



# Assessment and Feedback

Years 7 to 9



# Research

1. Welsh Government guidance on assessment arrangements

2. Further reading:

- Making Good Progress, Daisy Christodoulou (2016)
- The researchED Guide to Assessment, ed. Sarah Donarski, Tom Bennett (2020)
- Responsive Teaching, Harry Fletcher-Wood (2018)
- David Didau:

<https://learningspy.co.uk/assessment/assessing-english-at-ks3/>

<https://learningspy.co.uk/featured/specify-teach-assess-using-the-english-curriculum-as-a-progression-model/>

- Advantage Schools:

<https://www.youtube.com/watch?v=f-ssKrQ7BwQ>

3. Meetings with CSC

# 2 Types of Assessment

1. Regular (**formative**) – what does the learner need to know and do in order to improve?

- Frequent and specific feedback
- Designed to reveal misconceptions and misunderstanding, so that the teacher knows what needs to be taught again
- Vital for short term planning
- Learners are part of the process
- Examples – questioning, success criteria, modelling

2. Assessments/Tests (**summative**) – assessment that creates a shared meaning of progress

- Checks for learning at the end of a period
- Consistent conditions
- Provides pupils, parents and teachers with a shared understanding of achievement and progress over time
- Enables teachers to plan for future learning for all learners

# YGBM: Key thoughts and findings

Daily formative assessment (e.g. live feedback, whole class feedback)

Summative assessment twice a year, in order to understand progress over time and to plan for the future (i.e. tests)

Use of external data (personalised assessments in literacy and numeracy)

Use of test scores for comparison with the year group in reports to parents

Learners play a key part in the process, by responding to feedback, self-assessment and peer-assessment

Assessment meetings on the school calendar

# YGBM Feedback Policy (**Formative**)

Every pupil will receive frequent and specific feedback, which will enable them to move forward in their learning.

## **Live Feedback**

- Timely, effective (every lesson)
- Deal with any misconceptions as they arise
- Immediate assistance given to improve work
- Teachers still read every piece of work

## **Occasional Feedback**

- Written feedback given occasionally, but there will not be frequent written comments in books
- Following a substantial piece of work, learners will receive either written feedback or whole class feedback
- Learners will respond to feedback

# FORMATIVE 1

## DAILY RESPONSIVE TEACHING

### WHAT?

Using responsive teaching in every lesson

### HOW?

- **Live feedback** strategies
- **Assessment for Learning** strategies

### WHY?

In order to:

- Adapt the lesson if necessary
- Address misconceptions
- Deepen learning
- Check for understanding

**Research shows that live feedback is the most beneficial feedback**

### Research findings:



"The most important assessments happen during teaching, not after it."

(Dylan Wiliam)

Responsive teaching closes the gap between the learner is, and where they need to be.

(Hattie & Clark)

"William argues that [teacher-students dialogue] is the feedback that has the greatest impact on learning."

(Tom Sherrington)



Llywodraeth Cymru  
Welsh Government

Assessment supports individual learners daily



### EXAMPLES

- 'Cold call' and 'warm call'
- Probing questioning
- Means of participation
- Checking for understanding through observation and questioning
- Detailed preparation for the lesson (TLAC)
- Class habits (TLAC) e.g Turn and Talk
- Prepare for mistakes
- Tracking of responses
- Retrieval and spaced practice
- Oracy and group work
- Welcoming mistakes
- Success criteria

TEACHING  
**WALKTHRU**s

88-106  
142-146



# FORMATIVE 2

## REGULAR RESPONSIVE TEACHING



Learner progress should be noted and reflected upon over time.

### WHAT?

Using responsive teaching and formative assessment in lessons which moves learning forward

### HOW?

- 'Low-stakes' strategies that follow the curriculum and show the way forward
- Tasks which follow clear success criteria
- Feedback which follows the school policy

### WHY?

- To move learners from their current positions toward the aim
- To produce a result for the learner and the teacher
- To provide information regarding next steps for the teacher

### Research findings:

'Assessment information will mainly be produced in lessons.'

CAMAU, Llywodraeth Cymru

Great formative assessment is 'specific and focused' against a particular 'standard' and in response to the 'qualities of the individual child's work'. It is reflective on progress made while providing feedback that is incremental and that will support pupils moving from 'their current state to the goal state.'

Odell yn Donarski a Bennett 2020

### EXAMPLES

- 'Low-stakes' testing- hybrid
- Short answer questions
- Multiple choice questions
- Clear success criteria
- Modelling of techniques and answers
- Metacognition
- Self and peer assessment
- Messy markbooks
- 'Chunking' – splitting the outcome into smaller tasks
- Discussions with learners

TEACHING  
WALKTHRU<sup>s</sup>

28-29  
82-85  
104-105  
111-131



# SUMMATIVE



- 1) Learner progress should be noted and reflected upon over time
- 2) Progress made by groups of learners should be understood in order to reflect on progress

## WHAT?

Creating a shared understanding of pupil progress, across a year group or nationally

## HOW?

- Assessments twice a year
- External tests

## WHY?

- To capture the learning across the progression model
- To report to parents
- To prepare for improvement
- Data will provide information for long term improvement

## Research findings:

*'Summative assessments must be timed so that learners have the opportunity to improve in them...not more often than twice a year.'*  
Christodolou (2016)

*'The process of assessment should help practitioners to note the progress made by individual learners, and to record this where appropriate, in order to understand the learner's journey over different periods of time.'* Llywodraeth Cymru

*'If the purpose for learning is to score well on a test, we've lost sight of the real reason for learning.'*

Jeannie Fullbright yn Chiles (2020)

## EXAMPLES

### External:

- Personalised assessments and CAT tests

### Internal:

- 50 minute assessments
- Assessments which sample the wider domain
- Hybrid model of assessment
- HofD to create consistent assessments
- Models for standardisation
- Progress meetings on the calendar which follow the assessment periods

TEACHING  
**WALKTHRU**s

116-117





# Summative assessment arrangements

- 2 assessments periods per year – December and June
- Reported in percentages to pupils
- Followed by progress meetings to discuss groups and individuals
- Every subject will complete a written assessment (some with a practical element also)
- Same assessment for entire year group (Maths and ALN exceptions)
- Every member of staff is involved in the June assessments

# TIMETABLE

|    | Llun  | Mawrth  | Mercher  | Iau   | Gwener  |
|----|---|---|--|---|---|
| G1 | BI7 – Cymraeg (60 munud)<br>BI8 – Saesneg (60 munud)<br>BI9 – Maths (60 munud)        | BI7 – Saesneg (60 munud)<br>BI8 – Maths (60 munud)<br>BI9 – Cymraeg (60 munud)                                  | BI7 – Gwydd (75 munud)<br>BI8 – Gwydd (75 munud)<br>BI9 – Gwydd (75 munud)   | BI7 – Crefydd (45 munud)<br>BI8 – Hanes (45 munud)<br>BI9 – Daear (45 munud)                          | BI7 – Maths (60 munud)<br>BI8 – Cymraeg (60 munud)<br>BI9 – Saesneg (60 munud)                            |
| G2 | Adolygu   | Adolygu<br><br>Sesiwn Iechyd a Lles - 7Cad1,<br>7Cad2, 7Cad3, 7Mih1   | Adolygu  | Adolygu   | Adolygu   |
| G3 | BI7 – Hanes (45 munud)<br>BI8 – Daear (45 munud)<br>BI9 – Crefydd (45 munud)          | BI7 – Celf (60 munud)<br>BI8 – Celf (60 munud)<br>BI9 – Celf (60 munud)   | BI7 – Daear (45 munud)<br>BI8 – Crefydd (45 munud)<br>BI9 – Hanes (45 munud)   | BI7 – Dawns (30 munud)<br>BI8 – Drama (30 munud)<br><br>Sesiwn Iechyd a Lles -<br>9Cad1, 9Cad2, 9Cad3 | BI7 – Drama (30 munud)<br><br>Sesiwn Iechyd a Lles - 8Mih1,<br>8Mih2, 8Mih3<br><br>BI9 – Dawns (30 munud) |
| G4 | Adolygu   | Adolygu   | Adolygu  | Adolygu<br><br>Sesiwn Iechyd a Lles -<br>9Mih1, 9Mih2, 9Illt1, 9Illt2                                 | Adolygu   |
| G5 | BI7 – Technoleg (30 munud)<br>BI8 – Ffrangeg (30 munud)<br>BI9 – Add Gorff (30 munud) | Sesiwn Iechyd a Lles - 7Illt1,<br>7Illt2, 7Illt3, 7Mih2<br><br>BI8 – Dawns (30 munud)<br>BI9 – Drama (30 munud) | BI7 – Bwyd (30 munud)<br><br>Sesiwn Iechyd a Lles<br>Blwyddyn 8 - 8Cad1,<br>8Cad2, 8Illt1, 8Illt2<br><br>BI9 – Bwyd (30 munud) | BI7 – Add Gorff (30 munud)<br>BI8 – Technoleg (30 munud)<br>BI9 – Sbaeneg (30 munud)                  | BI7 – Ffrangeg (30 munud)<br>BI8 – Add Gorff (30 munud)<br>BI9 – Technoleg (30 munud)                     |

# Reporting to Parents/Carers

Contents of the report:

1. Standardised score
2. Learning Standard
3. Progress
4. Attitude to Learning
5. Comments and next steps

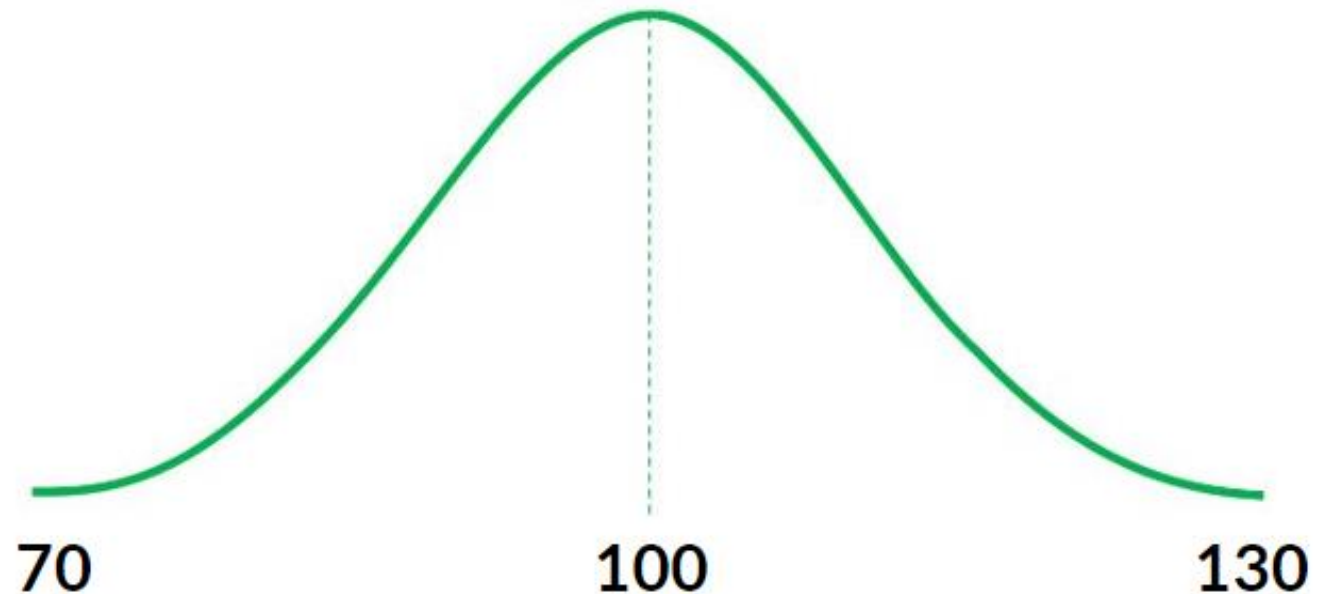
# Reporting to Parents/Carers

## Standardised score

Score between 70 and 130.

Demonstrates performance in the summative assessments (i.e. Christmas test and Summer test).

Allows comparison with the cohort.



# Learning standard

Provides an overview of the learner's grasp of the curriculum.

Based on the work completed during the year. Includes classwork and tests.

- **Exceptional** – A sophisticated level of understanding and skills is shown. Learners show the ability to apply this in depth and they have the breadth of knowledge to reinforce that understanding.
- **High** - An increasingly comprehensive level of understanding and skills is shown. Learners show a strong grasp of almost every aspect of the curriculum.
- **Secure** - An increasingly secure level of understanding and skills is shown. Learners show a secure grasp of most aspects of the curriculum.
- **Developing** – Learners' levels of understanding and skills are developing. Learners show a reasonable grasp of many aspects of the curriculum.
- **Foundational** – a basic level of understanding and skills is shown. Learners show a basic grasp of some aspects of the curriculum.

# Progress

Shows if the learner is making the expected progress.

**Expected** – Expected progress for the learner

**Lower than expected** – Progress is lower than expected for the learner

# Attitude to Learning

Provides a description of the learner's attitude towards learning in each subject.

- 1** – A conscientious and highly effective learner who recognises and acts frequently on the next steps for learning.
- 2** – A mostly effective learner who completes the work expected of them and acts on the majority of the next steps for learning.
- 3** – A learner who shows a lack of motivation and effort in general. The learner does not act sufficiently on the next steps for learning.

# Next Steps

The next steps provide information on areas for development, identifying what needs improvement and how to improve.

Next steps are provided in a full report once a year.



| <b>Pwnc</b><br>Subject                             | <b>Sgôr Safonedig</b><br>Standardised Score | <b>Safon Dysgu</b><br>Learning Standard | <b>Cynnydd</b><br>Progress | <b>Agwedd at ddysgu</b><br>Attitude to learning | <b>Lefel Diwedd CA3 /</b><br>End of KS3 Level |
|--|---|---|----------------------------|---|---|
| <b>Cymraeg</b><br>Welsh                            | 120   | Eithriadol                              | Disgwyliedig               | 1   | 8   |
| <b>Gwyddoniaeth</b><br>Science                     | 127   | Eithriadol                              | Disgwyliedig               | 1   | 7   |
| <b>Mathemateg</b><br>Mathematics                   | 128   | Eithriadol                              | Disgwyliedig               | 1   | 7   |
| <b>Saesneg</b><br>English                          | 125   | Eithriadol                              | Disgwyliedig               | 1   | 7   |
| <b>Addysg Grefyddol</b><br>Religious Education     | 124   | Uchel                                   | Disgwyliedig               | 1   | N/A   |
| <b>Addysg Gorfforol</b><br>Physical Education      | 122   | Uchel                                   | Disgwyliedig               | 1   | 6   |
| <b>Bwyd a Maeth</b><br>Food and Nutrition          | 126   | Uchel                                   | Disgwyliedig               | 1   | N/A   |
| <b>Celf</b><br>Art                                 | 114   | Uchel                                   | Disgwyliedig               | 1   | 7   |
| <b>Cerddoriaeth</b><br>Music                       | 126   | Uchel                                   | Disgwyliedig               | 1   | 7   |
| <b>Daearyddiaeth</b><br>Geography                  | 124   | Eithriadol                              | Disgwyliedig               | 1   | 8   |
| <b>Dawns</b><br>Dance                              | 124   | Uchel                                   | Disgwyliedig               | 1   | N/A   |
| <b>Drama</b><br>Drama                              | 116   | Uchel                                   | Disgwyliedig               | 1   | N/A   |
| <b>Dylunio a Thechnoleg</b><br>Design & Technology | 113   | Uchel                                   | Disgwyliedig               | 1   | 6   |
| <b>Hanes</b><br>History                            | 124   | Uchel                                   | Disgwyliedig               | 1   | 8   |
| <b>Sbaeneg</b><br>Spanish                          | 126   | Eithriadol                              | Disgwyliedig               | 1   | 8   |
| <b>Technoleg Digidol</b><br>Digital Technology     | 117   | Uchel                                   | N/A                        | N/A   | 7   |

#### Canlyniadau Aseidiadau Personol / Personalised Assessment Results

| <b>Darllen Cymraeg</b><br>Welsh Reading | <b>Darllen Saesneg</b><br>English Reading | <b>Rhifedd – Gweithdrefnol</b><br>Numeracy - Procedural | <b>Rhifedd – Rhesymu</b><br>Numeracy – Reasoning |
|---|---|---|--|
| 131                                     | 131                                       | 130   | 128  |

Canran Presenoldeb Ysgol / School Percentage Attendance: **94.5%**



# Transition work

- Banding system from 3-16
- Language and Mathematics only
- Moderation and reporting to YGBM at the end of Year 6

# Evaluation

| Positive                               | Negative                           |
|--|------------------------------------|
| Clarity of system for all stakeholders | Time and cost                      |
| Based on our knowledge of our learners | Lack of consistency across schools |

## Next steps:

- Further learner voice sessions regarding workload and revision
- Evaluate and refine the nature of the assessments, in particular the more practical subjects
- Track learner progress by using the standardised scores
- Further work with primary sector