Assessment and Feedback Policy

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HoD = Head of Department

HOY = Head of Year

SLT = Senior Leadership Team

SEND = Special Educational Needs & Disabilities

Assessment:

Formative Assessment:

Opportunities for formative assessment are built into the departmental schemes of learning. Formative assessment can be the following:

- Low stakes quizzing is an effective retrieval method that can make pupils aware of gaps in their memory and can highlight to the teacher any misconceptions or content that has not been committed to long-term memory. Some learners with SEND may benefit from quizzes, which should be adapted where necessary, using alternative formats such as multiple-choice or scaffolded responses.
- Do Now – Retrieval questions at the start of each lesson. For optimal retrieval practice, pupils should be presented with a mixture of fact questions (multiple choice, short answer facts, true/false, recitation of quotes and facts, and creating lists) and higher order questions (deeper thinking, more complex tasks such as analysing, evaluating, elaborating, and explaining). Instant feedback is given through swift marking and correction in green pen. Appropriate adaptations should be made for learners with SEND so that retrieval practice questions are accessible

Summative Assessment:

Maximising the information, we receive from summative assessments, and determining our intended actions, is crucial since our curriculum time is limited. It is vital that identified problematic areas are not only retaught but continue to be retrieved since "…restudying improves retention in the short-term, but retrieval practice benefits learning in the long-term (e.g., Roediger & Karpicke, 2006b)."

The school makes extensive use of baseline data: This takes the form of prior attainment Information (KS2 outcomes, year 7 CAT4 tests and progress tests) and runs parallel to data which measures potential (Fischer Family Trust).

This data is widely known: Every teacher has a marksheet in SIMS containing baseline data and space for recording assessment. They then use this data to plan lessons and set targets for improvement.

Students are formally assessed each term during assessment week. Assessment week is followed by an standardisation meeting where departments standardise a sample of marked papers. Moderation week takes place the following week and teachers moderate marking, identify misconceptions and gaps in knowledge. Class feedback sheets are then written and shared with the HoD. During intervention week,

student misconceptions and gaps in core knowledge are addressed using strategies outlined in this policy.

Parents are informed about their child's progress through progress on a termly basis and at parent evenings.

Teachers use this termly summative data, together with the regular formative information that they are gathering on a lesson-by-lesson basis, to plan and adapt lessons.

The data is used actively to raise standards: Attainment targets for individual pupils will be based on prior attainment. For years 7 to 11 targets are set using Fischer Family estimates based on the end of KS2 assessment data in Reading and Maths. Targets are set aspirational by using 5th percentile estimates e.g. the grade likely to be achieved in schools that make progress in the top 5% of all schools. These targets are monitored at pupil, teacher and subject level and contribute to the school's targets.

Grades and targets are communicated to pupils and parents and carers in KS4. Subject GCSE grades are referred to by teachers to help pupils understand their current attainment and therefore give advice and guidance on making progress through feedback. Pupils will be taught how to develop self and peer assessment to help them make progress.

Summative assessment may be conducted in the following ways:

Formal or mock exam papers- marked and graded in line with appropriate grade boundaries with an inbuilt buffer. Students will be prepared in advance and given guidance on how and what to revise. These exams should be followed with exam wrappers to ensure students are learning and developing their self-regulation and metacognitive reflection skills.

End of topic tests - marked in line with departmental guidelines and clear feedback given to students. Students will be prepared in advance and given guidance on how and what to revise. These assessments should be followed with a form of self-reflective feedback to ensure students are learning and developing their self-regulation and metacognitive reflection skills.

All departments should engage in regular standardisation and moderation to ensure that data is robust and verifiable.

Note - Summative data will be collected and reported 3 times per year

Key Stage 3:

Our approach to KS3 assessment is designed to:

- provide a clear and consistent approach across all subjects

- provide an easy way to analyse the progress/attainment of your child in each subject
- enables students to get detailed next steps in each subject based on their assessments
- ensures that students know how far they are from the next attainment band

Each subject uses their own assessment criteria and mark schemes to provide a percentage mark. This percentage mark is then converted to a descriptor.

## Progress and Attainment. What's the difference?

Attainment: the academic standard that pupils reach in, for example, assessments and exams. It's usually recorded as grades, scores or levels, and it indicates a pupil's result at the end of a Key Stage (KS).

Progress: pupils' achievements over a period, for example from KS2 to KS4. It's the difference between pupils' previous attainment and current attainment. When measuring a pupil's progress, we consider the progress of pupils with similar starting points.

KS3 to KS4 Progression:

Our framework is based on our KS3 descriptors showing the progression of a student from KS3 to KS4. In subjects, raw marks/percentages that a student achieves will be converted to an attainment grade. The attainment grade helps to give an indication of the level they would then be likely to go on to achieve at KS4.
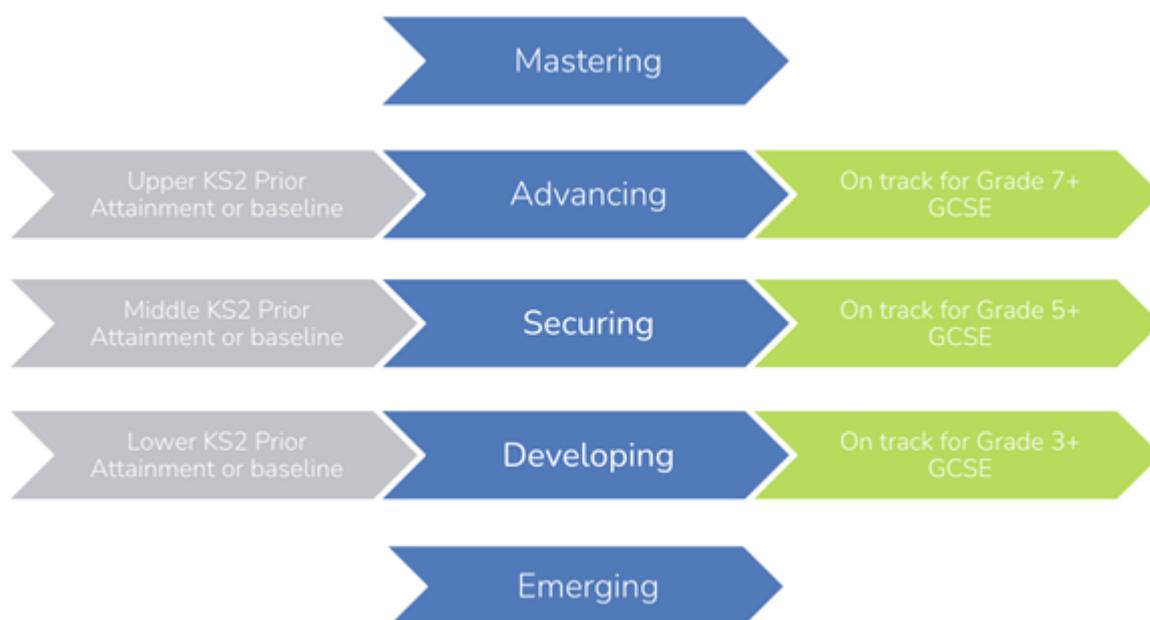
Our assessments are written and moderated to make sure that the percentages and levels descriptors that students achieve are in line with this approach.

KS3 Minimum Expected Progress:

Grades in the student reports are colour coded to indicate the progress a student has made since KS2 or a baseline assessment at the start of KS3, compared to their target grade.

Blue	Above expected progress (above minimum target grade)
Green	Making expected progress (meeting minimum target grade)
Yellow	Below expected progress (below minimum target grade)
Red	Far below expected progress (2 or more grades below minimum target grade)

Student Reports:

At each data point we will provide a student report so you can clearly see how your child is progressing in their subjects.

Key Stage 4:

While studying for their GCSEs/Vocational Courses in Year 10 and Year 11, students receive an exam grade and a teacher prediction for the end of the course. Both will be measured in GCSE grade 1-9 (unless a Vocational Course).

The internal exam periods and school assessment windows at KS4 are:

Year 11:

- November
- February
- May-June – official summer examinations

Year 10:

- November
- March
- June

Reports will be sent home to parents/carers following each assessment window.

Feedback:

"Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning," Dylan Wiliam, Embedded Formative Assessment

Teaching is an interactive, two-way process. Teachers and pupils require feedback from each other to assess how the learning process is going. Pupils provide feedback to teachers about their learning and the quality of teacher explanations (consequently allowing for adjustments to be made to the teacher instruction), with teachers providing feedback to pupils by indicating precisely how the learner should adjust their actions to secure progress.

Feedback Aims:

1. To help students make progress

2. To teach metacognitive strategies for students to improve

3. To create a feedback loop where students respond and move forward in their learning

4. To inform Lesson planning

5. To support affecting planning of learning outcomes

6. To encourage meaningful dialogue between students and teacher

7. To encourage high standards of presentation and pride in learning

8. to misconceptions and mistakes with positivity and praise

Providing feedback has a high impact on learning, with evidence to suggest it has a greater impact on disadvantaged pupils and low-prior attainers. It is essential that feedback is adapted to meet the needs of all learners, including those with SEND, through scaffolding and adaptive practice. Feedback from pupils should be obtained on mass through the regular use of mini whiteboards, with understanding probed further through high-quality questioning. Frequent quizzing provides feedback on pupil understanding, knowledge gaps and the enacted curriculum. Feedback to pupils is most effective when specific, detailed, and actionable information is given about how to improve. It is effective during, immediately after, and spaced after learning, and should be given when work is both correct and incorrect. Feedback should maximise pre-emptive teaching to prevent frequent errors and common misconceptions, provide the necessary information for responsive adjustment in teacher instruction, and should address knowledge gaps by providing detailed information about the learner's performance relative to learning goals. For learners with SEND, feedback should be explicitly linked to their individual support plans, with clear, structured guidance and additional scaffolding where required.

The greatest impact of feedback comes when it is:

- Timely
- Regular
- Responded to

Responsive teaching should be habitual, fundamental, and prioritised. Different methods of feedback have been shown to be effective and therefore should not be limited to any one form. The type of feedback should be determined by the teacher and chosen dependent on context, appropriateness, impact, and workload.

Quality First Teaching and SEND Support:

- Ensure that feedback is accessible to all learners by using simple, clear language and providing additional explanation where necessary.
- Use visual prompts and concrete examples to support learners with SEND in understanding their next steps.
- Incorporate structured intervention strategies to support those who require additional scaffolding to engage with feedback effectively

Responsive:

Obtaining feedback from pupils frequently ensures the lesson is progressing appropriately, instruction is of a high quality, and misconceptions / misunderstandings are not present.

- Verbal – Continuous high-quality dialogue between the teacher and pupils, with appropriate scaffolding for learners with SEND where necessary. Verbal feedback is immediately acted upon, and their understanding crucially re-checked. If common mistakes and misconceptions are evident during circulation, stop the class and re-teach the aspect.
- Checks for understanding – Mini-whiteboards are used routinely and regularly to check for whole class understanding before progressing through the content. Pupil responses are to be obtained through a variety of techniques. Cold Calling, No Opt Out, and Call and Response can be used to track and probe understanding, identify knowledge gaps, and eradicate misunderstandings/misconceptions. For learners with SEND, alternative response formats such as sentence stems or structured prompts should be provided.
- Live feedback - Strategic circulation, providing feedback and immediate intervention. Actively monitor pupil work during circulation, noting pupils who have the wrong answers. Identification of common misconceptions/errors can be addressed using verbal feedback. For learners with SEND, additional modelling and guided practice should be provided during circulation.

Self-directed:

- Judgment – Self-evaluation using checklist criteria of paragraphs, with additional scaffolding and sentence starters for learners with SEND.
- Marking – Self-checking answers with additional guidance for learners with SEND through simplified mark schemes or structured reflection prompts.
- Knowledge organisers – Pupils learn and memorise the foundational knowledge to embed in long-term memory. Pupils need to be explicitly taught how to use these. Learners with SENDstudents should receive additional modelling on how to use these effectively.
- Self-quizzing – Pupils create their own flashcards (preferably throughout lessons from identification of knowledge gaps through quizzing, etc.) and use the waterfall method (varied frequency dependent on recall) to study at home. Web/app-based systems can also be used to support further study at home such as Quizlet, Seneca, and Tassomai.

Peer directed:

This type of feedback should be carefully selected, pre-planned, and communicated clearly. It should be chosen only when it will support pupils' learning, and not hinder their progress.

- Marking - Peer-scoring of spelling, definitions and/or concepts, with teacher guidance and support.

- Evaluation - Peer-evaluation using checklist criteria of paragraphs, with strong teacher guidance. Simplify checklists with visual cues or sentence starters to support all pupils where appropriate. Consider when to allow oral rather than written peer-evaluations where needed.
- Support – Receiving support and feedback from other pupils, e.g. through peer-tutoring. This should only be used when the content is appropriate and where the teacher is confident the 'tutor' has the knowledge and skills to develop and enable progress of those being supported. Ensure that peer-tutoring is structured with clear roles, visual aids, and scaffolding. Consider pairing learners with SEND with supportive peers and provide additional teacher oversight.

Whole Class Feedback:

Whole class feedback should be concise and high impact. On major pieces of work, classroom teachers should complete a feedback sheet for the class highlighting the key successes of the work and areas to improve, improvements should be linked to specific action steps. **Some pupils require individualised guidance, this should be provided alongside whole-class feedback where appropriate .**

All formative assessments should be marked in red pen for SPAG through the use of the literacy feedback code.

Sp   Spelling

P   Punctuation

Cp   Capital letter

During feedback lessons the students should:

- Ensure the feedback sheet is in their book/folder
- Complete any peer or self-assessment activities in green pen
- Complete the action steps relevant to their progress and areas of development, as directed by their teacher in their exercise book using green pen.

During feedback lessons teachers should:

- Provide students with feedback using the departmental feedback sheet.
- Ensure students understand the key improvements they need to make to their work

- Provide students with verbal feedback on their work
- Scaffold feedback to support students to make progress
- Check students work to close the feedback loop

Frequency of Feedback:

The frequency of feedback should be as follows:

In **core** subjects: Students should receive feedback a minimum of twice per half term.

In **non-core** subjects: Students should receive feedback a minimum of once per half term.

Summative data will be collected and reported 3 times per year

Monitoring:

The frequency and quality of feedback will be monitored by the HOD of the curriculum area. Student's books will be monitored through:

- Learning Walk Cycles (every half term)
- Book Looks
- Departmental work scrutiny