

Assessing student progress

Below is a summary of our approach to assessing and monitoring students to support them in achieving their potential.

Assessment for Learning

We assess students each lesson via a wide range of strategies, including targeted question and answer sessions, looking at their class work, homework tasks and low stakes tests/quizzes. This allows us to establish where students are in their learning in between formal tests, where they need to go next and how to get them there. It also means we can give students feedback about what they are doing well and address any misconceptions so that they don't build up.

Formal Assessment

In addition to ongoing assessment in lessons, curriculum teams set a minimum of one significant standardised piece of work once per half-term. This is referred to as the PINS assessment. PINS assessments are completed in controlled conditions within lessons. They are marked by the teacher using a common mark scheme and grade boundaries. Students are then given a grade and written PINS feedback.

PINS

PINS is our method for giving feedback for assessments. This allows teachers to make students aware of what they can do well and provide guidance on what they can do to improve. Students will receive feedback in the following format for all subjects:

P	P = Positives What the student has done well
I	I = Improvements What the student needs to do to improve
N	N = Next steps An <i>action</i> or <i>activity</i> completed by the student using a red pen. Examples: <ul style="list-style-type: none">• A re-draft, correction or edit• A further practice question• An extension task
S	S = Student response Evidence that the student has completed their next steps task