge required.
- Have a clear success criteria that can be understood fully by staff and students.
- Have model answers and response where appropriate to provide greater clarity for staff and students.
- Be followed up with some form of feedback including a DIRT task that provides an opportunity to address misconceptions and develop a deeper understanding of the content (see below).

Feedback

- The success of any feedback relies on the teacher's in-depth understanding of the final assessment on the Learning Journey Common Assessment); the skills and knowledge required to achieve mastery and how students develop these.
- Feedback is any activity that gives students further insight into how they are progressing. It can take many forms from whole class verbal feedback to individual written feedback.
- Teachers will carry out inform feedback throughout lessons that spotlight success, unearth misconceptions and help to direct and guide students in their learning.
- More significant feedback will follow every Learning Stop to provide students with the opportunity to reflect on their learning and make further progress.

Feedback following Learning Stops must:

- Provide students with some form of feedback after every Learning Stop. Feedback to students can include a variety forms of feedback from class, self or peer feedback to individual written feedback from the teacher.
- Be followed by an appropriate DIRT task that directly address misconceptions and areas that moves students towards a deeper understanding.
- Be followed by personalised individual written feedback where it is a final Learning Stop (Common Assessment) or key Learning Stops.

'Common Assessments' will be agreed across the Tudor Grange Academies Trust and be used to inform projected GCSE grades. 'Key learning Stops' should be agreed within department areas. Both forms of assessment should assess more substantial skills and knowledge than regular low stakes checks and also assess extended writing skills.

Minimum expectation for written teacher feedback:

- Final Learning stop and 2 key Learning stops: English Maths and Science
- Final Learning Stop and 1 key Learning Stop: All other subjects
- DIRT and written feedback at these stops should include guidance that supports the development of students writing (see below).

Mastery and Language

- Mastery is a student's ability to take ownership of subject content that allows them to be fluent and flexible in how they apply this knowledge. This relies on students being fluent in the language of the subject.
- Students' mastery of language and extended writing is a key indicator of student mastery of subject content.

Written feedback following Common Assessments and Key Learning Stops will include:

- DIRT that addresses S.P.A.G. errors.
- DIRT that supports student's developed use of PEEL.
- Personalised feedback on S.P.A.G. that clearly identify an individual student's area(s) for development.
- A personalised written comment that specifically references the student's writing and provides students with further insights into their strengths or areas for development.