

ASSESSMENT

Critical Questions and Guiding Principles

Why do we exist?

Our Mission and Vision

To provide great Catholic education across Greater Manchester to 'rebuild the church for future generations' in line with the Diocesan mission.

1

How do we behave?

Our habitual virtues (Gospel Values)
Humility – Faithfulness - Service

2

What do we do?

Schools' assessment policies are mindful of teacher workload and the impact of live marking and feedback. A repertoire of metacognitive, and retrieval approaches enable staff to capture pupils' attainment milestones.

3

How will we succeed?

Leaders strike a balance between in-the-moment and planned assessment to consider learning sequences against the intent of the curriculum.

4



5

What is most important, right now?

Leaders make use of purposeful assessment to determine levels of challenge and support to drive progress and attainment. Parents are kept well informed about how their child is doing.

Who must do what?

Our roles and responsibilities
School leaders adopt assessment practices that check pupils have embedded the key knowledge of the intended curriculum and secure progress towards their endpoints. The Emmaus CAT Development Board continually drives research informed practice to codify the best practice to share across the CAT.

6

Humility

Faithfulness

Service

ASSESSMENT Guiding Principles

A teacher's job, according to Dylan Wiliam (2011), is to create an environment where our pupils' engagement in learning proceeds towards an intended direction. That is to say that we, as educators, should not be focusing simply on 'transmitting' knowledge or 'facilitating' learning; we should also be focusing on establishing a classroom ecosystem where teaching and learning becomes fluid yet remains targeted. For this to occur, we must form a bridge between the teaching of material in the classroom and how the learning of that information is being processed and manipulated by pupils. The only way we can do this effectively, Wiliam astutely claims, is through the process of assessment.

1. Why do we exist?

To provide high quality Catholic education across Greater Manchester to 'rebuild the church for future generations' in line with the Diocesan mission.

2. How do we behave?

We will live out our habitual virtues; humility, faithfulness, and service.

- We support school leaders to think about assessment systems. We want staff to always consider that whenever they assess something, they should ask themselves 'What knowledge do pupils now have, and how will this impact on teaching as a result of having this information?'
- We support school leaders in being clear about why they are assessing, what conclusions they want to draw, and how well their evidence supports the conclusions they want to draw.
- We support school leaders to have a clear assessment policy in place that sets out expectations for teachers and clarifies what is being assessed and when.
- We believe that school leaders should actively teach pupils how to check their own learning – for example; through conversations in playing and exploring in EYFS, monitoring writing for transcription errors, reading written work aloud to check for sense and clarity, using inverse operations in maths to check for answers, monitoring pupil comprehension when reading and then rereading sections when it is noticed that what is read does not make sense. Leaders need to support pupils to use these tools routinely to check and improve their work.

3. What do we do?

- We encourage each school to have a clear policy that sets out how teachers should give feedback to pupils; both in the moment and more formally.
- We encourage leaders to ensure marking is not onerous and has purpose for pupils' next steps.
- We want leaders to think about marking and feedback. For example; lengthy written feedback to a pupil unclear on the lesson objective is not only incredibly time consuming for the teacher, but also highly unlikely to be effective. Further live teaching that addresses problem areas in subsequent lessons is going to do much more to address a learning issue than performative marking rituals.
- We empower schools to use a range of written and verbal feedback strategies (individual, peer, self, and whole class) that are aligned to the needs of pupils.
- We support leaders to encourage self-assessment strategies. Leaders should work with pupils to develop resilience and independence. As well as this, leaders should work to support development of subject-specific self-assessment strategies.
- We encourage leaders to teach pupils about the power of retrieval practice and how they can use this to enhance their learning. This powerful strategy should form a central plank of each pupil's self-assessment repertoire. However, we recognise that retrieval practice is not one thing - there are a range of ways of doing it.
- We encourage a staff-wide approach to building the assessment picture of a pupil; ensuring pupils' next steps can be derived from a secure knowledge of their current attainment milestones.
- Younger pupils benefit from a degree of guided recall, whereas as pupils get older, more emphasis on free recall is more likely to be effective. We encourage and support schools to develop strategies that best suit their individual circumstances and the age and phase of the pupils in their care.





4. How will we succeed?

- We will support schools to develop consistent assessment for learning protocols. In doing so, we will empower teachers to use a range of 'In the moment' strategies, so that they can flex their teaching at the point of learning to clarify and address misconceptions.
- We encourage teachers to use assessment strategies after lessons, for example by looking at pupils' work, reflecting on the session, or using other outcome indicators, to plan subsequent learning activities and lessons to meet pupil needs.
- We encourage teachers to reflect at the end of units of work, to evaluate their practice across the learning sequence and what might need to be improved the next time this unit/ sequence is taught.
- Each school has the autonomy to apply the evidence-informed teaching, learning and assessment methodology that best suits their individual setting.

5. What is most important, right now?

- We want leaders to reflect on the purpose of assessment in their schools.
- We encourage leaders to always remember that the aim of assessment for learning is to establish what pupils know now and what they need to know next. Consequently, when it comes to applying assessment practices in the classroom, it is important that they concentrate on using it as a tool to help teachers (Chiles M 2020).
- We want school leaders to keep parents informed about the progress of their children. At each age and phase, it is expected that each school will consider and act on 'What do parents want to know?'
- We want leaders to support parents to answer the following questions: 'Is my child happy and are they trying hard?' 'How good are they compared to what you would expect for a child of this age?' 'What will my child be working on next to make progress?' In doing so, leaders must remember that parents do not necessarily want to have the answer to all these questions in all subjects all the time.
- We encourage leaders not to overwhelm parents with overly numerical reports that may not have the accessible information that parents need.



6. Who must do what?

- We support school leaders to have well-rehearsed systems in place to check that pupils have learned the intended content of the curricula and check that pupils have embedded new learning into their long-term memory.
- School leaders, including the SENDCO, should regularly meet with pupils and review pupils' work to make sure that pupils are committing any new learning to their long-term memory and can apply what they already know.
- The Director of Professional and Career Development will work with the Development Board for Assessment to codify the strongest assessment for learning protocols to share across Emmaus CAT.

Documents Referenced

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