

## WHS English: KS3 Assessment Framework

*“An assessment functions formatively to the extent that evidence about student achievement elicited by the assessment is interpreted, and used to make decisions that are likely to be better, or better founded, than the decisions that would have been taken in the absence of the evidence.”*

(Connecting the Dots: Formative, Interim, and Summative Assessment. (2011) G. Gage Kingsbury, Dylan Wiliam, & Steven L. Wise, NWEA)

### English Knowledge Structure



### Assessment in English

Assessment in English enables staff to gather data and make evidence-led decisions to refine their instruction and enable students to progress. We need to know what students know and can do, in order to move them forward. The goal is then to improve the learner and their capacity for future work, not just improving the current piece of work or correcting a mistake in their book.

We believe that regular and spaced, low-stakes assessment is more beneficial in embedding learning than one-off high stakes assessments. Assessments are diagnostic, they allow teachers to ascertain students' understanding and increase the validity of teacher judgements about student knowledge.

### Assessment in English may take the following forms:

| Assessment Type | What This Might Look Like   |
|-----------------|---|
| Short Cycle     | <b>Mini hinge point questions, MCQ, whiteboards, questioning, cold calling,</b> - designed to ensure a high success rate is achieved before moving on. Misconceptions can be addressed within the lesson as they occur. |

|                          |  |
|--------------------------|--|
| Medium Cycle             | <p><b>Do Now</b> – This can pick up errors from previous lessons and should interleave in challenging material. Teachers can use the Do Now to revisit errors and explore them as a class when they are corrected.</p> <p><b>Quizzing</b> – E.g. Words for All quizzes, quotation learning quizzes, plot, theme and character quizzes.</p> <p><b>Circulating with purpose</b> - teacher circulates with pen in hand, checking students' understanding whilst students are working.</p> <p><b>Exit tickets</b>- Completed weekly, a summary of the weeks learning that teachers will use to inform their planning.</p> <p>OR <b>Sample review</b>- after an extended piece of work teachers will take in a selection of books for the class to look for common misconceptions, errors and successes and will feed this back to students using a whole class feedback sheet or a re-teach in class.</p> <p>OR <b>Whole class feedback sheets to feedback on extended writing</b>- taking in a set of class books, reading them through, noting down key misconceptions, areas for re-teach, areas/students to praise and then tasks to move the student on (improve the student not the work).</p> <p>Students are awarded <b>Gold, Silver or Bronze</b> awards for their extended written pieces of work. These are tracked internally and feed into our '<b>closing the gap meetings</b>' where teachers collaborate to identify gaps and misconceptions, feeding forward into our next round of teaching through strategic, collaborative planning.</p> |
| Long Cycle               | <b>Practice to Fluency Grades</b> – these are awarded holistically, 3 times a year in line with the whole school data collection points.   |
| Y7 Diagnostic/ Screening | <b>Bespoke assessment</b> – all Year 7 students are screened upon entry to determine which students need further support with reading and may need to be part of the HITs Reading programme.   |

|   | HT1                | HT2                | HT3                    | HT4                         | HT5                   | HT6                 |
|---|--------------------|--------------------|------------------------|-----------------------------|-----------------------|---------------------|
| <b>Year 7 Declarative &amp; Procedural Knowledge Assessed</b> | The Bone Sparrow   | The Bone Sparrow   | Literary Allusions     | Introduction to Shakespeare | Identity Poetry       | The Art of Rhetoric |
| <b>Year 8 Declarative &amp; Procedural Knowledge Assessed</b> | The Woman in Black | The Woman in Black | Much Ado About Nothing | Much Ado About Nothing      | Time and Place Poetry | Character Writing   |
| <b>Year 9 Declarative &amp; Procedural Knowledge Assessed</b> | Macbeth            | Macbeth            | The Book Thief         | The Book Thief              | Powerful Voices       | Short Story Writing |