



# The Crypt School Assessment Policy

**Lead Person:** Deputy Head (Academic)

**Governing Body Committee:** Resources, Staff and Pay

## Introduction

Assessment refers to a range of approaches aimed at evaluating students' understanding and progress. This, in turn, enables feedback to be provided to students to help them improve, make further progress and take responsibility for their learning. Such information also informs future teaching and learning.

Assessment of students' work is on-going and takes place in all lessons. It can take many forms and is much broader than 'just taking a test'. At The Crypt School, two forms of assessment are utilised:

- **Summative (formal) assessment** sums up what a student has achieved over a period of time. These assessments include written tests and exams as well as presentations, performances and practical work appropriate to each subject. These assessments are marked by teachers with the expected practices set out in The Crypt School Marking Policy.
- **Formative (informal) assessment** takes place in the majority of lessons. This provides ongoing information about students' understanding and enables teachers to respond to the information gained. The focus is on improving the student rather than judging their current performance. These assessments are covered by the details in this policy.

For both types of assessment, feedback is provided in an appropriate format so that students can reflect on their learning and know how to make further progress.

## 1. Rationale and Benefits

Formative assessment is designed to complement, not replace, summative assessment. It enables regular, timely feedback and advice to be given to students so that they know how to improve and progress in their future learning<sup>1</sup>. Such advice may be provided by students' teachers, their peers or themselves. There is a positive impact on student learning when students receive regular feedback and have opportunities to reflect on their progress.<sup>2</sup> Feedback enables students to reflect on their learning, make corrections and, most importantly, be aware of how to improve their work in the future so ensuring long-term progress is achieved. This approach encourages students to take increasing responsibility for their academic performance.

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<sup>1</sup> Rosenshine, B (2012) Principles of Instruction

<sup>2</sup> Van de Pol, J (2008) *The nature, reception and use of online peer feedback in higher education* Computers and Education Vol 51 Issue 4 (pp 1804-1817)

Formative assessment also provides the teacher with information about student knowledge and understanding so that future teaching or interventions can address any weaknesses or misconceptions. Such assessment can be carried out in a time-efficient manner negating the need to formally mark every student's work and so reducing workload for teachers.

## 2. Practice

In order to use formative assessment effectively, teachers will consider how to collect information about student performance and how to provide feedback in the most appropriate format. Teachers will also plan how students will respond to this feedback so that they are able to make further progress.

### a) Types of formative assessment

Teachers will design tasks with feedback in mind so that the tasks provide evidence about what the student knows and how they are thinking<sup>3</sup>. Well-designed tasks will enable feedback to be provided promptly and in a time-efficient manner.

A range of assessment strategies will be used with the most appropriate method being selected for the particular subject, task and students being assessed. These may be deployed during a lesson or as a homework task and can include teacher-directed questions; electronic quizzes; written tasks; performance tasks; practical outcomes and projects. Specific details about suitable strategies are provided in Appendix 1.

HoDs are required to ensure there are adequate and appropriate formative assessment opportunities included in their Schemes of Work.

Questioning is a particularly important tool for formatively assessing students. Thinking time will be provided so that students can plan a response with 'cold calling' then used in the majority of lessons to ensure that most students contribute responses regularly. Students who are unable to answer a question can expect to be asked the same question again within the same lesson. Students will also be encouraged to re-phrase, expand and extend their answers in order to improve the quality of their responses. If further information is needed, please contact the Associate SLT (Teaching and Learning).

### b) Frequency and execution of formative assessment

Teachers will use formative assessment techniques during, or soon after, the majority of lessons. This enables feedback to be provided to students either immediately or in a forthcoming lesson. In this way, students can still remember the learning that the feedback relates to and so can make meaningful improvements. Teachers will decide the most appropriate time for delivering feedback based on the task, the student and the class.

Assessed work may be checked by the teacher, the student who completed the work or another student in the class. AI can be used to mark "low stakes" tasks such as quizzes or homework, but teachers must check the results for accuracy (DfE guidance June 2025). This ensures that workload associated with frequent formative assessment is manageable.

Where the teacher wishes to make a judgement about the levels of understanding within a class, responses will be obtained from a significant number of students e.g. using mini-whiteboards, hinge questions, true/false cards, exit cards.

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<sup>3</sup> EEF (2021) *Teacher Feedback to Improve Pupil Learning* Guidance Report (p16)

Formative assessments are 'low-stakes' assessments so marks and / or grades do not need to be given meaning that the focus is on what has been achieved and the next steps for further progress. If a mark is generated, there is no requirement for this to be recorded by the teacher nor used to inform progress grades sent home.

### c) Providing feedback to students

Effective feedback is vital if the information collected is to be used to make a difference to students' learning moving forward.<sup>4</sup> Therefore, feedback will be provided for a specific piece of work and relate to the success criteria for the task. Suggestions for improvement may focus on a particular task, the wider subject content and / or the students' self-regulation strategies that enable effective learning.<sup>5</sup>

Prior to giving feedback, teachers will ensure that students understand the purpose of the feedback so that they can embrace the advice given and use it in a positive manner to improve their future learning.

Features of effective feedback include it being understandable (so that students know what they need to improve); helpful (so that it moves students forward) and actionable (so that students have to think deeply).<sup>6</sup> Therefore, the advice given to students will be precise and target the learning gaps revealed by the assessment task rather than focusing on effort or praise: the quality of the feedback is more important than the quantity.

Teachers will use a variety of techniques to provide either immediate feedback within the lesson (e.g. spoken responses, live-in class marking, immediate review of electronic quizzes, marking under a visualiser) or delayed feedback in a future lesson (e.g. whole class feedback sheets, reviewing exit tickets or electronic forms, providing exemplar answers, use of marking codes). Further details about these strategies are given in Appendix 1.

It is recognised by the Education Endowment Fund (EEF) that verbal feedback is the most effective mechanism for raising student achievement.<sup>7</sup> The nature of the verbal feedback is chosen by the teacher and may include advice on how to improve a response or action; address a misconception or re-teaching a concept again. However, there is no requirement for verbal feedback to be recorded. Teachers will use other forms of feedback where appropriate to the student or class receiving the feedback.

### d) Ensuring students respond effectively to feedback

Feedback needs to be followed up with a task or action that addresses the students' learning needs.<sup>8</sup> Teachers will ensure that sufficient lesson time is given to discussing the purpose of the feedback, providing the feedback and for students to act on the feedback. A variety approaches can be taken to ensure that students do respond to feedback including making immediate corrections, completing further practice or completing a DIRT task.

DIRT (Directed Improvement and Reflection Time) tasks are required to be completed after all summative assessments have been marked (see Marking Policy). However, these tasks can also be used to ensure that students act on feedback after some formative assessments. These tasks will be designed to impact the future work a student will undertake. Clear, achievable action points or success criteria will be given to students so that identifiable improvements can be made. Such tasks may also

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<sup>4</sup> Wiliam, D. and Leahy, S. (2015) *Embedding Formative Assessment: Practical Techniques for the K-12 Classrooms*.

<sup>5</sup> EEF (2021) *Teacher Feedback to Improve Pupil Learning* Guidance Report (pp. 21 - 23)

<sup>6</sup> Jones, K. (2021) *Wiliam and Leahy's Five Formative Assessment Strategies in Action*.

<sup>7</sup> EEF (2021) *Teacher Feedback to Improve Pupil Learning* Guidance Report (pp38-41)

<sup>8</sup> Sherrington, T (2017) *"Five Ways of Giving Effective Feedback as Actions"*

<https://teacherhead.com/2017/12/18/fiveways-of-giving-effective-feedback-as-actions/>

provide exemplars and models so that students can see how to improve their work. Students may be asked to rewrite a task, complete further practice, add additional detail or clarification, carry out further research or apply their knowledge to a new context. Students may also be asked to reflect on how they approached a task and how this could be adjusted and improved in the future (self-regulation strategies).

“The important point is that the feedback is focused, is more work for the recipient than the donor, and causes thinking rather than an emotional reaction.”<sup>9</sup>

**Approved by Pupil Education and Outcomes Committee: June 2026**

**Review cycle: 1 year**

**Date of next review: June 2027**

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<sup>9</sup> Wiliam, D (2018) *Embedded Formative Assessment (Second Edition)* Solution Tree Press (p 146)

## Appendix 1

Information about some of the strategies that can be used to implement formative assessment are given below. This is not an exhaustive list and other strategies will be used as appropriate to the subject and lesson.

|  | Questioning: Cold Calling                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why?                                                                              | <ul style="list-style-type: none"><li>• To enable responses to be gathered from a range of students</li><li>• To ensure that a small group of students do not dominate spoken responses</li><li>• To check the levels of understanding of a range of students</li></ul>                                                                                                                                                         |
| How?                                                                              | <ul style="list-style-type: none"><li>• Pre-warn the class that everyone needs to think of an answer to the next question and be ready to respond.</li><li>• Ask the question / display on board and provide some thinking time.</li><li>• Ask a named student for their answer.</li><li>• Alternatively, for closed questions or quick recall, ask the question, pause and then name the student who should respond.</li></ul> |
| Further Advice                                                                    | <p>Be aware of SEND students who should not be asked direct questions. If these students do raise their hand, then they could be asked to contribute so that their contribution is on their terms.</p> <p>You can keep track of who you have cold calling through Google Classroom app on the 'People' tab.</p>                                                                                                                 |

|  | Questioning: Maximising Participation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why?                                                                                | <ul style="list-style-type: none"><li>• To ensure that all students are thinking hard about their learning.</li><li>• To check the levels of understanding of the whole class</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| How?                                                                                | <ul style="list-style-type: none"><li>• A question is asked to all students and answers are written on mini-whiteboards without answers being revealed. Students are asked to all hold up the boards at the same time so responses can be scanned.</li><li>• Quick checks through the use of true/false cards; red/green cards; thumbs up / down. These can be shown with all students closing their eyes or heads on the table so that students are not influenced by their peers.</li><li>• Multiple-choice hinge questions focus on a key concept. These can be used mid-lesson to check if a concept is understood. Swiftly assessing the responses enables immediate feedback to be offered.</li><li>• Exit tickets are completed by all students at the end of a lesson and then handed in. Questions would focus on the key learning points from the lesson. Teachers are then able to review responses prior to the next lesson.</li><li>• Plickers and electronic quizzes completed by all students will also maximise participation.</li></ul> |

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| Further Advice | Ensure that the questions asked are designed with feedback in mind so that responses provide useful evidence of a student's knowledge and understanding. |
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|  | <b>Questioning: Reframing Responses</b>                                                                                                                                                                                                                                                                                                                                                  |
| Why?                                                                              | <ul style="list-style-type: none"> <li>To encourage students to develop high-quality responses</li> <li>To enable students to have pride in the quality of their answers</li> </ul>                                                                                                                                                                                                      |
| How?                                                                              | <ul style="list-style-type: none"> <li>Following a verbal response, prompt the student to extend their response or explain in greater depth or add evidence / examples or phrase their response in a full sentence.</li> <li>Following a verbal response, provide all students with an opportunity to think through an improved answer and then hear a selection of responses</li> </ul> |
| Further Advice                                                                    |                                                                                                                                                                                                                                                                                                                                                                                          |

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|  | <b>In-Class Marking: Dot Marking</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Why?                                                                               | <ul style="list-style-type: none"> <li>Enables individual feedback to every student over two lessons.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| How?                                                                               | <ul style="list-style-type: none"> <li>Equip yourself with a yellow and pink highlighter pen and move around the classroom looking for mistakes or excellence.</li> <li>Have your success criteria in mind, which particular question, concept or paragraph you are focusing on.</li> <li>When you spot a mistake, put a pink dot or pink underline and then walk away. Students should now be using their green pen to correct or improve. Before the end of the lesson you can return and mark it with a yellow dot if correct.</li> <li>If you see something excellent go straight to the yellow highlighter</li> </ul> <p>Pink to think, yellow hello. Avoid green as that is the student's correction colour.</p> |
| Further Advice                                                                     | Over time you should not need to ask them to review their pink marks. They should do this as soon as you highlight it.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| Examples | <div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p>1. <math>\left(\frac{f}{5} + 2 = 8\right) \times 5 - 2</math><br/> <math>\frac{f}{5} = 6</math><br/> <math>\left(\frac{f}{5}\right) \div 5</math><br/> <math>f = 1.2 \times 30</math></p> <p>2. <math>\left(\frac{5t}{4} + 3 = 18\right) - 3</math><br/> <math>\frac{5t}{4} = 15</math><br/> <math>\left(\frac{5t}{4}\right) \div 5</math><br/> <math>t = 0.75 \times 12</math></p> <p>3. <math>\left(\frac{t}{5} + 3 = 1\right) - 3</math><br/> <math>\frac{t}{5} = -2</math><br/> <math>\left(\frac{t}{5}\right) \div 5</math><br/> <math>t = -10</math></p> <p>4. <math>\left(\frac{x+10}{2} = 3\right) \times 2</math><br/> <math>x+10 = 6</math><br/> <math>\left(x+10\right) - 10</math><br/> <math>x = -4</math></p> </div> <div style="width: 45%;"> <p>b) Midpoint<br/> <math>\left(\frac{8+2}{2}, \frac{6+3}{2}\right)</math><br/> <math>(5, 4.5)</math></p> <p>c) <math>m = \frac{\Delta y}{\Delta x}</math><br/> <math>= \frac{6-3}{8-2}</math><br/> <math>= \frac{3}{6}</math><br/> <math>= \frac{1}{2}</math></p> <p>d) <math>y - y_1 = m(x - x_1)</math><br/> <math>y - 3 = \frac{1}{2}(x - 2)</math><br/> <math>y - 3 = \frac{1}{2}x - 1</math><br/> <math>y = \frac{1}{2}x + 2</math></p> </div> </div> |
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|  | <h2 style="text-align: center;">In-Class Marking: Visualiser Marking</h2>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Why?                                                                                | <p>Instead of writing individual comments in every student's book (which is time-consuming and often ineffective), teachers read a set of books, make strategic notes and then give feedback to the whole class at once. This strategy is all about making students responsible for their own learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| How?                                                                                | <ul style="list-style-type: none"> <li>• Pick three or four examples of students' work that represent the main misconceptions and points of feedback you want to deliver. Then project these samples of work to the whole class while you explain and clarify specific issues, and/or provide further model answers or worked examples.</li> <li>• Take care with how the feedback is given and received. A visualiser can facilitate the delivery of feedback and contribute to its timeliness, but the quality of the feedback is up to the teacher.</li> <li>• Link to mark schemes, have students decide whether a paragraph or line would get the marks.</li> <li>• How would the student improve? You can annotate one piece of work while the rest of the class annotate their own.</li> </ul> |
| Further Advice                                                                      | <p>Also can be used in class, if you see a common misconception or excellence you can put a students book straight under the visualiser and address the whole class</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



## Electronic Quizzes

Why?

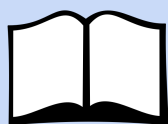
- Electronic quizzes give teachers and students instant feedback
- Quizzes can be gamified to increase the engagement from students.
- To enable responses to be gathered from all students in the class
- It enables all students to partake without standing out amongst the others which can be advantageous for quieter students.
- To check the levels of understanding of all students in a low stake environment.

How?

- There are a range of different online quizzes including and not limited to:
  - From Google (all scores kept and stored in Google Classroom).
    - Google forms - feedback for the correct answer can be embedded into the form so students get instant improvement suggestions.
    - Google question assignment
    - Google practice sets (students attempt questions until they get it correct - the data shows how many attempts they had. AI can be used to add supporting information).
    - Google video assignments (questions embedded in a YouTube video)
  - Kahoot
    - Different styles of questions
  - Quizlet
    - Can be played independently or in teams
  - Quizziz

Further Advice

If you are drafting your own MCQ questions rather than using exam questions or a purchased bundle consider reading the article "Writing multiple choice questions - a handy guide" in the '12. Technology' on the T & L resources drive.



# Whole Class Marking

Why?

- Research-driven - providing opportunities to provide modelling/ feedback.
- Increase student independence/ metacognition & encourage engagement in feedback process.
- Reducing teacher workload - especially in light of the changed assessment policy - which places greater emphasis on group/peer/self marking.
- Improving 'ratio' - Group over individual impact

How?

- Providing clear success criteria - what is 'good'? Where are they going to?
- Actionable & relevant feedback – How do they get there?
- For self marking - provide pre-planned essay checklists/grade descriptors.
- I do (teacher led), We do (teacher & student), You do (Student led)
- Group feedback sheets - based on marking a sample of the class - providing generalised feedback which students need to engage with
- Use feedback codes when marking whole class - avoid writing the same thing over and over.

Further Advice

**RICH feedback principles:**  
Relevant - link to success criteria & specific to the task (rather than student).  
Impactful - Timely manner, allow student time to consume/react to feedback  
Concise - Use codes, don't mark everything!  
Helpful - Make guidance clear & specific, show them why work is 'good' or 'poor'

Example



-good understand of the play and plot.  
-Some good references to Cassio as a 'foil' and Iago as a Machiavellian character  
-Good use of references/evidence regarding O+D's relationship  
-Knowledge of Othello as 'other' and how Iago uses this to his advantage  
-Referencing Iago as a 'Malcontent'  
-Knowledge of racism was evident in essays  
-References to tragedian terms were employed  
-Some relevant critics employed

Why didn't I...:  
-Plan?  
-Explore what is meant by 'deception'  
-Proof-read my work to check that I hadn't made basic errors with regards to spellings?

**A02-dramatic methods:**

|               |                               |
|---------------|-------------------------------|
| -allusion     | -symbolism                    |
| -imagery      | -soliloquies                  |
| -monologues   | -dramatic irony               |
| -verbal irony | -stage directions/aside       |
| -protagonist  | -antagonist                   |
| -foil         | -hamartia ( <del>flaw</del> ) |
| -metaphor     | -hubris (excessive pride)     |

**Term 1: Essay on 'Othello' - the theme of deception**

**Planning is critical:** in some cases, plans were very short-didn't have a clear outline of what you were going to do. If you don't put time into your plan, you essay will NOT improve! This is a critical skill for the subject and for life beyond the classroom!

**A01:** you need to be embedding/ utilising terminology into your essays to pick up more marks.

**Remember that these characters are constructs:** they aren't real. Avoid talking about them as if they are and instead, explore how Shakespeare shapes them through a range of methods.

**Hubris vs Hamartia. Know the difference!**

**Implement a wider range of critics:** ideas from critics that will illuminate your argument.

**Consider the critic you are using:** HOW are they serving your line of argument?

**Areas to focus on moving forward:**

- making explicit and fully relevant links to A03 that complement the question
- Planning, planning, **PLANNING**. Making sure that this process is seamless to guarantee a controlled argument.
- Developing A02 analysis and being conscious of dramatic methods employed by Shakespeare

**REMEMBER:** All questions are designed to produce:

**OPEN-ENDED ANSWERS      ANSWERS THAT WEIGH CHARACTERS/MOTIVES/CONTEXT**

**Questions to consider when reviewing your essay:**

- 1) Go through your essay and highlight where you have used specific terminology that links to the tragedy genre.
- 2) Go through your essay and highlight where you have used specific subject terminology: dramatic methods/language devices/structural features.
- 3) Did you **really** annotate/explore 'deception' and consider a range of moments/characters that demonstrate this?
- 4) Did you consider how deception is linked to male attitudes/beliefs re: Jacobean women?
- 5) Did I link Loomba's article/Othello's pre-disposed misogyny to Desdemona's betrayal of Brabantio?
- 6) Is it clear from start to finish what your argument is/what you are trying to say?
- 7) Did you talk about the use of Iago's soliloquies and how he changes from blank verse to prose?



**Spellings:**

|              |             |
|--------------|-------------|
| -foil        | -practising |
| -racist      | -prevalence |
| -thieves     | -extremely  |
| -instead     | -announced  |
| -inferred    | -deceived   |
| -soliloquies | -believing  |
| -especially  | -ambiguous  |

**Literacy issues:**

- Spelling characters' names wrong. You cannot get away with this as an A-Level Lit student!
- Incorrect spellings of dramatic methods
- Homophones
- Sometimes lack of clarity with *unsubstantiated* observations.

**Deception**

- the action of deceiving someone
- misleading someone/causing them to create false impressions and accept something as true when it is false



## DIRT Feedback:

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why?           | <ul style="list-style-type: none"><li>• Encourage students to reflect on their work.</li><li>• Students actively identify how to improve their work.</li><li>• Encourage student metacognitive skills to improve student independence.</li><li>• Students' common misconceptions are addressed and are explicitly taught.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| How?           | <ul style="list-style-type: none"><li>• Teacher provides written feedback to each student that is specific to the work that they have produced.</li><li>• Teachers model how to apply a specific skill or process to their work.</li><li>• Students are exposed to a perfect answer and are taught how to apply the process to their work.</li><li>• Students are given sufficient time for them to identify how to improve</li><li>• Students rewrite their work by applying the processes and skills that they have learnt.</li><li>• <b>Electronic DIRT suggestion:</b> Find (or create) a video which re-teaches the idea on YouTube. Through google classroom use the video assignment function to embed questions into the video. The students watch the video and answer the questions as they go through. This means you know they have watched the video and if there are any misconceptions raised from it.</li></ul> |
| Further Advice | <ul style="list-style-type: none"><li>• Teachers ask students to check each other's improved work and identify whether they have applied their feedback to their newly produced work.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



## Self and Peer Assessment

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| Why?           | <ul style="list-style-type: none"><li>• Ensure students are able to apply mark schemes accurately</li><li>• Encourage students to be self-reflective about the quality of work produced</li><li>• Increase students exposure to alternative ways of completing tasks</li></ul>                                                                                                                                                                                                                                                                                                                   |
| How?           | <ul style="list-style-type: none"><li>• Focus on a specific skill, area of content or question type</li><li>• Provide clear success criteria or checklists</li><li>• Provide advice on how to provide feedback that is respectful and kind to the student who has produced the work and promotes pride in the work completed.</li><li>• Provide sufficient time for work to be examined in detail</li><li>• Model how to assess some work using a visualiser or following a skill being demonstrated</li><li>• Circulate and spot check some of the assessments as they are completed.</li></ul> |
| Further Advice | <ul style="list-style-type: none"><li>• If appropriate, provide a comment bank of suggestions for how the work could be improved.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

