



RHHS Assessment Policy

Ribston Cognitive Qualities



This document sets our intentions for how we assess students at Ribston Hall High School. We are committed to encouraging all aspects of a students' development and deliver a curriculum which promotes this.

We have recently focused our teaching and learning development on metacognition and self-regulated learning using evidence-based research from the Education Endowment Foundation (EEF). This policy has been developed through consultation with parents, students and staff through our assessment working group.

Click the link to find out more about [metacognition and self-regulated](#) learning from the EEF.

Progress Reports to parents

A key part of our assessment and reporting at school is the progress reports to parents. The following elements will be included in each progress report:

All year groups:

- Ribston Cognitive Qualities (RCQ) – Criteria-based framework for reporting progress

For Years 10-13 (exam groups) ONLY:

- Target Grade – Aspirational GCSE or A Level grade
- Professional Predicted Grade (PPG) - A prediction (using available data) of how a student is most likely to perform at the end of the course.

Progress reports will be prepared and sent to parents four times per year. Below is an explanation of each section of the report:



Ribston Cognitive Qualities (RCQ)

Criteria-based assessment framework which is closely linked to students' metacognition and self-regulation. The criteria are derived from the recommendations from the [Education Endowment Foundation](#). There are four key areas with a five-point scale (1 is the highest) where 3 or above is our expectation for students.

The Ribston Cognitive Qualities key strands cover a range of student learning behaviours. Students who have high RCQ scores possess the attributes to be successful in all areas of our curriculum. It demonstrates they can acquire, maintain and transfer new knowledge effectively and achieve positive outcomes. The key areas are listed below:

- **Knowledge** - Acquiring new knowledge and skills through activation of prior knowledge (schemas) (EEF1,7)
- **Strategies** - Selecting the most appropriate cognitive strategies for the task (EEF2,3,5)
- **Application** - Effectively plan, monitor and evaluate own learning (EEF4)
- **Independence** - autonomously managing and organising own learning (EEF6)

Subject teachers will score each student in each Progress Report against the four key areas with a score of 1-5 where 1 is the highest. Students will be expected to achieve 3 or 'higher'. Staff intervention and students' actions for those that score 4 or 5 in each area are listed below the criteria.

The [RCQ criteria](#) that teachers will use to assess students in progress reports are available [later in this document](#).

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The Mentoring Session within the Personal Development Days after each Progress Report facilitates reflection on the RCQ scores. It provides an opportunity for the students to set themselves three specific targets to focus on until the next Personal Development Day.

In Key Stage 3, why do students & parents only receive RCQ scores?

Rather than reporting the scores of the Regular Diagnostic Assessments taking place throughout the year, we focus instead on providing parents with an assessment of their child's **learning behaviours**.

Regular Diagnostic Assessments are a feature of a student's life here at Ribston and they function as a diagnostic tool for the teachers to identify misconceptions or gaps in subject knowledge. The reason we provide parents with a learning behaviour score is that it is a deeper picture into how their child is learning.

Here is what should be taken into consideration when making a judgment for a Ribston Cognitive Quality:

- Performance in Diagnostic Assessments
- Student action in response to Diagnostic Assessments
- Exercise books / Folders
- Performance within Retrieval Practice
- Adaptive expertise (ability to develop efficiency and innovation within learning process)
- Engagement with challenge within lesson
- Depth and breadth of independent work

In Key Stage 3, why do students have a Diagnostic Assessment week in the summer term?

In the summer term, we normally carry out assessments for students in Year 7-9 which cover a wider selection of knowledge from across the whole year. These types of Formal Diagnostic Assessments help inform us about the progress that students have made with their learning across the year.

These assessments will take place during an allocated week, so students experience a more intensive period of assessments similar to the public exam periods at GCSE and A Level. We don't centrally report on the assessments individually, but the final Progress Report (RCQs) will be informed by the outcome from these.

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Target Setting

At Ribston we set aspirational targets for students; these are based on benchmark data and give a point to aim for, but they are not limiting, and we encourage all students to aim for the highest achievement. Targets set are 'end of course' grades e.g. end of GCSE, end of A Level rather than end of year.

Students who are studying towards an exam course at Ribston will be provided an aspirational target grade. This grade will be generated using baseline data using an externally sourced grade. These will be provided using a reputable organisation with a large dataset that is used by many other schools across the country.

- For **GCSE Target Grades** we use a system called [FFT Aspire](#) from the Fischer Family Trust. GCSE target grades are generated from students KS2 SATs results, where students have not taken SATs we will use their CATs to generate targets.

We set our targets at the FFT20 level, which mean that students are targeted to achieve the grades that are achieved by students with the same baseline data in the top 20% of schools nationally.

- For **A Level Target Grades** we use a system called [LPUK Grade Predictor](#) from an organisation called Learning Plus UK. A Level target grades are generated from a student's average GCSE point score.

We set our A Level targets on the 70th percentile in terms of the national data provided by the LPUK dataset. Achieving these grades would put students within the top 30% of A Level students nationally.

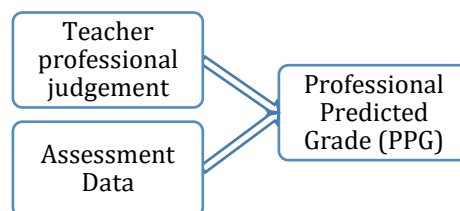


Professional Predicted Grade (PPG)

The grade that the teacher believes the student is most likely to achieve at the end of the course. This considers a student's target grade, the current data held by the teacher and the teacher's professional judgement based on a student's current progress. **This is a prediction** and can change as more data is available.

The Professional Predicted Grade (PPG) is a 'working grade' for how a teacher currently believes a student will perform in the terminal assessment at the end of the course.

This is a prediction and it combines the assessment data that a teacher collects from formal and in-class assessments combined with their professional judgement. Staff will use their experience to make an informed estimation of how a student may perform in their final exams at the end of the course.



It is important to note that even if the student achieves the same grade in all of their Progress reports, this still means that they are making progress in their learning. E.g. if a student is given a grade 8 (GCSE) or grade A (A Level) for all of their PPGs, it means that the student is demonstrating work that places them on-track to achieve that grade. Should the student replicate this performance in their final exam, then they are likely to achieve their PPG.

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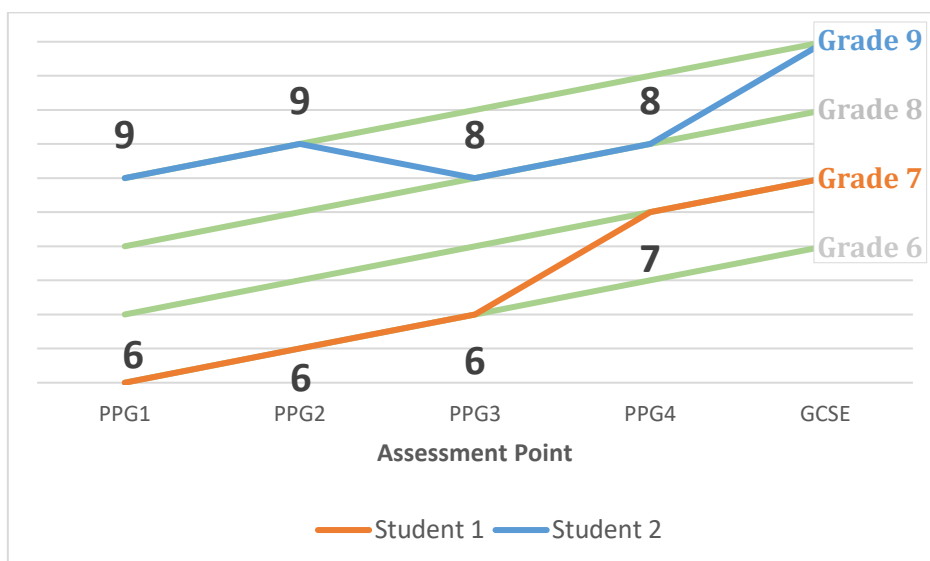
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The graph below shows some example PPGs for two GCSE students.

Student 1 is targeted a grade 6 at GCSE which they achieve at they first three Progress Reporting points. Due to an improvement in the quality of work and assessments they are completing, the teacher adjusts their PPG to a grade 7 which they successfully achieve in their final GCSE exam.

Student 2 is targeted a grade 9 at GCSE. Whilst they start the year well, their work ethic changes, and the work completed suggests that a grade 8 is more likely. Following that dip in performance, the teacher provides some intervention, and the student makes some changes to the way they are revising. Due to this improvement and the preparation for the exam the student manages to achieve a grade 9 despite more recent work showing a grade 8 was more likely.

Example showing possible progress for two Year 11 students



Progress Reports	PPG 1	PPG 2	PPG 3	PPG 4	GCSE
Student 1	6	6	6	7	7
Student 2	9	9	8	8	9

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RCQ Criteria

Score	Knowledge	Strategies	Application	Independence
1 Consistently exceeds expected progress	Student is able to interconnect deep and extensive knowledge through activating their prior learning.	Student selects the most effective cognitive strategies from their deep and extensive cognitive toolkit.	Within their planning, monitoring and evaluation of tasks, students have an advanced level of self-efficacy.	Students have advanced levels of management, organisation and adaptability within their learning.
2 Exceeds expected progress	Student is able to interconnect extensive knowledge through activating prior learning.	Student selects the most effective cognitive strategies from their extensive cognitive toolkit.	Within their planning, monitoring and evaluation of tasks, students have a high level of self-efficacy.	Students set specific short-term goals and adopt powerful strategies for attaining them. They monitor their performance for signs of progress and adapt future methods accordingly.
3 Meets expected progress	Student is able to interconnect knowledge through activating prior learning.	Student selects the most effective cognitive strategies from their cognitive toolkit.	Within their planning, monitoring and evaluation of tasks, students have good self-efficacy.	Students learn with autonomy, making active choices to manage and organise their learning.
4 Occasionally meets expected progress	With direction, student is able to interconnect knowledge through activating prior learning.	With direction, student selects effective cognitive strategies.	Within their planning, monitoring and evaluation of tasks, students have developing self-efficacy.	Students beginning to make active choices to manage and organise their learning.
5 Does not meet expected progress	Student is unable to interconnect knowledge or develop schemas.	Student unable to select effective cognitive strategies.	Within their planning, monitoring and evaluation of tasks, students do not demonstrate self-efficacy.	Student unable to make active choices to manage and organise their learning,

Self-efficacy: 'one's beliefs in one's capabilities to organise and execute the courses of action required to produce given attainments' (Bandura, 1997). Individuals with higher levels of self-efficacy tend to be more inclined to accept challenges, demonstrate intrinsic interest and deep engagement with activities and show resilience during difficult tasks.






Schemas: organised units of knowledge. Students who can build schemas can spot patterns and effectively organise their knowledge into groups, recognising how new knowledge is interconnected with old knowledge.

Cognitive toolkit: range of cognitive strategies that the student has been explicitly taught. For example, students who are taught to summarise a passage have been provided with a cognitive strategy that can be used to improve comprehension.

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RCQ Criteria for Parents & Students

	Knowledge 	Strategies 	Application 	Independence 
1 Consistently exceeds expected progress	You are highly skilled at connecting new knowledge to existing knowledge.	You have a wide variety of ways to gain, keep and use knowledge and can select the most effective ways of learning.	You are highly motivated by challenge and persevere through difficulties until complex task is completed to a high standard.	You evaluate the demands of the task in order to organise yourself using your knowledge, strategies and application.
2 Exceeds expected progress	You are skilled at connecting new knowledge to existing knowledge.	You have a variety of ways to gain, keep and use knowledge and can select the most effective ways of learning.	You are motivated by challenge and persevere through difficulties until complex task is completed to a high standard.	You scrutinise the demands of the task in order to organise yourself using your knowledge, strategies and application.
3 Meets expected progress	You are able to connect new knowledge to existing knowledge.	You are able to gain, keep and use knowledge and can select the most effective ways of learning.	You meet challenge with engagement and perseverance until complex task is completed to a high standard.	You think carefully about the demands of the task in order to effectively organise yourself using your knowledge, strategies and application.
4 Occasionally meets expected progress	With the teacher's help, you are able to connect new knowledge to existing knowledge.	With the teacher's help, you are able to gain, keep and use knowledge and can select the most effective ways of learning.	You meet challenge with engagement and perseverance until complex task is completed.	You are beginning to think carefully about the demands of the task in order to effectively organise yourself using your knowledge, strategies and application.
5 Does not meet expected progress	At present, you are unable to connect new knowledge to existing knowledge.	At present, you are finding it challenging to gain, keep and use knowledge and to select the most effective ways of learning.	At present, you are reluctant to meet challenge with engagement and perseverance.	At present, you are not thinking carefully about the demands of the task in order to effectively organise yourself using your knowledge, strategies and application.

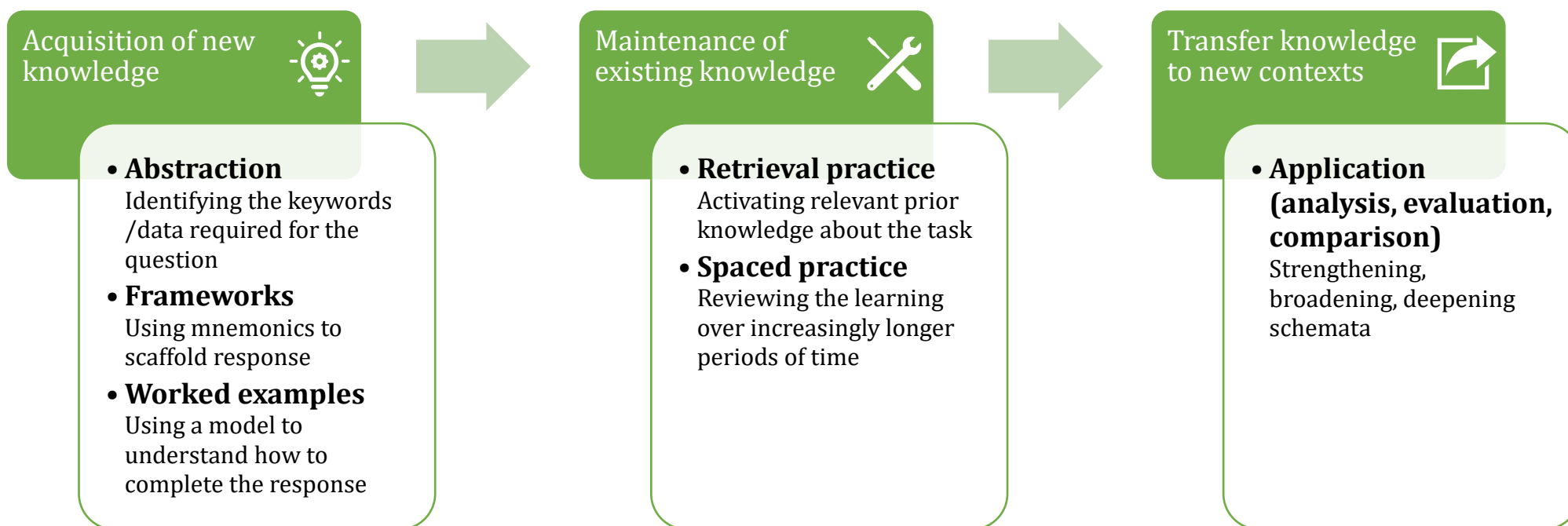
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Cognitive strategies

Cognitive strategies are tools that students use and can be grouped into three areas relating to the acquisition of new knowledge, the maintenance of existing knowledge and the transfer to knowledge to new problems or contexts.

A common progression of strategies could include:



This list is intended to be indicative *not* exhaustive and will be adapted at a subject specific level to increase relevance and impact.

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Intervention Framework

Knowledge

RCQ score	Teacher intervention	Student action	Possible Parent Support
4	<ul style="list-style-type: none"> Directed prompts to link current knowledge with previous content and lesson activities Explicit modelling and metacognitive talk to highlight application of knowledge when completing responses Regular retrieval practice to support activation of prior knowledge 	<ul style="list-style-type: none"> Creation of Knowledge Organisers to make links between prior and future learning Selection of RHHS learning skills* to consolidate, retain and strengthen subject knowledge Proactively learning subject knowledge prior to application 	<ul style="list-style-type: none"> Help them to put together the key information / ideas about a topic in one document Use RHHS Effective Revision Strategies* each week to help them to consolidate, retain and strengthen the key information / ideas about a topic
5	<ul style="list-style-type: none"> Explicit use of Curriculum Maps and Knowledge Organisers Use of metacognitive talk to link current knowledge with previous content and lesson activities Explicit explanations given regarding thinking steps Promotion of RHHS learning skills* to facilitate the selection, organisation and integration of information 	<ul style="list-style-type: none"> Use of Knowledge Organisers to make links between prior and future learning Complete and organise class notes in exercise books / folders Application of RHHS learning skills* to select, organise and integrate information 	<ul style="list-style-type: none"> Help them to put together the key information / ideas about a topic in one document and colour code the areas using red, amber or green depending on whether they have not secured, are securing or have secured the information / ideas Use RHHS Effective Revision Strategies* each week to help them to secure the key information / ideas about a topic Monitor exercise books to make sure their notes are detailed and complete

*The RHHS Effective Revision Strategies are available in the section below

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Strategies

RCQ score	Teacher intervention	Student action	Possible Parent Support
4	<ul style="list-style-type: none"> Facilitate shift from tacit understanding to strategic application of cognitive strategies Model selection of most effective cognitive strategies according to task Model evaluation of cognitive strategies 	<ul style="list-style-type: none"> For each topic, record the cognitive strategies when acquiring, retrieving and applying learning in order to memorise them Try out different strategies when acquiring, retrieving and applying learning in order to see which one is most effective Reflect on how effective the cognitive skills are at acquiring, retrieving and applying the learning 	<ul style="list-style-type: none"> Using exercise books, ask them to self-explain how to complete a response. Ask them to break this down into a series of steps using bullet points / flow charts Help them to learn mnemonics / frameworks for each subject Help them retrieve existing knowledge with quizzes and tests Encourage regular practise of questions related to the topic
5	<ul style="list-style-type: none"> Explicit instruction and metacognitive talk within planning, monitoring and evaluation Modelling of learned cognitive strategies according to task Model teaching of cognitive strategies 	<ul style="list-style-type: none"> Ascertain the specific approaches to acquire, retrieve and apply learning such as frameworks, quizzes, planning methods for responses etc. For each topic, record the cognitive strategies when acquiring, retrieving and applying learning Practice applying strategies to assist the acquisition, retention and application of learning 	<ul style="list-style-type: none"> Ask student to explain to you how their teacher has taught them to respond to a question Help them to record mnemonics / frameworks using bullet points / flow charts Give them quizzes on what they have been studying Encourage regular practise of similar questions

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Application

RCQ score	Teacher intervention	Student action	Possible Parent Support
4	<ul style="list-style-type: none"> Model the consideration of a range of planning approaches and use metacognitive talk to select most relevant strategy according to the specific task Explicitly model effective monitoring strategies when completing tasks Integrate the practice of reflection and evaluation of learning after the completion of a task 	<ul style="list-style-type: none"> Experiment with planning strategies according to the specific task Experiment with monitoring strategies when completing tasks Evaluate effectiveness of planning and monitoring strategies When experiencing setbacks, reflect on what could be done differently next time 	<ul style="list-style-type: none"> Ask them to self-explain their decisions when planning, monitoring and evaluating their work Ask them to try different ways of planning a response to a question Ask them to monitor their work as they are completing it At the end of the completion of work, ask them to reread and amend if necessary Reassure them about the importance of learning from getting it wrong
5	<ul style="list-style-type: none"> Set achievable and attainable short-term goals Use students' work for models Break down planning and completion of tasks into sequence of steps In feedback, direct student to select a particular area to improve upon Share importance of struggle as part of learning 	<ul style="list-style-type: none"> Achieve short term goals set by subject teacher Reflect on attainability of success by other students Recognise achievements made and progress over time Engage in positive self-talk Attribute setbacks to controllable factors such as time and effort 	<ul style="list-style-type: none"> Praise them for achievements and progress over time Support them in the achievement of short-term goals set by teacher Remind them that the most complex tasks can be achieved by completing a series of steps Encourage them to see setbacks as caused by controllable factors such as time and effort

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Independence

RCQ score	Teacher intervention	Student action	Possible Parent Support
4	<ul style="list-style-type: none"> • Provide opportunities for metacognitive experience and the application of strategies to achieve learning goals • Provide regular opportunities for metacognitive reflection • Integrate evaluation of strategies employed to achieve learning goals after independent task • Explicitly explain how to regulate motivational investment in learning activities 	<ul style="list-style-type: none"> • Derive own learning goals • Engage in regular metacognitive reflection • Evaluate success of strategies employed to achieve learning goals after independent task • Regulate their motivational investment in learning activities 	<ul style="list-style-type: none"> • Help them to derive learning goals within the subject • Encourage them to think about the most effective / efficient ways to complete a task prior to completion • Ask them to explain how and why they chose to complete the task in the way they did and whether they could now see a more effective / efficient way of completion for next time • Encourage the use of motivational tools such as to do lists, delayed gratification etc.
5	<ul style="list-style-type: none"> • Set achievable and attainable short-term learning goals • Emotionally support and motivate to persevere • Provide structured planning templates, modelling, worked examples, and breaking down activities into steps prior to independent task setting • Model how to efficiently use time 	<ul style="list-style-type: none"> • Achieve short term learning goals set by subject teacher • Reflect on strengths and limitations as a learner • Use time efficiently 	<ul style="list-style-type: none"> • Support them in the achievement of short-term goals set by teacher • Assist with their time management when they are completing independent work • Highlight perseverance and resilience as a core learning skill • Provide motivational tools such as to do lists, delayed gratification etc.

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RHHS Effective Revision Strategies

Here are some examples of the ways in which you can support the revision learning. As a learner, you will find certain techniques will work better for you than others so it is important to experiment with a range of approaches and combinations of approaches.

Summarising

Summarise the main ideas for a concept / topic in your words. One way to organise your notes is the Cornell note-taking method: split the page into three parts – notes, questions and summary. Make notes in the notes section, then write questions connected to the notes in the margins, and finally summarise everything in the summary section.

Graphic organisers

Graphic organisers – such as mind maps, spider maps, sequential thinking and Venn diagrams – should be used as much as possible to show your thinking and understanding of key ideas and topics from memory. When learning, you need to be active and graphic organisers are a fantastic way of reconstructing information you have been exposed to whilst making useful links and connections to what you already know.

Drawing / Imagining

Drawing: Pictures and text aid learning and comprehension better than pictures or text alone. Turn descriptions into simple images that represent the ideas.

Imagining: When experienced in the content, use imagination to form internal images to illustrate the content.

Self-explaining / Teaching

Explaining material to yourself forces you to clarify your thoughts and highlights any gaps in knowledge which you can then address. Recording yourself explaining topics or concepts is a useful strategy.

Teach what you have learnt to others. Just like self-explaining, teaching what you know helps you to see how deeply you understand it.

Past questions

You need to practice different questions, well-spaced over time. The effect of exploring worked examples or answers, as well as writing your own, helps you to process, practice and refine your revision to meet the success criteria. Be proactive in your learning. Think hard about the information you are faced with. Learning that feels difficult embeds knowledge into memory better compared with learning that feels easy, which soon disappears.

Concrete Examples

Concrete examples involves finding and using specific examples to help develop and deepen understanding of abstract ideas. Abstract ideas can be difficult to understand and explain. Our memories find it easier to remember concrete examples better than abstract information. Look through your books and class notes searching for concrete examples that are relevant to the idea you are studying or create your own if you can.

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Self-testing

Self-testing allows you to understand how well you know the material. At the end of a topic or concept, create comprehension questions to test yourself with to secure the subject knowledge. Do this repeatedly as each time a memory is recovered, it becomes more accessible in the future. Space out your quizzes and take them multiple times. When you first self-test, add hints such as the first letter of an answer or one of the words in a definition.

Elaboration

Elaboration involves asking further questions and making links to help you connect new information with what you already know. Ask yourself questions about a topic to delve deeper. The more information you have about a specific topic the stronger your grasp and ability to recall. When you learn about the causes of WW1 you could ask which causes are linked together? Which causes are short or long term? What was the major cause? Another way to elaborate is to take two ideas or concepts and think about the various ways they are similar and how they are different.

Interleaving

Interleaving is a process where you mix and combine multiple topics while you study in order to improve your learning. Blocked practice on the other hand, involves studying one topic very thoroughly before moving to another. Interleaving has been shown to be more effective than blocked practice and helps you to remember information.

Spaced retrieval

Spacing out learning and revisiting material as often as possible is so important for embedding knowledge and understanding. The key here to effective revision is not the hours of cramming in the final few weeks or days before the exam but regular, focused, shorter sessions with regular 'brain breaks'. Daily low-stakes testing, weekly reviews and cumulative testing is so important for helping you to store information into your long-term memory.

Pomodoro technique – 25 minutes / 5 minute break. After four Pomodoros, take a longer 15 – 30 minutes break.

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Principles of Assessment and Feedback

Rationale

Our Curriculum Intent is to empower students to unlock their own unique potential and we see assessment and feedback as ‘the bridge between teaching and learning’ (William 2018). Through developing innovation and challenge that will improve learning outcomes, we will continue to ensure that there are high expectations for all students. With a focus on providing high-quality feedback, we seek to build student accountability within our assessment and feedback.

Following the five key strategies of formative assessment (William 2018), we seek to establish a culture of feedback that moves learning forward and activates learners. We embrace a broad variety of assessment tools in order to ensure that the student is regularly asking themselves where they are now, where they are going and how they are going to get there.

‘Feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, metacognitive knowledge, beliefs about self and task, or cognitive tactics and strategies.’ Winne and Butler (1994).

It is vital that frequent, interactive assessments of students’ progress and understanding takes place in order to identify learning needs and to adjust teaching appropriately.

Three important Feedback Questions for students:

- Where am I going?
- How am I going there?
- Where to next?

These feedback questions work at four levels – and the four levels correspond to phases of learning: from novice, through proficient, to competent.

- Task – the subject knowledge required for the topic within the subject domain
- Process – the cognitive strategies required for the topic within the subject domain
- Self-regulation – planning, monitoring and evaluation of learning processes
- Self – praise (to be separated from the feedback about the learning)

‘Feedback is effective to the degree to which it directs information to enhanced self-efficacy and to more effective self-regulation, such that attention is directed back to the task and causes the student to invest more effort or commitment to the task.’ Hattie and Temperley (1995).

Five key strategies of formative assessment:

- Clarifying, sharing, and understanding of learning intentions and success criteria
- Eliciting evidence of learning
- Providing feedback that moves learning forward
- Activating learners as instructional resources for one another
- Activating learners as owners of their own learning.

	Where the learner is going	Where the learner is right now	How to get there
Teacher	Clarifying, sharing, and understanding of learning intentions and success criteria	Eliciting evidence of learning	Providing feedback that moves learning forward
Peer		Activating learners as instructional resources for one another	
Learner		Activating learners as owners of their own learning	

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Types of Assessment

Questioning

Teachers make the learning transparent through questioning and dialogue. 'Language provides us with means for thinking together, for jointly creating knowledge and understanding.' Mercer (2000). Framing questioning to explore issues critical to the development of student's understanding, teachers use a range of questioning strategies to elicit evidence of learning. Oral feedback during the lesson enables the teacher to modify, enhance and change strategies in order better meet students' needs.

Individual

Individual comments on a student's work after a formal assessment are:

- Clear and objective
- Offering specific actions to reach learning goals
- Focused on task and not learner
- Focused on ability as incremental and not fixed
- Elaborative (encourage the student to think about the who, what, why, when and how of the task)
- Acted upon through a DIRT (dedicated improvement and reflection time) task in the feedback lesson

Electronic

Using a range of online learning adaptive platforms, learners can receive immediate feedback to strengthen the retrieval of subject knowledge and cognitive strategies. Electronic feedback enables the teacher to modify, enhance and change strategies in order better meet students' needs.

Self

Self-assessment improves retrieval strength and students also benefit from the hypercorrection effect (if students have a high confidence level in an answer that proves to be incorrect, they are more likely to remember it when tested again). Adopting Boekaerts (1993) dual processing self-regulation model, teachers are encouraged to transfer the control of learning to the student where possible.

Peer

Within lessons, pupils work co-operatively as a group to achieve a shared learning goal whilst taking individual accountability. When assessing each other's responses to a task, peers benefit from the process of cognitive elaboration as they explicitly reflect upon the subject knowledge and cognitive strategies required to meet the success criteria. Peer assessment prompts are provided to support students in becoming effective instructional resources.

Whole Class

Whole class feedback not only reduces teacher workload but it encourages self-regulation in students. It is a 'highly effective way to ensure classes overcome misconceptions' (Riches 2021).

This approach does not 'mark' individual pupils' books, but instead the teacher reads through them all, making notes of common mistakes, misconceptions and areas for improvement, as well as strengths and successes. These notes then inform a taught feedback lesson where students are given dedicated improvement and reflection time (DIRT). This is where all pupils learn from each other's feedback, including strengths, weaknesses and possibilities for stretch and challenge.

By analysing the assessed work as a class, teachers have more opportunity to demonstrate and model the different strengths and weaknesses as well as any trends (such as common spelling, grammar and punctuation mistakes). Moreover, the feedback can also identify ways to move grades up. This all makes the feedback meaningful and purposeful in terms of active learning.

A review a sample of pupils' books every four weeks monitors the positive impact of feedback tasks.

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Tracking Progress

Within each subject, detailed curriculum maps have ensured that the subject knowledge and cognitive skills within each scheme of learning are deliberately sequenced in order to assist students in the building of broad and extensive schematas.

In conjunction with detailed curriculum maps, within Key Stage 3 Curriculum Leads have created subject specific tracking sheets in order for students to regularly access where they are now and where they are going. The regular use of a range of assessment and feedback tools provides clear and specific guidance on how to achieve the learning intentions and success criteria.

Ribston Cognitive Qualities will provide regular information about the cognitive expectations we have of our learners as they move through each academic year.

As outlined by this document, there will be a variety of formative assessment methods as the learner moves through the Schemes of Learning within each Key Stage. Individual feedback will be provided for formal assessments offering subject specific comments stating WWW (What Went Well) and HTI (How To Improve) and either tracking sheets (Key Stage 3) or Mark Schemes (Key Stage 4 and 5). This feedback will specifically indicate the progress the student is making against the respective success criteria for the assessment. There will be an opportunity to act upon the feedback through a Directed Improvement and Reflection Task within the designated feedback lesson.

At Key Stage 5, Personalised Learning Checklists (PLCs) have extended the influence of the Curriculum Knowledge Maps. These detailed breakdowns of the components (subject knowledge and skills) of a course are regularly colour coded into red / amber / green by the students. These centrally held documents are then used to coordinate and guide the efforts of the academic and pastoral systems throughout the year. Enabling students' self-reflection and the cultivation of self-regulation, interventions using the PLCs are informed and individualised.

All assessment is formative until external examinations as we cultivate and develop creativity, collaboration, self-efficacy and perseverance within our classrooms.

Appendix

Practical Strategies

Individual Assessment

Minus, equals, plus - provide a minus, equals or plus depending on whether the work was not as good as, about the same as, or better than his or her last work on the topic. This system feeds back to learners about things that are within their control, such as whether they are improving, rather than things over which they have less influence, such as how they compare with other students in the class.

Epistemic Feedback - presenting questions that the student needs to respond to ensures that feedback causes deep thinking. Specifically, encourage the student to think about the who, what, why, when and how of the task. For example, 'Why did you choose this formula, Aisha? What would you have done if the task was X? Would you have done it differently?'

Green / yellow highlighter - highlighting aspects of students either in green or yellow as to whether it is working (green) or not working (yellow). Teacher provides the response back to the student and asks them to identify why the parts of the response are in the respective colours. Prior to asking the teacher for clarification, student needs to ask themselves and two others (ask three before you ask me).

Peer Assessment

Three before me – student asks themselves and then two other peers prior to the teacher.

Homework Help Board – teacher asks students to post questions about homework at start of lesson and peers offer help prior to deadline.

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End of topic questions – in groups, students share questions they have about the topic or create questions for other groups.

Error classification – teacher highlights where the errors are on responses and in groups, students determine what those errors are and correct them.

Captain's Log – one student nominated as captain in order to summarise lesson and respond to any questions the class has / create questions for the class at the end of the lesson.

Pre-flight Checklist – peer to check whether work meets clear requirements prior to submission (eg. Laboratory Report).

I-You-We Checklist – at the end of a group activity, each student to record something about a) their contribution b) one of their peer's contribution and c) the group's progress towards learning intention(s).

Peer Revision – within a group, provide each member with a particular subtopic and task to present to the rest of the students.

Peer teaching – in pairs, ask one student to explicitly explain the steps needed to solve a particular problem.

Self Assessment

Traffic lights – students signal next the learning intention whether they have understood it, partially understood it or not understood it. Teacher works with reds whilst greens help yellows.

Red disk / Green disk – students indicate whether they have understood or not understood the learning intentions and success criteria as lesson unfolds.

Coloured Cups – students use green, yellow and red cups to indicate whether they understand, need the teacher to slow down or have a question respectively. If a red cup is used, teacher selects a student randomly to answer the question.

Learning portfolios – students present formal assessments in one folder to demonstrate learning over time and the incremental nature of ability.

Learning Logs – students complete self-assessment questions in relation to the learning intentions and success criteria at the end of the lesson to encourage reflection on their learning.