

# **Assessment & Reporting Policy (2016)**

## Statement

At Highgate Wood School we believe that assessment, reporting and recording are essential for effective learning and teaching (Hattie 2008, Black and Wiliam 1990). We aim to provide an assessment process with a focus on student progress that contributes to success. We believe that each student has individual and unique strengths along with areas for improvement, and our assessment processes will enable all stakeholders to recognise these and plan accordingly.

This policy should be read in line with the Feedback Policy (2016).

## Growth Mindset Principles

At Highgate Wood School we encourage all staff and students to adopt a Growth Mindset and view these as underlying principles for all policies and practices. People who hold the Growth Mindset believe that intelligence can be developed, that the brain is like a muscle that can be trained. This leads to the desire to improve. We also understand that you improve by embracing challenges, because we know that you can only improve by doing this. Similarly, obstacles – external setbacks – do not discourage you. Your self-image is not tied to your success and how you will look to others; failure is an opportunity to learn, and so whatever happens you gain something from the process. Similarly effort is seen not as something useless and to be avoided, but rather as essential in order to grow and master useful skills. Criticism and negative feedback are useful sources of information. The Growth Mindset individual knows that he or she can change and improve, so the negative feedback is not perceived as being directly about them as a person, but rather about their current abilities. We understand the power of the word ‘yet’. The success of others is seen as a source of inspiration and information. Therefore, Growth Mindset individuals will strive to improve and this will create a positive feedback loop that encourages them to keep learning and improving.

## Principles

There are four main elements to the policy:

- Purposeful, clear, effective assessment that involves our students throughout the process;
- Establishing clear systems for teacher responses to student work to motivate students to identify specific ways in which to improve achievement;
- Developing and implementing a manageable record keeping system that identifies and describes the progress and achievements of each student and enables them to ‘close the gap’ to improve further;
- Establishing effective, regular reporting to parents and students to share the progress that is being made and the good learning behaviour that is being displayed.

Current educational thinking on assessment (see the Commission Report for Assessing Without Levels) is very clear on the purpose of assessment, ie that it is primarily focused on providing information for students and teachers which enhances learning. There is a clear move away from assessment systems being driven by a need for data and skewed by the need to constantly show ‘progress’. We welcome these developments and they are reflected in our amended policy.

## Implementation

### 1. Assessment

Assessment is the process designed to determine what a student knows, understands, can do how much progress they have made and how they can make further progress. In particular, effective assessment:

- **is based on clear, shared learning objectives and success criteria;**
- is appropriate to the task and the learner and provides feedback allowing students to recognise their next steps and how to take them;
- engages the student and teacher in reflection, review and target setting;
- informs about a student's progress;
- enables students to know the standards they are aiming for and understand their targets for the future;
- is positive about achievements;
- understands the difference between attainment and achievement, and values both;
- informs intervention at whole school, departmental and individual teacher levels;
- provides a central contribution to the school's ongoing self-evaluation and action planning
- contributes to the process of curriculum evaluation and future curriculum planning.

It takes two major forms, formative and summative, which in turn have several facets. (Please refer to Appendix 1 for a further explanation of each.)

## 2. Teacher Responses to Student Work

The form of assessment will vary according to the task and purpose and in line with the Feedback Policy.

Teachers use many methods of assessment, including:

- providing feedback on assignments;
- discussion with individuals;
- practical tests;
- written tests and examinations;
- providing feedback on class work and homework,;
- observation of students;
- practical activities;
- students' self assessment and peer assessment.

This examination is always against the criteria previously set by the teacher and known by the student. The judgements arising from these processes should, when linked with the National Curriculum or exam board specifications, form the basis of a teacher's assessment.

At Highgate Wood School recording information about a student's achievements and progress, although essential, is only part of the assessment process and not an end in itself.

### i. Feedback

Providing feedback consistently through the year is the way that students receive information regarding the quality of their work and guidance about how to improve it further. Effective provide feedback can play a major role in raising achievement. This means that we must:

- use the agreed Highgate Wood School Feedback Policy;
- give periodic verbal feedback to individuals/class;
- make sure it is clear to students how and why we provide feedback;
- praise students efforts and achievements (nb growth mindset research which says we should be emphasising the effort put into producing high quality work);

- establish learning situations where students can share and comment on each others' work;
- ensure that students understand departmental mark schemes by providing an information sheet in the front of their book;
- moderate agreed feedback structures across the department.

## ii. Target Setting

In line with the HWS Feedback Policy, target setting aims to help the student think about particular ways in which they could improve achievement and attainment. It is closely associated with feedback and can be used either during a piece of work, or at the end of units of work in line with the agreed skills and knowledge as specified in departmental schemes of work. Teachers need to think carefully about the targets they wish to set and ensure they give the students time to respond to them.

- they can be set during a piece of work by writing the target at the end of the work;
- they will include subject specific skills;
- they will be clear, achievable and relevant;
- they will be specific to each student;
- they will be revisited when students are writing self assessments at the end of units, and progress commented on;
- they will be connected to National Curriculum or individual subject specification;

For each subject, all students are given an end of KS4 Target *Minimum* Grade. These targets:

- are based upon tested prior attainment data from KS2 and are calculated with reference to national performance levels in all subjects, using a range of indicators as guidance;
- are meant to be a 'floor not a ceiling', all students should aim to meet or beat these targets;
- Are meant as a guide for students, teachers and parents to flag up the level at which intervention would be necessary.

## iii. Self-assessment

Self-assessment is the student's role in reviewing their learning, their achievement and their effort. There will be guidelines for students available and these will include:

- ensuring it is a two-way process where they take responsibility for their learning;
- getting them to look at the success criteria set at the start of a the unit and think about what they were trying to achieve;
- establishing that it reinforces learning;
- explaining that it is part of the learning process and something which will be used and valued by students and teachers.

## iv. Peer-assessment

Peer-assessment represents students' roles in reviewing each other's learning, their achievement and their effort. There will be guidelines for students available and these will include:

- explaining to students how to do this in a sensitive fashion;
- getting them to look at the success criteria set at the start of a unit and think about what they were trying to achieve;
- establishing that it reinforces learning;

- explaining that it is part of the learning process and something which will be used and valued by students and teachers.

### 3. Teachers' Recording of Student Achievement

Record keeping is the outcome of assessment and feedback. It leads on to reporting and creating a clear picture of a student's achievements and attainments. Records are designed to be straightforward and manageable in order to minimise the clerical aspects of the job. The opportunities to assess and record achievement will flow from the range of teaching activities.

Teachers' records will:

- identify and describe the progress and achievements of each student;
- show the attainment of each student;
- be on-going and cumulative - regularly adding to and building on previous assessment;
- be based on a variety of evidence;
- be easy to interpret;
- be subject to specific rules on access, confidentiality and transfer;
- provide a basis for reporting students' progress to parents;
- provide evidence of progress towards/achievement of Individual Educational Plan targets.

Every department should have put together a portfolio of moderated assessed work. This will:

- include a range of student works, eg essays, video footage and multimedia resources;
- have a range of examples of work from KS3 and at KS4/5 at each exam grade;
- be moderated within the department;
- be used as a resource by teachers to ensure consistency of standards as well as support less experienced staff.

Assessment will always be against clear, shared criteria. To ensure that this is the case, heads of department will ensure that schemes of work are written in accordance with HWS's agreed SOW proforma criteria.

### 4. Reporting

Effective reporting is essential if students and parents are to know that progress is being made and good learning behaviour is being displayed. It must always be based on on-going teacher assessments.

(Please refer to the Appendix 2 for an outline of the whole school assessment and reporting cycle and further to this is an explanation of each of the constituent activities.)

#### i. Progress Checks

Progress checks will occur at 3 points across the academic year, one per term. Progress checks will provide both an assessment of progress against student's KS4 TMG and an indication of their effort in each subject. In Key Stage 3 students will receive an indication of whether they are on track or not against a range of grades (eg 9/8; 7/6; etc. We refer to this as a 'forecast' grade, at KS4 this will become a predicted grade with fine grading in year 11). Each class teacher will identify at least 3 students in each class who are underachieving and record their actions to close

the gap. These will be reviewed periodically and at the next progress check. Heads of department and Heads of House will analyse the data for wider patterns and put in place interventions as appropriate.

Please refer to Appendix 2 for an outline of the whole school assessment and reporting cycle for the data capture specified times. The rationale is that they:

- will allow teachers to make either a forecast or a prediction of what they will attain at the end of Key Stage 4 if they continue to make the same rate of progress;
- will allow teacher judgements about effort, and concerns about homework, behaviour and organisation where these are relevant and additionally at Key Stage 4 controlled assessment;
- are intended to give regular feedback to parents and students;
- are intended to inform heads of houses and heads of departments about progress in their houses and in their subject areas respectively and to allow the use of the data to inform intervention and other action to address underachievement as well as shaping curriculum development and identifying CPD needs.

(Please refer to Appendix 2 for an explanation of each of the aspects in use in the progress check report.)

## **ii. Learning Review Day**

There is one Learning Review Day scheduled in the assessment calendar in the second half of the autumn term. Learning Review Day involves a student and parent meeting with their tutor (or in some cases someone from their house or learning support) agreeing strategies to improve academic achievement. The progress made by the student in relation to the strategies agreed will be monitored on an ongoing basis through discussions with the tutor in tutorial time, particularly after the production of progress reports.

(Please refer to Appendix 4 for an explanation of each of the aspects involved in Learning Review Day)

## **iii. Year 11 Mock Results (1 and 2) and Predicted Grade/Level Reporting**

Following on from the Year 11 mock examinations, Year 11 students have a specific report to inform parents of mock results and predicted grades. The report will:

- follow the format of the progress check report (Please refer to Appendix 3);
- provide a mock examination result expressed as a fine grade;
- provide a predicted grade expressed as a fine grade;
- provide the tier of entry where applicable;
- be released to coincide with the year 11 Mock Results Day and Year 11 Parents' Evening.

Additionally, where students have gained actual results for modules or actual full courses these will be provided separately, as and when appropriate.

## **5. Roles and Responsibilities**

Each member of staff has a different role to play in implementing the assessment, recording and reporting system. (Please refer to Appendix 5)

## Appendix 1

### i. Formative assessment

We use the general term *assessment* to refer to all those activities undertaken by teachers—and by their students in assessing themselves—that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes *formative assessment* when the evidence is actually used to adapt the teaching to meet student needs” (Black & Wiliam, 1998 p. 140)

“Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there” (Broadfoot et al., 2002 pp. 2-3)

Formative assessment takes place on a continuous basis, during all aspects of learning and is at the heart of our Feedback Policy (2016)

Key principles:

- share success criteria with students so that they are able to monitor their own progress toward them;
- promote the belief that ability is incremental rather than fixed;
- make it more difficult for students to compare themselves with others in terms of achievement;
- provide feedback that contains a recipe for future action rather than a review of past failures;
- provide time for students to engage with and respond to the feedback;
- use every opportunity to transfer executive control of the learning from the teacher to the students to support their development as autonomous learners.

### ii. Summative assessment

This may take a number of forms but it always takes place at the end of a unit of work, year, key stage or course. Its purpose is to show what a student has achieved and attained during the unit of work, year, key stage or course.

This information is used in a number of ways:

- to identify a student’s learning difficulties (for external assessment);
- to gain qualifications, e.g. GCSE, A-Level;
- to inform the advice and guidance given to students regarding career progression choices
- reporting to parents
- to inform our school self-evaluation processes.

## Appendix 2 Highgate Wood School Assessment and Reporting Cycle

Term	Year/Dept	Assessment / Reporting Activity
Autumn 1 <sup>st</sup> half term	Years 7,10 & 12	Concern screen
	Post 16	UCAS predicted grades

Term	Year/Dept	Assessment / Reporting Activity
Autumn 2 <sup>nd</sup> half term	Years 7-11	Learning Review Day
	Years 8-13	Progress Check 1

Term	Year/Dept	Assessment / Reporting Activity
Spring 1 <sup>st</sup> half term	Year 11	Mock results, predicted grades and tiers of entry
	Year 12 & 13	KS5 Mock results & predicted grades
	All Depts	Review Year 11 Student Progress Review Year 11 Exam entries

Term	Year/Dept	Assessment / Reporting Activity
Spring 2 <sup>nd</sup> half term	All years	Progress check 2
	Year 11	Mocks 2 results, predicted grades and tiers of entry

Term	Year/Dept	Assessment / Reporting Activity
Summer 1 <sup>st</sup> half term	Years 11, 12 & 13	Final predicted grade

Term	Year/Dept	Assessment / Reporting Activity
Summer 2 <sup>nd</sup> half term	Years 7-10	Progress check 3 (Year 9 End of KS3 levels)
	Year 10	Year 10 exam results



## Appendix 3

### 1. Progress Check Reports

#### i. KS4 Target *Minimum* Grades

For each subject, all students are given an end of Key Stage (KS4) minimum target level or grade. These levels/grades are based upon KS2 attainment data and are calculated with reference to national performance levels in all subjects. They represent the *minimum* grade expected at key stage for Key Stages 4 and 5. The expectation is that every student must achieve this minimum target level/grade and that many should and will surpass it. The main reason for having this is as a marker to identify where students who fall below this level at any point will need intervention.

#### iii. Forecast grades (KS3):

These represent an indication of the most likely Key Stage 4 outcomes for a student given the way they are currently working. This will be an overall professional judgement from their teacher drawing on assessments, classwork, homework and learning behaviours. In KS3 this will be a range on the new GCSE grading scale, ie 9/8; 7/6; etc. These forecasts can fluctuate.

#### iii. Predicted Grades (KS4):

These indicate the grade/level that the student is most likely to attain at the end of the key stage (when the summer results come out after Year 11) based on how the student has performed across the most recent term's assessments considering the amount of progression the student has currently demonstrated ie. if the student continues to show this level of commitment and progression, what do you predict they will achieve at the end of Key Stage 4. Teachers do not only rely upon one factor when arriving at the predicted grade e.g. a test result or one piece of work, but look at the student's performance holistically, particularly drawing on the department's agreed key assessment pieces and mock exams.

### 2. Effort Grade

#### Fields of Information:

E	Excellent
VG	Very good
G	Good
C	Concern
SC	Serious concern

#### i. Effort

The effort judgement made by teachers is intended to show the level of hard work and commitment that a student has demonstrated. This should include both classwork and homework and the grade given should be based on an overall 'best fit' model. It is indicated by letters E, VG, G, C and SC.

Grade	Code	Criteria for Effort
Excellent	E	<ul style="list-style-type: none"> <li>Effort in all lessons and with homework is consistently above expectation when contributing and completing all tasks;</li> <li>Effort always ensures complete focus on the learning.</li> </ul>
Very Good	VG	<ul style="list-style-type: none"> <li>Effort in all lessons and homework is in line with expectation when contributing and completing all tasks, and in some lessons effort is above;</li> <li>Effort always ensures acceptable focus on the learning.</li> </ul>
Good	G	<ul style="list-style-type: none"> <li>Effort in virtually all lessons and homework is in line with expectation when contributing and completing all tasks;</li> <li>Effort virtually always ensures acceptable focus on the learning.</li> </ul>
Concern	C	<ul style="list-style-type: none"> <li>Effort occasionally in lessons and homework is not line with expectation, but in the rest of the lessons effort is in line with expectation when contributing and completing all tasks;</li> <li>Apart from in a minority of lessons, effort always ensures acceptable focus on the learning.</li> </ul>
Serious concern	SC	<ul style="list-style-type: none"> <li>Effort frequently in lessons and homework is not in line with expectation and the 4Cs are regularly not demonstrated, as they are unwilling to contribute or complete tasks;</li> <li>Effort frequently does not allow for acceptable focus on the learning.</li> </ul>

#### iv. Concerns and Serious Concerns

Where there are concerns with a student’s performance in a subject it is the expectation that these will be followed up in the appropriate manner, eg behaviour concerns logged on Sims, lack of homework resulting in a departmental detention. Therefore parents should already know well *in advance* of receiving a report or meeting a teacher at a parents’ evening that there is an issue. Ongoing concerns can still be logged on reports, with the following codes, more than one may be entered:

**N/A** – not applicable, no concerns about this student

**BEH** = significant behaviour issues/concerns

**HWK** = significant homework issues/concerns

**ORG** = significant homework issues/concerns

Similarly it would be expected that any students with concerns or serious concerns would feature in the 3+ students identified in each class for actions. Where there is a pattern across subjects the intervention will be put in place by the house team.

**iv. Controlled Assessment (KS4 only)**

This refers to the student’s quality and completion to deadlines of pieces of work that are part of the formal assessment within the qualification for that subject.

Grade	Code	Criteria for Controlled Assessment (Year 10 and 11 only)
Excellent	E	<ul style="list-style-type: none"> <li>All complete and quality is above expectation (MTG) or equal to if MTG is an A*.</li> </ul>
Very Good	VG	<ul style="list-style-type: none"> <li>All complete and the quality of some pieces is above expectation but the rest are in line with expectation (MTG).</li> </ul>
Good	G	<ul style="list-style-type: none"> <li>All complete and quality is as expected (MTG).</li> </ul>
Concern	C	<ul style="list-style-type: none"> <li>Occasionally pieces are not complete or are late but the quality when submitted is as expected (MTG) <b>or...</b></li> <li>All pieces are complete but occasionally pieces have quality that is not as expected (MTG).</li> </ul>
Serious concern	SC	<ul style="list-style-type: none"> <li>Frequently are pieces incomplete or late but the quality when submitted is as expected (MTG) <b>or...</b></li> <li>All are complete but frequently pieces are submitted where the quality is not as expected (MTG).</li> </ul>
Non-applicable	NA	<ul style="list-style-type: none"> <li>This course does not have controlled assessment as part of its assessment or...</li> <li>Controlled assessment has not been completed yet</li> </ul>

## Appendix 4

### **Learning Review Day (LRD) – November/December of the autumn term.**

The purpose of the learning Review Day is to agree strategies between the student, tutor and parent that the student needs to implement across the academic year. The strategy agreement process will be informed by the prior reporting data and by the progress check 1 activity that takes place at the end of the first autumn half term. A strategy agreement preparation session will take place where students and their tutors will look at the progress check data and use this to draft strategies, which will then be discussed with parents at the LRD interview. The agreed strategies will be recorded by tutors to enable ongoing discussion during tutorial time, particularly after Progress Checks across the academic year. Students will record their strategies in their student journals and these are then available for reference by the students and their subject teachers throughout the year.

## Appendix 5

### Roles and Responsibilities

#### Headteacher

The Headteacher is responsible for ensuring that:

- there is an effective assessment policy in place;
- the policy is consistently and efficiently implemented;
- results of KS3, KS4 and KS5 tests and assessments are reported to Governors and Parents in appropriate form.

#### Deputy Headteacher with responsibility for Assessment

The Deputy Headteacher is responsible for ensuring that:

- all assessments are analysed by subject, gender, ethnicity, previous results and other relevant factors;
- all arrangements are put in place for the appropriate tests/exams;
- any external tests/exams are properly conducted;
- baseline data for each key stage is developed and communicated in a consistent format throughout the school;
- predicted grades from KS4 reports are analysed by the Assistant Headteacher with responsibility for KS4 progression along with the relevant heads of house and the information from this is communicated to all heads of department;
- ALPS target minimum grades are communicated appropriately by the Assistant Headteacher with responsibility for KS5.

#### Examination Officer

The Exams Officer is responsible for ensuring that:

- the arrangements for all external examinations are known by departments and students;
- the information from examination boards is passed to the relevant heads of department;
- all internal examinations are properly run;
- Liaising with the Learning Support Department to ensure eligible students have special access arrangements
- the results of examinations are communicated to the appropriate people.

#### Head of Department

The Head of Department is responsible for ensuring that:

- assessment arrangements are incorporated into all schemes of work;
- the departmental assessment, feedback, recording and reporting policy reflects and incorporates the whole school policy;
- members of the department, particularly students and those new to the school, are made familiar with the department's methods of assessment and the standards expected;
- work is regularly moderated before data entry to ensure consistency and rigour;

- the department has appropriate records of levels of attainment and progression and annotates and stores any necessary data (samples of work, evidence and controlled assessment) in a moderated assessed portfolio;
- there is consistent feedback and use of rewards within the department;
- internal examinations are carried out properly with appropriate content;
- the outcomes of departmental assessments and exams are analysed and individual and group patterns are identified in order to support the raising of achievement;
- entry to external examinations is made at the appropriate level and following the school's policy about entry;
- end of term assessment data capture and learning behaviour check (soft-tracking) data capture is completed by classroom teachers to the deadlines specified;
- there is consistency in the content of reporting to parents.

## Head of House

The role of the Head of House (HOH) is to understand the cyclical nature of assessment in order to make the best use of both assessment opportunities and contact with students, teachers and parents.

### The Head of House is responsible for ensuring that:

- data on students is used to monitor all students in the cohort;
- data is used to identify individual students or groups of students who are underperforming, in order to provide intervention and then use subsequent data to monitor for impact;
- information is disseminated to relevant members of staff on students who are underperforming;
- the tutor team is guided through the process of academic review and target setting;
- the effectiveness of intervention is monitored;
- the Parents' Evening is organised, including informing parents, targeting students who are of concern and maximizing attendance.

## Tutor

The role of the tutor is to have a thorough knowledge and understanding of the students, based on personal contact and the data available.

The tutor is responsible for ensuring that:

- students in their tutor group are monitored using the available data and information e.g. SIMS, registers, academic data, student journals, students' progress check report comments;
- the relevant head of house is informed of any concerns regarding tutees;
- students are prepared for LRD, the setting of personal targets and the subsequent target reviews across the year;
- organising and meeting students with parents for interviews during LRD.

## SENCO role in Learning Support

The SENCO is responsible for ensuring that:

- along with the KS3 Assistant Headteacher, baseline data on entry is gathered and communicated;

- departments and house teams are informed about any special needs students have including, where appropriate, the outcomes of formal assessment for special educational needs;
- special arrangements are made, where needed, for testing and examinations and that support is given as required;
- special considerations are arranged with the examinations boards for older students and that any referrals are made to the educational psychologist to allow for these.

## **Classroom Teacher**

The classroom teacher is responsible for ensuring that:

- regular assessment and feedback occurs as specified in the Feedback Policy and that this informs planning, teaching and interventions;
- progress check data capture is completed to the deadlines specified in the assessment and reporting cycle;
- whole school assessment data is based on agreed department assessment processes and individual and department record keeping of assessment data;
- levels and grades will be provided for all students taught at the specified times as indicated in the assessment and reporting cycle;
- year 11 reports will be completed providing mock results, predicted grades and tiers of entry, where applicable;
- KS5 reports will be completed as directed by the responsibility holder for KS5.

## **Student**

There is an expectation that the student will display the following attributes and qualities in order to benefit from the assessment process:

- be enthusiastic to develop skills within and beyond the classroom, aiming for excellence;
- establish good organisational skills:- arrive on time, be equipped, meet deadlines;
- acquire study skills such as researching and processing information, creative thinking, explaining and evaluating;
- follow the 4 Cs (Courtesy, Consideration, Cooperation and Contribution) and have mutually respectful relationships with other people in the school community;
- take responsibility for her/his own learning, work cooperatively in a group and respect the contributions of others;
- work to the best of her/his ability and aim to complete all tasks on time and to the highest standard;
- take pride in the quality of her/his work and contribute towards building an excellent learning environment;
- be aware of her/his current achievements, progress and potential;
- be able to reflect upon her/his learning and that of others, and identify areas where she/he can improve;
- celebrate her/his success and the successes of all others.

### **Appendix 6 Extract from EEF Report on Marking April 2016**

Some findings do, however, emerge from the evidence that could aid school leaders and teachers aiming to create an effective, sustainable and time-efficient marking policy. These include that:

- Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer
- Awarding grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers' formative comments
- The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress
- Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking
- Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress. A mantra might be that schools should mark less in terms of the number of pieces of work marked, but mark better

From executive summary p5

### **Key documents**

Eliminating unnecessary workload around marking: Report of the Independent Teacher Workload Review Group, March 2016.

Eliminating unnecessary workload associated with data management: Report of the Independent Teacher Workload Review Group, March 2016

A marked improvement a review of the evidence on written marking, Education Endowment Foundation April 2016.

Embedded Formative Assessment, Dylan Wiliam, 2011.

Final report of the Commission on Assessment without Levels, DfE, September 2015.

June 2016