

ORMISTON BOLINGBROKE ACADEMY'S THE CRAFT OF ASSESSMENT

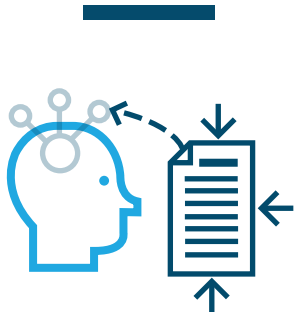


Five key principles to create a climate for meaningful, manageable and motivational assessment of learning I have used at Ormiston Bolingbroke Academy to cultivate a culture with staff and students to support improvement in teaching pedagogy and outcomes across Key Stage 3 to 5.

C

CONDENSE

Time for students to use their notes to create meaningful knowledge sketches and ownership of their learning providing them with the platform to transform new learning into memorable materials that can be used to rehearse and deliberately practice.



R

REFLECT

Opportunity for students to strengthen memory connections through retrieval and spaced practice at the beginning of a lesson through a 5 to 8-minute low stake questions reviewing previously covered concepts and processes. This allows students to deliberately practice retrieval to improve long term memory and knowledge recall.



A

ASSESS

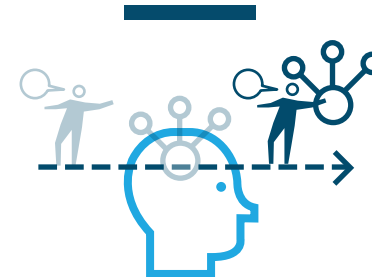
Regular opportunities to capture learning using formative assessment to allow students to apply their understanding to the key concepts and processes taught in the previous two weeks. A repeated cycle of formative assessments that build in complexity until a final diagnostic assessment at the end of an 8-10 week learning cycle.



F

FEED-FORWARD

Timely and focused re-teaching of misconceptions and further models of excellence informed by student outcomes from formative and summative assessment.



T

TARGET-DRIVEN IMPROVEMENT

Time for students to use the positive and specific targets from their teacher to close the knowledge gaps by 'holding the grade'. This enables students to use this time to conduct focused editing and re-scripting to effectively and constructively implement the directed improvements provided by teachers.

