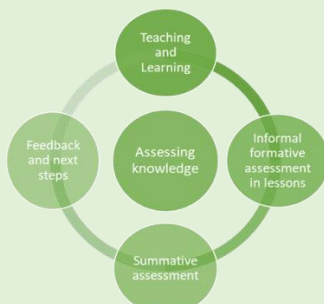




## St Monica's Assessment on a Page

Assessment plays a key role in good teaching and learning. Checking that knowledge is embedded is integral to our teaching and learning. Our approach to assessment is synoptic; triangulating the learning that takes place in the classroom.



Formative assessment encompasses all those activities that take place in the classroom to check that knowledge is secure; adapting teaching to close gaps. We use a range of formative assessment strategies to adapt teaching to meet pupils' needs - see below. Formative assessment informs daily planning and practice; it enables us to identify current gaps in knowledge and to decide on support and interventions which enhance students' learning.

Summative assessment takes place in lessons at the appropriate point in the sequencing of the curriculum. It takes place when component knowledge becomes composite knowledge. Component knowledge is identified in each lesson. This precise knowledge is identified in our Assessment Overviews for each department. Assessment preparation is strengthened through our Knowledge Organisers. Pupils have a Knowledge Organisation / Revision Guide for each term which helps them to learn and retrieve the key knowledge from the lesson at home. These are found on the Knowledge Rich curriculum area of our website.

Following summative assessment, feedback is shared. The purpose of feedback is to give pupils their next steps in their learning. Feedback is clear so that students know how they are progressing within subjects and what they need to do to improve further.

<b>Formative Assessment</b>	<p>Teacher checks in lessons that knowledge is understood and finds out where learners are in their learning.</p> <p>Teacher establishes where they are going.</p> <p>Teacher determines how to get there by sharing feedback and next steps.</p>	<p>Features of <b>effective formative assessment</b> practice at St Monica's include:</p> <ul style="list-style-type: none"> <li>✓ Clarifying learning intentions at start</li> <li>✓ Questioning</li> <li>✓ Diagnostic questions</li> <li>✓ Mini whiteboards</li> <li>✓ Low stakes quiz</li> </ul>
<b>Summative Assessment</b>	<p>Teacher checks at key point in the curriculum that component knowledge is understood.</p> <p>Assessment takes place when component knowledge has been built into composite knowledge.</p>	<p>Features of <b>effective summative assessment</b> practice at St Monica's include:</p> <ul style="list-style-type: none"> <li>✓ Sharing success criteria</li> <li>✓ Modelling high quality examples</li> <li>✓ Knowledge Organisers</li> <li>✓ Prompt, purposeful feedback with clear next steps</li> </ul>
<b>Feedback</b>	<p>Across the school, departments follow agreed principles when giving feedback: it is regular, focused, pupils respond, it identifies literacy and presentation.</p> <p>Heads of Departments create their own bespoke feedback process in line with this.</p>	<p>Features of <b>effective feedback</b> practice at St Monica's include:</p> <ul style="list-style-type: none"> <li>✓ Written feedback</li> <li>✓ Whole class feedback</li> <li>✓ Personal feedback</li> <li>✓ Verbal feedback</li> <li>✓ Peer assessment</li> </ul>