



**Jack Hunt School**



**ASSESSMENT AND FEEDBACK  
POLICY DOCUMENT**

**Version 5**

**July 2023**

**Reviewed by SLT: July 2023**  
**Approved by Academy Committee:**  
**Date of Next Review: July 2024**

## 1. Introduction

Assessment can be seen to be in three broad types – see Appendix 1.

- (a) Assessment for Learning:
  - (i) Is formative; and
  - (ii) Promotes future learning by helping students close the gap between present performance and their targets.
- (b) Assessment of Learning:
  - (i) Is summative; and
  - (ii) Describes current learning so that student progress at individual, departmental and school level can be monitored and reviewed.
- (c) Assessment as Learning:
  - (i) Encourages reflection on the evidence of learning; and
  - (ii) Helps students set targets.

## 2. Assessment for Learning

2.1 It is defined as '*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*' (Assessment for Learning: 10 principles by the Assessment Reform Group, 2002)

2.2 Key characteristics of Assessment for Learning for students are that:

- (a) Students know what the outcomes of their learning should be if they are to meet their targets;
- (b) Students know and recognise the standards that they are aiming to achieve to reach their targets;
- (c) Students are provided with feedback which leads to them being able to recognise their next targets and the steps needed to achieve them;

## 3. Assessment of Learning

3.1 Key characteristics of Assessment of Learning are that it will:

- (a) Provide a judgement about what has been learned at specific points in time;
- (b) Show students, parents and teachers what a student can do without support (with the exception of the support which may be given to students with defined Special Educational Needs);
- (c) Enable comparison between the individual, Curriculum Areas, year group, House or school performance and national benchmarks;

- (d) Help determine which individuals, groups Curriculum Areas, year groups or Houses need intervention strategies to be applied; and
- (e) Help to establish targets for the individual, Curriculum Areas, year groups, houses or school and then enable progress towards those targets to be monitored.

#### 4. Assessment as Learning

4.1 Assessment focuses on the learners themselves and their ability to realise their goals independently and happens as:

- (a) Students as learners reflect on their own evidence of learning;
- (b) Students practice self and peer-assessment with growing confidence;
- (c) Students help to set their own learning goals and evolve as independent learners; and
- (d) Students as coaches help each other in realising their goals.

4.2 Thus, the school community develops the lifelong skills needed to become, and to maintain the ability to be, independent, self-motivated learners in a culture of learning which learns from mistakes and shares collaboratively success and good practice.

#### What will this look like in each subject area?

Department	Assessment for learning (formative feedback)	Assessment of learning (assessment frequency)	Assessment as learning (student reflection on learning (self/peer assessment))
Art	Teacher intentional circulation of class  KS3 Teacher feedback for two tests, two homeworks and halfway through two main projects  KS4/5: Assessment of each piece of work	    KS4 PPEs: Year 10 Spring term Year 11 Autumn and Spring term	  KS3 Self and peer connected to each 2 homeworks, 2 main projects.  KS4/5 when the task suits.
Business	Teacher intentional circulation of class  KS4 Oral feedback www ebi for written feedback for exam practice questions written www ebi – twice per term	KS4 Summative assessment once per term End of Unit Tests	KS4 Opportunity to improve responses for homework and all tests following their return. Time provided for students to respond to the teacher's written comments when tasks returned to the class Whole class feedback

	<p>KS5 Oral feedback www ebi for written feedback for exam practice questions and essays</p>	<p>KS5 Exam papers in economics at the end of each theme. Practice exam questions for business studies. Assessment recorded on pupil progress.</p>	<p>KS5 They will be given time to improve their work based on feedback and mark schemes. They will also be given opportunities to mark each other's work as well as their own. Whole class feedback</p>
Drama	<p>Teacher intentional circulation of class</p> <p>KS3 Oral www ebi fortnightly written www ebi – once per term</p> <p>KS4 Oral www ebi weekly written www ebi – at least once per half-term</p>	<p>KS3 Summative assessment once per term</p> <p>KS4 Summative at least once per half term</p>	<p>KS3 Oral www ebi most lessons written www ebi once per term</p> <p>KS4 Oral www ebi most lessons written www ebi at least once per half-term</p>
DT	<p>Teacher intentional circulation of class</p> <p>KS3/4 Silent starters to test knowledge recall and to close gaps. Plenary – exit questions</p> <p>Formative feedback throughout the lesson while the teacher circulates.</p>	<p>KS3 For each rotation, there is 3 summative assessment points, 1 x practical and 2 x knowledge based.</p> <p>KS4 1 x test per half term, knowledge based, will be given a mark and a grade 1 x practical assessment, using exam board criteria at the end of each topic. Verbal whole class feedback for NEA PPEs</p>	<p>KS3 Students throughout projects complete reflections www ebi Self-reflection form completed after a chosen practical. Teacher feedback given along with this.</p> <p>KS4 - Food Practical portfolio complete with evaluations/ self-reflections.</p> <p>KS4 – DT Self-reflection based on feedback given. Evaluation of practical based skills.</p>
English	<p>Teacher intentional circulation of all classes.</p> <p>All assessment seen as formative.</p> <p>KS3 Cold calling; fortnightly knowledge review (MCQ); live marking of targeted students; fortnightly exit tickets. A rotation of peer, self, class and teacher feedback for each unit of study.</p>	<p>KS3 One written task per unit is assessed by teacher and given a strength (S) and development (D). A further written task per unit is assessed using the class marking strategy. Student exercise books to be assessed periodically against set criteria.</p>	<p>KS3 As part of the KS3 assessment rotation, students will peer- or self-assess at least twice per unit. Comparative marking to be used during peer- and self-assessment for students to develop their responses following completion of the written task.</p>

	<p>KS4 Cold calling; fortnightly knowledge review (MCQ); live marking of targeted students; question level responses; fortnightly exit tickets.</p> <p>KS5 Cold calling; class discussions; live marking; mini essays; periodic knowledge reviews (MCQs) and exit tickets if required</p>	<p>KS4 During KS4 PPEs or an assessment leading into a SIMS data collection point. Tasks provide students with feedback on a strength (S) and an area for development (D).</p> <p>KS5 During KS5 PPEs, an assessment leading into a data collection points and additional essays set by the class teacher for the requirements of the class. All tasks provide students with an opportunity to improve their essay.</p>	<p>KS4 Opportunity to improve responses as part of comparative marking following the return of PPEs and question level assessments. Time provided for students to respond to the teacher's written comments when responses returned to the class.</p> <p>KS5 Time provided for students to respond to the teacher's written comments when tasks returned to the class. Students are encouraged to respond to each other's learning through discussion, including during live feedback, and when receiving assessed essays back.</p>
Geography	<p>Teacher intentional circulation of class All Students can expect to receive coded feedback from their teachers once per unit of study (once per half term). Lesson starters will be inclusive of prior knowledge recall using mini whiteboard formative assessment. Lessons will include live feedback and formative assessment using strategies such as cold calling, PPB and TPS.</p> <p>KS3 Coded marking of an extended writing task, followed by whole class feedback and improvement task. Individual feedback on end of unit assessments using a www ebi structure Once a half term literacy marking of exercise books</p> <p>KS4 Coded marking of an extended writing task, followed by whole class feedback and improvement task. individual feedback on end of unit assessments using a www ebi structure Once a half term literacy marking of exercise books</p>	<p>KS3 Coded marking and whole class. Feedback/improvements once per unit of study (once per half term). teacher feedback after each end of unit assessment using a www ebi approach. end of topic assessments recorded and tracked on Pupil Progress system</p> <p>KS4 Teacher feedback after each end of unit assessment using a www ebi approach. end of topic assessments recorded and tracked on Pupil Progress system. Y10 x1 PPE, Y11 X2 PPE's.</p>	<p>All There are a variety of opportunities during lessons for self-assessment, peer assessment and teacher live feedback techniques. Students have the opportunity to green pen assess and improve their work within lessons.</p> <p>KS3 reflection time Students have the reflection time and improvement tasks to review and improve selective answers in their end of topic assessments</p> <p>KS4 reflection time Students have the reflection time and improvement tasks to review and improve selective answers in their PPE's</p>

	<p>KS5 Individual marking and feedback after each exam question using the www ebi approach.</p>	<p>KS5 Feedback after each end of unit assessment Y12 x1 PPE, Y13 x2 PPE's</p>	<p>KS5 reflection time Students have the reflection time and improvement tasks to review and improve selective answers after selective exam questions</p>
History	<p>Teacher intentional circulation of class</p> <p>KS3 www ebi after each end of unit assessment Once a half term/topic for literacy marking in books</p> <p>KS4 www ebi after each exam question Twice/half term for literacy marking</p> <p>KS5 www ebi after each exam question Department will do folder checks of students at least twice a half term</p>	<p>KS3 www ebi after each end of unit assessment Set assessments to be uploaded to pupil progress to track across year group</p> <p>KS4 The following data uploaded to pupil progress Year 10 – ASN exam at end of autumn term PPE – Medicine, followed up by a full Year 10 Medicine PPE in summer Year 11 – Germany PPE in Nov, ASN/CW PPE in March</p> <p>KS5 www ebi after each exam question. Department to upload the results of minimum two exam questions (one per teacher) each half term to pupil progress. Year 12/13 PPEs to also contribute to pupil progress grades.</p>	<p>Department to use opportunities in lessons to use live marking and modelling. This will then lead to students being able to PA/SA based on criteria/key points established during demonstration.</p> <p>Reflection time: KS3 At the end of each piece of outcome work from the unit</p> <p>KS4 Minimum after each PPE students are given the time to reflect on their assessment and improve</p> <p>KS5 After each exam question</p>
H&SC	<p>Teacher intentional circulation of class</p> <p>KS4 Fortnightly individual written feedback on coursework. Exam units - exam question marking twice a half term End of topic assessments to be done and marked as per SOW.</p> <p>KS5 weekly/fortnightly individual written feedback on coursework. Exam questions at end of each lesson for exam units. Marked fortnightly.</p>	<p>KS4 Weekly/fortnightly through coursework tasks. Questioning every lesson through tasks or starters. Exam units – exam focus each lesson.</p> <p>KS5 Weekly coursework. Exam focus each lesson.</p>	<p>KS4 Coursework is teacher assessed. Exam focus can be SA or PA</p> <p>KS5 Coursework is teacher assessed. Exam focus can be SA or PA.</p>

<p>ICT &amp; Computing</p>	<p>Teacher intentional circulation of class</p> <p>KS3 Each lesson using Intro/Exit Quizzes Students also produce a piece of work for each lesson which is rewarded or returned for correction.</p> <p>KS4 Each lesson using BOOST 'Knowledge Tests' as silent starters</p>	<p>KS3 Jotform assessments for each of the 6 units once per half term.</p> <p>KS4 In-class end of topic assessments in Yr10 HT2 and HT4 and Yr11 HT2</p>	<p>KS3 Peer and self-assessment is used in some units.</p> <p>KS4 In both coursework units authentic assessment is used which is designed to measure students' ability to apply their learning in real-world situations in Yr10 HT2, HT3 and Yr11 HT2</p>
<p>Learning Support</p>	<p>Teacher intentional circulation of class</p> <p>KS4 Continued formative assessment in all interventions in 6 weekly cycles.</p> <p>Recap questions, articulate, Kahoot, Word Wheels, knowledge checks, focus mats, anagrams of keywords, Newsround summary and spellings.</p> <p>Questioning, observation, discussions, listening activities and true and false cards.</p> <p>Self and peer assessment and mini white boards for visual responses</p> <p>KS4 ASDAN Demonstrates learners' progress through a skills self-assessment and self-reflection tool</p>	<p>KS3/4 Standardised reading assessments such as Burt reading test, Hertfordshire Reading Tests and NGRT have all been used to identify and measure ability</p> <p>Boxall Screening assessments assess students SEMH wellbeing in addition to informing the type of support required on an individual basis – these are completed 3 times throughout the academic year</p> <p>ITSA – Individual Teams Skills Audit completed at the start, middle and end of the Nurture programme to track progress.</p> <p>NURTURE has 2 summative assessments per year covering all projects</p> <p>Functional Skills – summative formal assessment</p>	<p>KS3/4 Self and peer assessment TA feedback – use of additional adults as a valuable assessment tool. Verbal feedback during lessons/live marking Instant feedback through questioning Peer and self-assessment Whole class feedback to address common mistakes Written feedback in books www.ebi/WAGOLL</p>

<p>Maths</p>	<p>Teacher intentional circulation of class</p> <p>KS3, 4 and 5</p> <ul style="list-style-type: none"> <li>- Starters will focus on improving student retrieval by using questions testing current and past learning. Teachers will use AfL techniques to monitor student progress for these questions to aid planning of subsequent starters</li> <li>- Cold calling will be used in every lesson to check student engagement.</li> <li>- MWBs/Collaboration space on Notebook will be used in lessons to check whole class understanding to identify gaps and misconceptions before moving students on to Independent Practice</li> <li>- Teachers will use live marking to check pupil's learning</li> <li>- Regular use of exit tickets to check on knowledge gained on subject specific content.</li> </ul>	<p>-MWBs</p> <ul style="list-style-type: none"> <li>-Starters</li> <li>-Question Level Analysis for formal assessments</li> </ul> <p>KS3</p> <ul style="list-style-type: none"> <li>- Each topic concludes with an end of unit assessment.</li> <li>- Formal assessment at the end of the Autumn, Spring and Summer term. These are then QLA'ed to help inform starter questions and whole class feedback.</li> <li>- GL Assessment at the end of Year 7,8 and 9</li> </ul> <p>KS4/5</p> <ul style="list-style-type: none"> <li>- Each topic concludes with an end of unit assessment.</li> <li>- Formal assessment through PPEs which follow the whole school calendar. These are then QLA'ed to help inform starter questions and whole class feedback</li> </ul>	<p>KS3</p> <ul style="list-style-type: none"> <li>- Think, pair, share as part of activities.</li> <li>- Homework on Sparx Maths providing students with instant feedback</li> <li>- Self and peer marking of classwork</li> <li>-QLAs completed after each formal assessment to help with future revision targets and allow pupils to reflect on their learning.</li> </ul> <p>KS4/5</p> <ul style="list-style-type: none"> <li>- Teachers model answers to exam questions focusing on key information required to be awarded full marks</li> <li>- QLAs completed after each PPE to help with future revision targets and allow pupils to reflect on their learning.</li> </ul>
<p>MFL</p>	<p>Teacher intentional circulation of class</p> <p>KS3</p> <ul style="list-style-type: none"> <li>- MWBs</li> <li>- Questioning</li> <li>- Verbal feedback</li> <li>- Twice yearly – half term 1 and 3, one receptive (listening/reading) and one productive (speaking/writing) assessment.</li> <li>www – Personal.</li> <li>ebi – Whole-class feedback.</li> </ul> <p>KS4</p> <ul style="list-style-type: none"> <li>- MWBs</li> <li>- Questioning</li> <li>- Verbal feedback</li> <li>- Assessments after each topic – different skills (Sept - Speaking, Oct - Reading, Nov - Writing, Dec – Listening etc.)</li> </ul>	<p>KS3</p> <ul style="list-style-type: none"> <li>- Weekly vocabulary tests (10 words)</li> <li>- Twice yearly – half term 2 and 4, one receptive (listening/reading) and one productive (speaking/writing) assessment.</li> <li>- End of year assessments – all 4 skills.</li> </ul> <p>KS4</p> <ul style="list-style-type: none"> <li>- Weekly vocabulary tests (20 words)</li> <li>- PPEs - November: Listening, Reading and Writing / January: Speaking / February: Listening, Reading and Writing</li> </ul>	<p>KS3</p> <ul style="list-style-type: none"> <li>- Minimum of one piece of writing per term with www ebi and TIM task. Students read feedback and respond.</li> <li>- Students reflect on formative assessment and set targets to improve ahead of summative assessment.</li> </ul> <p>KS4</p> <ul style="list-style-type: none"> <li>- One piece of writing every other topic with www ebi and TIM task. Reference to exam criteria. Students read feedback and respond.</li> <li>- Reflection after PPEs.</li> </ul>



	<p>KS5</p> <ul style="list-style-type: none"> <li>- MWBs</li> <li>- Questioning</li> <li>- Verbal feedback</li> <li>- Assessments throughout the year – October: Reading, listening and writing / December: Essay question / February: Mock Speaking.</li> </ul>	<p>KS5</p> <ul style="list-style-type: none"> <li>- Weekly vocabulary tests (30 words)</li> <li>- PPEs - April: Listening, Reading and Writing / May: Speaking.</li> </ul>	<p>KS5</p> <ul style="list-style-type: none"> <li>- One piece of writing per topic with www ebi and TIM task. Reference to exam criteria. Students read feedback and respond.</li> <li>- Reflection after PPEs.</li> </ul>
MUSIC	<p>Teacher intentional circulation of class</p> <p>KS3: oral www ebi - every lesson written www ebi - at least once per topic (a space in topic booklets for this to be evidenced)</p> <p>KS4: oral www ebi - every lesson written www ebi - at least once per strand, per fortnight</p> <p>KS5: oral www ebi - every lesson written www ebi - at least once per strand, per week.</p>	<p>KS3: Once per topic - space provided in topic booklets to facilitate this.</p> <p>KS4: At least once per strand per half term</p> <p>KS5: At least once per strand per half term/topic</p>	<p>KS3: Oral www ebi every lesson written www ebi once per topic - space provided in topic booklets to facilitate this.</p> <p>KS4: Oral www ebi every lesson written www ebi at least once per strand, per fortnight. this will be written in compositional diaries, performance logs etc as a form of reflection.</p> <p>KS5: oral www ebi every lesson. written www ebi - once per strand per week. This will be written in compositional diaries, performance logs etc as a form of reflection.</p>
My World	<p>Teacher intentional circulation of class Re-draft and re-do</p> <p>Final assessment piece of work</p> <p>Pre and post knowledge and understanding tests at the beginning and end of projects</p> <p>Whole class feedback Marking of students drafted assessment work with individual feedback given using our marking codes. Final assessment piece marked against set criteria. End of unit test percentages recorded and uploaded to system with all below 80% re-sitting the paper.</p>	<p>Mid-year Examination</p> <p>End of Year Examination</p>	<p>Rehearse and repeat – core concepts &amp; skills are practiced.</p> <p>Re-visit and respond – we revisit key info and concepts</p> <p>Re-learn and re-test – the start of every lesson begins with a retrieval task</p> <p>Intentional circulation Questioning Live marking Peer and self assessment Use of mini whiteboards for immediate feedback Verbal 1-1 feedback</p>
PDE	<p>Teacher intentional circulation of class</p>	<p>KS3 PDE:</p>	<p>KS3 PDE:</p>

	<p>KS3 PDE: Highlighted assessment feedback sheet with www ebi after each citizenship end of unit assessment. Once a half term/topic for literacy marking in books</p> <p>KS4 GCSE Citizenship: After each 8 mark exam question, feedback sheet with mark scheme highlighted, www ebi teacher feedback. Half termly literacy marking in books.</p> <p>KS5 Criminology: After each 6/9 mark exam question, essay feedback sheet with mark scheme highlighted, www ebi teacher feedback.</p>	<p>Evidence of either SA, PA or highlighted citizenship assessment feedback sheet with www ebi after each citizenship end of unit assessment in books once a half term/topic. Once a half term/topic for literacy marking in books</p> <p>KS4 GCSE Citizenship: Evidence at least 1 8 mark exam question with feedback sheet, mark scheme highlighted, www ebi teacher feedback. half termly literacy marking in books. PPEs in line with school assessment schedule.</p> <p>KS5 Criminology: After each 6/9 mark exam question, essay feedback sheet with mark scheme highlighted, www ebi teacher feedback.</p>	<p>some pieces of work are self/peer assessed. Students should have responded on citizenship assessment feedback sheets reflecting on their own www ebi.</p> <p>KS4 Citizenship: Some exam questions are self or peer assessed. Students should have responded to a task on any 8 mark feedback sheet in their books. Students will have responded to PPE feedback on their papers.</p> <p>KS5 Criminology: Some exam questions are self or peer assessed. Coursework is teacher assessed. Students should have responded to a task on any essay feedback sheet on the sheet or their work.</p>
PE	<p>Teacher intentional circulation of class</p> <p>KS4/5 EXAMINATION PE www ebi on assessed work including exam questions and written coursework. Starter tasks each lesson focusing on recall/practice.</p>	<p>KS4/5 End of topic assessments each half term – GCSE PE/A LEVEL. Cambridge National – Regular hand in of coursework and assessment/markings and feedback provided. Questioning every lesson through tasks or starters.</p>	<p>KS3 Peer and self-assessment is used in some most lessons, both formally and informally.</p> <p>KS4/5 Coursework is teacher assessed. Exam focus can be SA or PA.</p>
RE	<p>Teacher intentional circulation of class</p> <p>KS3 www ebi after each end of unit assessment Once a half term/topic for literacy marking in books</p> <p>KS4</p>	<p>KS3 Baseline assessment at the start of year 8 to ensure gaps can be filled/revisited from the My World curriculum for RE. Summative assessment once every term.</p> <p>KS4</p>	<p>Feedback session/reflection after every assessed piece of summative work. Feedback issued and DIRT time provided. Students will have the opportunity to review, reflect and then develop. Model answers are shared and pupils can clearly identify www ebi. PA and SA is inclusive.</p>

	<p>www ebi after each exam question Twice/half term for literacy marking</p> <p>KS5 www ebi after each exam question Department will do folder checks of students at least twice a half term</p>	<p>Summative assessment/end of unit test once per half term. PPE once every year.</p> <p>KS5 Summative assessment/essay 3 times per half term, one for each of the exam components. PPE once every year.</p>	
SCIENCE	<p>Teacher intentional circulation of class</p> <p>KS3 Feedback task completed twice half-termly.</p> <p>KS4 Feedback task completed twice half-termly for Combined Science and three times per half-term for Separate Science.</p> <p>KS5 Feedback tasks completed three times per half-term by each teacher.</p>	<p>KS3 GL Assessment used as a baseline at the start of year 7 and end of year 8. Topic test completed prior to each DAWN point (three times per year).</p> <p>KS4 Topic test completed prior to each DAWN point (three times per year). In addition, year 10 and 11 will complete PPEs during the whole-school PPE windows.</p> <p>KS5 Synoptic topic tests completed approximately each half-term, as appropriate. Students will also complete PPEs during the whole school PPE windows.</p>	<p>Students to SA /PA tasks each lesson as appropriate.</p> <p>Students complete a reflection after each topic test or PPE and complete a related 'EBI' improvement task.</p>
Sociology Psychology	<p>Teacher intentional circulation of class</p> <p>KS4 (Soc):</p> <p>WWW/EBI detailed feedback once per half term. Students to complete feedback tasks and make improvements.</p> <p>Books/booklets to be marked once per half term to check literacy and gaps in knowledge</p> <p>Week turnaround for marking</p>	<p>KS4 (Soc):</p> <p>End of unit tests at the end of each topic with whole class feedback and amendments.</p> <p>PPE: Yr10 x1 Yr11 x2</p> <p>End of unit tests and PPE's to be tracked on Pupil Progress tracker.</p> <p>Week turnaround for marking</p>	<p>KS4 (Soc):</p> <p>Think, par, share as part of activities</p> <p>Self and peer assessment of exam focus questions</p> <p>Live marking and modelling to be used at least twice weekly</p>

	<p>KS5: (Soc/Psy):</p> <p>WWW/EBI detailed feedback once per half term. Students to complete feedback tasks and make improvements.</p> <p>Using assessment objectives as a form of coded marking</p> <p>Week turnaround for marking</p>	<p>KS5 (Soc/Psy):</p> <p>End of unit tests at the end of each topic with whole class feedback and amendments.</p> <p>PPE: Yr12 x1 Yr13 x2</p> <p>End of unit tests and PPE's to be tracked on Pupil Progress tracker.</p> <p>Week turnaround for marking</p>	<p>KS5 (Soc/Psy):</p> <p>Think, pair, share as part of activities</p> <p>Self and peer assessment of exam focus questions</p> <p>Live marking and modelling to be used at least twice weekly</p>
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## 5. Monitoring and Evaluating the Policy

- 5.1 Curriculum Area Leaders will ensure the implementation of the policy in their teams and then monitor consistency through visits to classrooms, learning walks and scrutiny of students' work. The Deputy Headteacher will monitor and evaluate the implementation of the policy across the whole school and then review the policy regularly and present the review to the Local Governing Body.

## 6. Version History

### 6.1 Table of Versions

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Policy drafted and approved by LGB	Kate SIMPSON-HOLLEY	23/09/2019
1.1	Formatting updated	Niamh WALSH	21/02/2020
1.2	Annual review	Kate SIMPSON-HOLLEY	01/09/21
1.3	Updated draft	Alex FORD	11/5/23

## **7. Appendix 1**

### **7.1 Comparison of Assessment for Learning, Assessment of Learning and Assessment as Learning**