Forrester High School
Learning, Teaching & Assessment
Assessment Policy

Introduction:

Purpose:

The purpose of this assessment and moderation policy is to establish clear guidelines and procedures for conducting and recording summative and formative assessment in Forrester High School, ensuring fairness, consistency, and effectiveness in evaluating student learning and progress.

This document outlines the use of both formative and summative assessment tools to assess the progress of learners within an individual lesson and across a wider unit of work. Information gained from these tools will allow teachers to plan future learning and implement appropriate supports for learners. From the feedback gained, learners will be able to identify strengths, areas for improvement, and actionable steps for progress. The data gathered from end of unit summative assessments will be collated and used to inform BGE levels and estimate grades of National Qualifications.

This document is to be used in conjunction with the *Forrester in Action* and *Moderation and Verification* policies.

Key Points of Assessment in this Policy:

The document outlines suggested techniques for each stage of a lesson or a unit. These act as a guide, with the emphasis on the collection and use of evidence to inform next steps for learners.
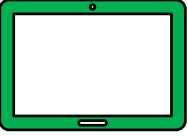
Lesson:

Start of a Lesson	→	During a Lesson	→	End of a Lesson

Unit:

Start of a Unit	→	During a Unit	→	End of a Unit

Assessment in the START of a Lesson

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Review prior learning
OR
Establish prior knowledge around new concept

Method	Examples	Evidence
Starter Questions	• True/False Statements • Concept cartoons • Cold calling • Retrieval practice	• Written evidence • Retrieval scores could be recorded if same template is used regularly
Brain Dump	• Use to establish levels of prior knowledge around the topic of the lesson • Display knowledge/skills gained from prior lessons	• Initial brain dump can be kept and be added to at the end of the lesson to display progress.
Digital Technology	• Kahoot • Quizlet Checkpoint • Quizziz	• Scores can be retrieved from the platform. • Reassessing using the same tool to assess progress.
Show Me Boards	• 3, 2, 1 – show me! • Quickfire knowledge questions • Spot the mistake from statements/processes • Share prior knowledge from prompts	• Immediate assessment of current understanding • Assesses thinking of all learners in the room

What to do with the information gathered?

Learners can demonstrate their prior knowledge or skills

Teachers can use assessment of starter to pitch learning at the correct level.

Assessment in the MIDDLE of a lesson

What *progress* have pupils made in new content/skills?

Method	Examples	Evidence
Hinge Questions	• Cold calling • Pose, pause, pounce, bounce • Multiple choice	• Teacher judgment on the progress of individuals and the class as a whole • Are the class ready to progress to the next concept?
Jotter/OneNote Check	• Utilising marking codes • Peer assessment • Identify and share good practice	• What are they getting wrong? How can mistakes be celebrated, consolidated and corrected?
Show Me Boards	• 3, 2, 1 – show me! • Quick fire knowledge check • Completing calculations/processes • Higher order explain/evaluating/comparing questions	• Whole class thinking and participation • Assesses whether the class has grasped a concept or process
Assessing Oracy	• Say it again, but better • Think, pair, share • Pupil/group presentation • Conversations with learners	Are pupils developing subject specific language of the lesson?

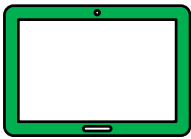**What to do with the information gathered?**

Learners can assess their progress against success criteria

Teachers can highlight best practice, address misconceptions or reteach if necessary

Assessment in the **END** of a Lesson

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RESPECT • BELIEVE • ACHIEVE

Is there *proof* of the Success Criteria?

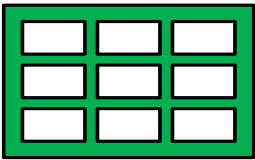| Method	Examples	Evidence
Exit Passes	• Post-it notes to answer *specific* questions • Prove or disprove a statement • Pupils asked to explain a process, rather than carry it out	Use Post-it App to store responses for reflection next lesson
Jotter/OneNote Check	• Self Assessment • Peer Assessment • Teacher Assessment	Use a rubric to assign a level or marks Comments and feedback recorded on work
Digital Technology	• Mentimeter • Padlet • Quizziz • Forms Quiz	Scores from quiz can be logged and analysed Identify poorly answered questions to address in the next lesson. Digital exit passes can be stored and reflected on next lesson.
Assessing Oracy	• Taboo: Pupils have to describe a key word without using that word. • Just a minute – students talk to a partner for a minute on a chosen topic • Teams: Speaker Coach	Are pupils able to utilise subject specific language fluently? Listen back to Teams Speaking Coach and analyse data.

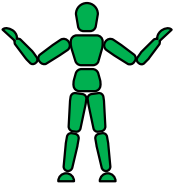**What to do with the information gathered?**

Learners can assess their progress towards the success criteria

Teachers can plan for future lessons and target further support for learners

Assessment at the START of a unit

What knowledge and skills do learners *already have*?

Method	Examples	Evidence
KWL Grids	• What I already **K**now? • What I **W**ant to learn? • What have I **L**earnt? • https://shorturl.at/M6fTA	• Completed grids • Collected questions gathered
Modelling	• Examples of the quality of students should be aiming for • Students marking • Senior phase utilise SQA Understanding standards and marking schemes.	• Student comments on work • Collect mistakes on hazard board • Class discussions
Baseline Assessment of Skills	• Problem solving questions or basic comprehension questions • Show a bad example and ask for feedback • Teams Reading progress to assess how well students engage with texts.	• Marked assessment • MS forms results • Reading progress feedback report • Class discussion
Brain Dump	• Students 'dump' everything they know onto the page • Cops and robbers can also be incorporated where students can 'steal' from others	• Mind maps • Brain dump evidence in jotter

What to do with the information gathered

Learners can assess their starting points and misconceptions

Staff can use prior knowledge of students to plan future lessons and address gaps in knowledge

Assessment in the MIDDLE of a unit

What knowledge and skills are learners *developing*?

Method	Examples	Evidence
Cops and Robbers Table	• Students recall and write down everything they have learnt on one side of table. • Then get the opportunity to 'steal' from their peers and add to 'robbers' of table.	• Retain completed grids. • Review what was recalled and what was commonly stolen.
Microsoft Forms Quiz	• Quiz based on content covered so far – data not used as final predictor but check in on content delivered. • Utilise Teams grading and rubrics based on success criteria	• Forms data (excel spreadsheet) grades. • Reflection tool on OneNote to gauge confidence level
Peer assessment – **KIND, HELPFUL & SPECIFIC**	• Evaluate progress so far – students identify completed success criteria • Students suggest clear next steps to achieve success criteria	• Peer assessment sheets • Amended work/improvements to work • Online logs – forms can be useful for Peer feedback
Homework	• Basic comprehension questions • Exam style questions • Teams Learning Accelerators • Generate rubrics via teams	• Teams assignments data • Self marked papers using mark scheme.

What to do with the information gathered

Learners can use feedback to articulate next steps

Teachers can identify common mistakes and these can be shared with the class (recorded as hazards to watch out for).

Assessment at the END of a unit

What knowledge and skills have learners *developed* during the unit?

Method	Examples	Evidence
End of Topic Test	• Assessing knowledge and skills acquired during the unit	• Marked tests • Cover sheets matched to benchmarks • Student reflections on next steps • Peer assessment feedback
Completion of Project	• Completed piece of work (essay/project/ presentation)	• Cover sheets matched to benchmarks • Online rubric matched to skills used/aims achieved • Student self marking retained/peer marking retained
Portfolio Review	• Use of clear rubrics to assess portfolio of work produced • Students sign off on a piece of work to say it is their best work	• Students assess their own work and review their portfolio at key points during the year • Reflection questions could be used and retained to assess learner progress
Self-Marking	• Utilise marking schemes to encourage students to assess their own work • Co-construct mark schemes/ end of unit tests • Work assessments backwards	• Marked work – ensure comments are given based on specific expectations • Student reflection on next steps/ identifying next steps

What to do with the information gathered

Learners can construct generalised feedback/revision for next session acknowledging gaps in knowledge and common mistakes

Teachers can identify development needs and use information to plan future learning