Harrow Way Community School
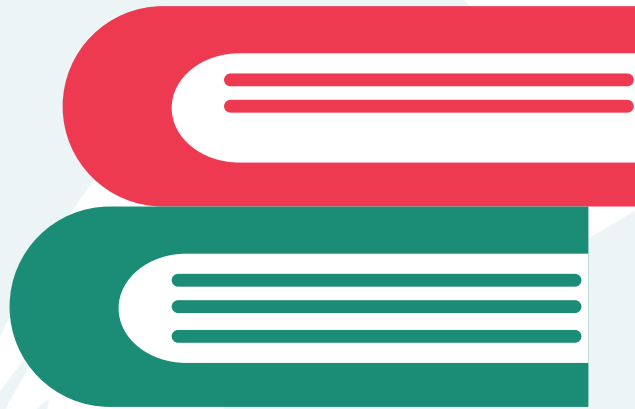
Learning for life, success for all

Assessment

English Department Assessment Principles

At Harrow Way we believe that assessment is a core element in the process of learning and takes two distinct forms; formative and summative assessment. The process of learning is defined as a change in long term memory and assessment enables teachers to establish whether a change in long term memory has occurred and where there are gaps in students' knowledge.

Formative assessment is an ongoing process that will take place in every lesson. This is more simply referred to as 'assessment for learning'. Learning is a process which is supported by formative assessment.
Summative assessment can be more simply defined as 'assessment of learning'. This process happens in order that teachers can establish what students' have learned following a sequence of lessons, at the end of a topic, unit, term or academic year.

Assessment in the English Department

Formative assessment	
Which **methods** of formative assessment have you chosen to use in your subject area?	- One-to-one oral (verbal) feedback delivered formally through the Reflection Points programme, and informally during class time. - Questioning/discussion - Low-stakes recap tasks/'Do Nows' - The Portfolio is designed to be an ongoing work-in-progress, containing a range of written tasks, on which students receive regular formative feedback. - Peer and self critique
How does KS3 differ from KS4?	No difference
Why do you think these methods are best suited to your subject and how do you know they are successful?	- We teach a subject which is rooted entirely in communication, so spoken feedback in the form of dialogue is apt; - Our curriculum prioritizes the nurturing of voice and agency, so, again, engaging students in dialogue is crucial here; - Being able to articulate your creative choices to another is a crucial skill for writers: our feedback dialogues model this process - The Portfolio system: through the ongoing building and maintenance of their portfolios, students learn the value of planning, redrafting and self-critique. Students receive feedback on work-in-progress and use this to inform final drafts.

Summative assessment	
How does summative assessment work in your subject area? Are you assessing Disciplinary knowledge/ Substantive knowledge/ Practical skills/ Processes?	- We have six Reflection Points spaced throughout the year. At each RP, teachers record comments/feedback for how students are progressing against the skills repertoire. This information is logged for use by future teachers, and also informs the mixed-ability setting process. - Year 10 sit two formal Literature examinations at the end of the year to assess their progress at the midpoint of their GCSE study. The aim is to assess skills and acquisition of Literature course content. - TBC: Yr 9 examinations for 2024 onwards. These fall at the end of KS3, which is a natural transition point in our curriculum; they will be used to assess the extent to which students have learned the skills repertoire, and will provide useful information to their GCSE teachers - Year 9 have a spoken language assessment (the viva assessment) towards the end of the year in which they present and answer questions on their portfolio. The focus of this is how well students can engage in academic dialogue.
Brief details about KS3 and KS4 assessment points. What is being assessed and what is the intended outcome?	- All we are ever assessing in KS3 is the extent to which students are operationalizing the repertoire skills (reading/writing/oracy). There are currently no summative assessments in Years 7 or 8, as all assessment is formative via the portfolio and Reflection Points. There are plans to bring in a formal summative assessment in Year 9.
What do you do with the information that you collect from these assessments?	- Staff record comments on the Reflection Points spreadsheet.