



The purpose of assessment

- To know how well a student has understood and learnt the content of the curriculum
- To adapt 'how' the curriculum is taught in the future, to help meet the needs of all students and revisit any gaps in learning
- To identify any specific needs/patterns and provide support where required
- To support subject and whole school improvement

Assessment will check students'...

- **curriculum knowledge** – what they have been taught and their application of this knowledge
- **previous knowledge** to inform how well they are learning over time
- **knowledge and understanding against expected curriculum end points using subject assessment frameworks**
- **attainment** in comparison to their peers across a cohort (standardised summative assessment twice a year)

The validity of assessment

- All students receive **equitable curriculum coverage which is knowledge rich**
- All summative assessments **cover content taught from the start of the academic year/course**
- All **standardised** summative assessments are **reviewed across the subject**
- All teachers are **supported through the marking, reviewing and moderation processes by the sharing of expertise**
- **Unconscious bias is mitigated** through activities such as moderation, reviews and blind marking

The assessment schedule

- All teachers **routinely check for understanding** during class work and home-learning activities
- **Regular summative assessments** will be completed and equally spaced throughout the year. **At least 2 of these will be standardised. There must be at least one summative assessment for each year group, every term.**
- In KS4 and 5, standardised assessment will include mock exam assessments
- **Summative assessment that is not standardised will not be awarded a grade** but must include meaningful and actionable feedback that helps the student improve
- Where a **current grade** is captured and reported to students and families twice a year, **this is a combination of data gathered from all types of assessment** (KS4/5 mock exam performance data is reported separately).

Routine checking of misconceptions and standards of work

Teachers check students' work routinely to ensure:

- All students **take pride in their work e.g. keeping books neat and tidy**
- All students are producing **their best class work and home learning**
- All students are following **the 'Woodlands' Fundamental Five'**
- **Spelling, punctuation, grammar, and general misconceptions are picked up and corrected**
- All teachers must refer to the 'WF5 in practice - what this looks like in students' work', for guidance

Feedback

Students will receive feedback routinely; this may be verbal or written, individual or whole class and will depend on the learning activity. Feedback aims to ensure:

- All students **know what they have done well**
- All students **know what and how to improve**
- All students **can action this feedback so they can make improvements**
- All students' **misconceptions are identified and corrected early on**

Feedback on summative assessments

- All standardised assessments include **a written record of feedback** which is meaningful, manageable and actionable by the students
- Opportunities and mechanisms for students to **follow up on this feedback are provided**
- **Whole class misconceptions or gaps in learning are identified and addressed**
- Teachers are encouraged to use **whole class feedback** where appropriate to address common misconceptions and help manage their workload