



## AST Assessment and Feedback Framework (September 2023)

### Assessment

Informed by The Avanti Way we believe that the assessment process should be holistic and take into account a wide range of factors that contribute to a pupil's success, including social, emotional, and spiritual well-being. This approach aligns with Avanti's broader mission to provide a values-based education that promotes spiritual growth and character development in addition to academic achievement.

As a MAT we place a strong emphasis on assessment as a tool for improving pupil outcomes and ensuring that all children have the opportunity to reach their full potential. Our schools use a variety of assessment methods, including formative and summative assessments, to gather data on pupils' progress and identify areas where additional support may be required. This data is then used to inform teaching practices and develop individualised learning plans for pupils.

We place strong emphasis on self-assessment, encouraging pupils to take an active role in monitoring their own progress and setting goals for their learning. This approach to assessment helps to foster a sense of ownership and responsibility among pupils, which can lead to improved engagement and motivation.

### Let's start with WHY we assess

#### Three purposes for assessment (Coe, 2020):

- To impact on learning
- To support school-level decision making
- To inform classroom teaching

Assessment is an ongoing process that helps teachers gather information about their pupils' learning progress and adjust their instruction accordingly.

Here are some of the key reasons why assessment is important for teachers:

- **Assessment provides timely feedback:** assessment provides teachers with immediate feedback on their pupils' understanding of concepts. This allows teachers to make adjustments to their instruction in real-time, providing pupils with the support they need to succeed.
- **Helps identify gaps in knowledge:** assessment can help teachers identify gaps in their pupils' knowledge and understanding of a subject. This allows teachers to address these gaps before they become larger problems and affect pupils' learning progress.
- **Enables personalised learning:** assessment provides teachers with information about their pupils' individual learning needs and styles. This enables teachers to tailor their instruction to meet the needs of each pupil, creating a more personalized learning experience.
- **Facilitates pupil engagement:** assessment provides pupils with a sense of ownership over their learning. When pupils are given opportunities to assess their own progress, they become more engaged in the learning process and are more likely to take responsibility for their own learning.
- **Promotes reflective teaching:** assessment encourages teachers to reflect on their own teaching practices and adjust them as needed. This can help teachers improve their teaching skills and provide better instruction for their pupils.

Assessment is the bridge between learning and teaching, where information about pupil achievement can be gauged in order to closely monitor progress and adapt provision for pupils.

## HOW we assess: Let's begin with some key terms

### Formative assessment

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning and can even bolster pupils' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include pupils assessing themselves, peers, or even the teacher, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a lesson or series of lessons and seeks to improve pupil achievement of learning objectives through approaches that can support specific pupil needs (Theal and Franklin, 2010).

### Summative assessment

Summative assessments evaluate pupil learning, knowledge, proficiency, or success at the conclusion of programme of study or topic. Summative assessments are almost always formally graded and can be used to great effect in conjunction and alignment with formative assessment, and teachers can consider a variety of ways to combine these approaches.

|             | Formative assessment   | Summative assessment  |
|-------------|--|---|
| Meaning     | Formative assessment refers to a variety of assessment procedures that provides the required information, to adjust teaching, during the learning process. | Summative assessment is defined as a standard for evaluating learning of pupils |
| Nature      | Diagnostic   | Evaluative  |
| What is it? | It is an assessment <b>for</b> learning.   | It is an assessment <b>of</b> learning.   |
| Frequency   | Throughout an episode of learning  | End of term, year or key stage  |
| Aims at     | Enhancing pupils' learning   | Measuring pupils' competency.   |
| Goal        | Monitor pupils' learning.  | Evaluate pupils' learning.  |

### In AST schools assessment will consist of:

- In-school formative assessments - which can be used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and hence to inform their planning of further pupil learning.
- In-school summative assessments - which will enable teachers to evaluate the skills and knowledge learnt at the end of a teaching period, unit or module.
- Nationally standardised summative assessments – which will ensure pupils are achieving outcomes, at least in line with or above national average.

### WHAT we assess

AST schools will develop assessment systems that work effectively within their individual contexts, support and assess their individual curricula and ensure and monitor progress. A relentless focus on formative assessment will ensure that assessment feeds back into the learning process. This will drive rapid improvements in learning through a cycle of teaching, continual assessment and relevant feedback.

Individual schools can decide how they wish to summatively assess their children and what data they wish to gather on a regular basis. However, it is the expectation that all AST schools will formally record end of term data by annually agreed termly deadlines via identified platforms or programmes such as 'Educater' and SISRA.

### Feedback

The studies of feedback reviewed in the EEF's Teaching and Learning Toolkit found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year (EEF 2021). Feedback is central to a teacher's role and provides an opportunity to provide pupils with clear and specific information, 'a conversation with the child about what they have done well and what they need to do to improve ...makes a difference to learning' (Mary Myatt 2013).

At AST schools we will ensure that pupils get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievement and apprise them of what they need to do next to improve.

### **What does other research say?**

Eliminating unnecessary workload around marking - Independent Teacher Workload 2016 Review Group, March 2016 states:

- “determination to reduce workload and eliminate unnecessary tasks from the daily lives of teachers will help restore the work-life balance, passion and energy of teachers in this country”.
- “marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop”

### **Feedback in Avanti schools**

Feedback will typically be focused on one of three things:

1. **Task-focused feedback:** for example, telling pupils during an ordering task in maths that two items are the wrong way around and they should revisit the order and try again would be providing effective task-focussed feedback. Less effective (person-focussed) feedback would be to say, “I’m surprised you made this mistake – you’re normally so good at maths.”
2. **Subject-focused feedback:** for example, telling pupils during a piece of creative writing that they are using too many short, simple sentences and should try and use a range of conjunctions to expand their sentences would be providing effective subject-focussed feedback. Less effective (vague and general) feedback would be to say, “Try and make your writing more interesting.”
3. **Self-regulation focused feedback:** prompting a pupil to consider why their performance in a recent cricket game was less successful than a previous performance before asking them to use the feedback when practicing would be providing effective self-regulation focussed feedback. Less effective (person-focussed) feedback would be to say, “You normally play much better than that!”

### **The feedback we expect in AST schools**

- **Assessment AS learning: including routine low stakes quizzes for practice and ‘Live’ feedback (frequent – most if not all lessons) will consist of:**
  - opportunities for pupils to act immediately on any misconceptions or misunderstandings whilst the lesson is taking place.
  - the teacher providing verbal feedback during lessons to small groups, whole class or individuals. Pupils act upon this feedback.
  - consistent high-quality learning dialogue between teacher and pupils during the lesson.
  - The teacher highlights misconceptions or incorrect work and poorly communicated subject knowledge whilst circulating in class.
- **Assessment FOR learning: component knowledge, formative assessment such as focused tasks (one/two pieces of work per half term – fewer if agreed by senior leadership)**

Focused feedback should be linked to the learning objectives which are made clear to the pupils before they complete the work. Teachers and subject leaders should decide which tasks are formally graded as appropriate. Pupils should be made aware of when work is to be focused marked and targets for such tasks should be set. The common format across all AST schools should be:

- Grade/score if appropriate.
- Positive, constructive comment: what is done well and why?
- Target for improvement.

The expectation is that a minimum of one or two pieces of work is ‘focused assessed’ per half-term – fewer if agreed by senior leadership. Teachers will provide a constructive comment and at least one target for improvement which provides the pupil with clear advice about how to make progress and improve their learning, skill or understanding.

- **Assessment OF learning: summative assessments**

Pupils will have regular internal and external (e.g. GL assessments, NFER tests, PUMA and or PIRA) tests. In Years 6, 11 and 13 pupils will have formal mock test/examinations as per the indicative schedule below.

### Assessment calendar (generic)

| Key Stage | Internal assessments   | External assessments or examinations   |
|-----------|--|--|
| EYFS      | Internal Baseline Assessments  | DFE Baseline Assessments   |
| KS 1      | Phonics screening checks<br>Optional end of Key Stage SATS papers and associated practice papers | Phonics screening checks (Year 1 and Year 2)                                   |
| KS 2      | Year 6 only: mock SAT papers in December and March   | Year 4 Multiplication Table Tests (June)<br>End of Key Stage SATS papers (May) |
| KS 3      |  |  |
| KS 4      | Year 11 only: GCSE mock examinations in November and March                                       | GCSE examinations  |
| KS 5      | Year 13 only: A Level mock examinations in November and March                                    | A Level examinations   |

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**Working at grade** – the level at which the pupil is currently performing and reported via the termly PIP

**Target grade** - an ambitious ‘stretch’ goal for the end of the key stage generated by FFT Aspire and informed by prior attainment data

## FAQs about the AST Assessment and Feedback Framework

**Q. Why is there no mention of marking in the new framework?**

A. Our view is that in many – but not all - cases book marking practice does not have the desired impact on pupil outcomes, is a time-wasting burden for teachers that has to stop.

**Q. How many times a year will we report on pupils' performance to parents?**

A. Three times per year, two of these will be data reports and one will be an end of year report with extended comments for each curriculum area.

**Q. What should teachers record during the agreed termly Pupil insight points (PIPs)?**

A. There are three PIPs for each year group during the course of the academic year. At each PIP, teachers will use a range of evidence (classwork, homework and summative tests) to decide and report on a current 'working at grade' for each pupil. Teachers' judgments will be informed by two main sources: a) assessment results from the summative tests; b) a teacher judgement from a range of evidence.

**Q. Which summative assessment tools will we be using in 2023/24?**

A. A locally determined mixture of internal testing as well as commercial assessment packages such as GL assessments, NFER or PixL with a view to aligning these by the start of the academic year 2024/25.

**Q. What is 'live' feedback? What does it look like?**

A. 'Live' feedback occurs *during* the lesson and allows teacher to give 'in the moment' feedback. It involves real-time dialogue between the teacher and pupil or groups of pupils and can be specific and personalised. It is a time- efficient process that directly addresses issues around onerous and less effective methods of feedback such as written marking.

**Q. What is the expectation of the pupil's response and the evidence of this?**

A. Where the pupil responds in another coloured pen, it provides an indication that live feedback has taken place. Codes, stamps or additional written feedback are not required, unless necessary or for example if the teacher wishes to provide a worked/partially completed example to scaffold pupils' learning.

**Q. What is focused feedback? What does this look like?**

Focused feedback enables teachers to more deeply explore a pupil's piece of work to identify gaps in knowledge and understanding or to derive a personal target for the pupil. This might be in the form of a written or verbal comment to directly address a gap or a combination of praising previous targets being met

**Q. How often do we need to complete written focused feedback?**

A. Focused feedback in writing should be completed at least once every half-term at the end of an extended piece of writing or a project. However, it is important that teachers can identify misconception and errors as pupil's build up to the extended writing piece or project.

**Q. How are leaders going to monitor live feedback?**

If leaders see a different coloured pen- they can assume that live feedback was given. Then can also speak with pupils directly to gauge an understanding of the feedback systems in the class and how they have impacted on knowledge and understanding of the pupil.

**Q. How will we provide live feedback to a whole class of pupils in a lesson?**

A. This can be achieved through  
a) whole-class feedback sheets or via programmes such as 'Formative'  
b) live feedback and mini-plenaries that address a whole-class misconceptions  
c) a review of pupils' outcomes at the end of a lesson to inform subsequent teaching.