



# Assessment and Feedback Policy

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Next review: December 2024

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Governor Committee: Standard & Achievements

### **Principle:**

Assessment is an integral part of the teaching and learning process, informing planning to meet the needs of all learners and used to set aspirational targets. Summative assessment informs all stakeholders of individual pupil progress and development needs. In everyday classroom use, both summative and formative assessment will inform planning and initiate a vital dialogue between learner and teacher (and learner and learner) so that students understand how to take the next steps to make progress.

**'Effective feedback, whether it be written or verbal, should move the learning forwards. 'Comments should identify what has been done well and what still needs improvement, and should give guidance on how to make that improvement...to be effective, feedback should cause thinking to take place.'**  
**Working inside the black box, Black et al (2002)**

As a school we understand that it is not feasible or beneficial for all feedback to be 'evidenced' or 'recorded'. A guiding principle should be that feedback allows students to improve and causes thinking and learning to take place. Effective feedback could therefore take other forms, including verbal (ie. in response to oral contributions or whiteboard work).

### **Purpose:**

- To ensure classroom teachers are fully aware of students' capabilities via appropriate assessments, to inform planning and match work to their needs.
- To ensure assessment for learning strategies are used in everyday lessons to ensure pupils are able to take ownership of their learning
- To report on current progress and future targets
- To analyse standards within school to minimise in-school variation, compete with national norms for good progress.
- To evaluate the performance of teachers as leaders of learning
- To identify learning challenges in order to improve groupings, create interventions and motivate students for success

### **The school will:**

- Use previous attainment data from primary schools and our own assessments (CATS or equivalent where appropriate, subject baseline tests/exams and reading tests) to enable aspirational target setting
- Assess and track student progress each half term to identify any need for support and challenge.
- Promote the use of assessment as an essential tool for learning; including regular use of formative, peer and self-assessments
- Share good AFL practice and ensure students are provided with the big picture and an overview of learning each half term.
- Through line management structures, ensure all departments follow the agreed guidelines using assessment data within departments to plan, monitor and intervene to improve student progress in their subject area
- Support all departments in meeting the school set targets
- Regularly report to parents through the reporting cycle, parent consultation evening and our school website

- Use assessment data at GCSE to identify students (as per school priorities) for support and intervention through generation of class VENN diagrams
- Ensure students have timely and appropriate opportunity to respond to feedback and ensure they know where they are now and what they need to do to improve

### Evaluation

- Senior and middle leaders regularly evaluate the procedures and processes for assessment, recording and reporting, and ensure that assessment strategies are used effectively for the benefit of learners.
- All staff are involved in rigorous quality assurance procedures interrogating assessment data to inform departmental planning to raise student progress and attainment
- Senior and middle leaders consult with students and teachers to evaluate the impact of assessment

#### **How we will assess and feedback work at Sale High School:**

Work will be marked using the principle of 'manageable, meaningful and motivating'.

**Manageable:** the nature, depth and frequency of marking should not be burdensome. However, it is part of a teacher's professional responsibility to be observant for literacy errors and subject misunderstandings or misconceptions in students' books, beyond those found in key assessed pieces.

This can be done through:

- monitoring students' work during lessons
- periodic book checks

Errors should be addressed appropriately, whether through teaching intervention, written correction, verbal feedback, or whole class feedback sheet. However, it is understood that not all 'errors' can be identified or corrected in books.

Exercise books and folders should be maintained at a high standard of presentation – it is a teacher's responsibility to ensure this through observation in the classroom, effective classroom routines and practices, and book checks where appropriate

**Meaningful:** work marked in depth should allow the teacher to identify and address any gaps in learning and understanding. Meaningful feedback should also facilitate student progress: identifying what has been done well, what still needs improvement, and provide guidance on how to make that improvement.

**Motivating:** marking should help students make progress and this does not always mean detailed comments. Verbal feedback, acknowledgement marking, peer and self-assessment should also be used as a way of encouraging students to review their work and ensure students take pride in their work.

### **Assessment and feedback for literacy**

Key principles:

- Promoting good literacy is a whole school priority; all subjects should promote the development of reading and writing and should be involved in its assessment.
- Students should be guided to ensure they use correct spelling, punctuation and grammar across subjects and write clearly and fluently.
- Assessment and feedback should promote better literacy

Each department has to demonstrate how these principles are met in agreement with their line manager. For example, in English, there is a weekly focus on an aspect of literacy: staff use purple pen when circulating the class identifying errors for students to address. Quality assurance by SLT ensures that this literacy marking is impactful.

Whole class feedback sheets must incorporate an aspect of student literacy. For example: definitions and spellings of key subject vocabulary; common literacy errors across a class.

### **Principles for Assessment at Sale High School**

#### **Principle 1 - Assessment improves teaching and learning**

Assessment should lead to high quality feedback. Research from the Education Endowment Fund shows that the effect size (months gain) from quality feedback and metacognitive strategies compares very favourably with other, often more costly, interventions.

Assessment enables us to have the highest expectations. If a child performs ahead of expectations we should:

- Stretch further
- Check setting/grouping
- Look to further enrich

Assessment enables us to address needs. If a child performs below our expectations we should

- Identify whether there are specific weaknesses
- Check the child's motivation look for wider issues
- Review teaching approach- individually and as a department

#### **Principle 2 - Assess the right things at the right time**

- assessment should cover content, skills and knowledge taught in the relevant section of the course
- assessment at KS3 and KS4 should support in preparing students for GCSE examination
- teachers should use the information gained and lessons learnt from assessment in a timely way
- departments should deliver schemes of learning concurrently so that assessment is: common across all teachers delivering the course; can be moderated; give an accurate and robust picture of where the whole cohort is at and thus where intervention needs to occur

#### **Principle 3 - Assessment should enhance the cumulative accretion and reflection on knowledge**

- Where appropriate assessments should be closed book
- assessments should have a synoptic section or element which includes aspects from earlier in the course (at least half a term- often much more) to prepare students for the independent work and revision needed at GCSE

- assessment should allow for spaced repetition: pupils need to recap work on a constant basis through retrieval practice to help them remember. AFL techniques should be used to check on learning and previous content from knowledge organisers.
- period 6 is used in Y11 for the purpose of enhancing spiral/spaced learning, for example, through the use of exam questions and 'walking, talking' activities
- topic tests are used at KS3 and KS4 to enable spaced learning
- literacy should be enhanced through building in key word and definitions test on a regular basis

#### **Principle 4 - We need to model what we are looking for**

- Models, assessment criteria and WAGOLLS are used to ensure staff and students understand what an answer looks like at different grades
- Parents are supported in understanding the requirements of the course and therefore to support the child's learning
- a common language of assessment and feedback is used across departments

#### **Testing and assessment cycle**

##### Key Stage 3:

Regular quick testing builds to synoptic testing which occurs twice a year. We report a projection at KS3, which is informed by professional judgement as to what the student will achieve at the end of Year 11 based on their current performance. Results are reported as a percentage. The average and top tenth percentile are also reported home.

- **core subjects** of English, maths and science will carry out one closed book assessment and one additional common assessed piece each half term.
- **Subjects with a medium frequency of lessons**, for example, humanities and MFL, will mark one key common piece each half term and in addition a further 3 to 4 assessments throughout the year.
- **Subjects with the lowest frequency of lessons**, for example, expressive arts subjects, will mark **either** one closed book assessment or one additional key piece each half term.

The teacher will assess and feedback in depth, including for literacy, on all pieces completed as part of the testing and assessment cycle. The teacher will apply the principles of DIRT (Directed Improvement Reflection Time) marking. Whole class marking feedback sheets can be used. Student response should be detailed and substantial. Staff must ensure there is sufficient time given to allow for this level of response.

##### Key Stage 4:

We report a 'working at' grade at KS4, informed by the synoptic assessment that has taken place.

- students have two opportunities to take GCSE style exams: in the winter and in the spring. Students receive detailed feedback from these assessments in the form of DIRT marking. It is the expectation that students will respond in detail to this feedback.
- each subject identifies **two additional common classwork tasks** that will be marked in depth by every teacher (to include cross-curricular themes such as literacy as well as subject based feedback – foci agreed as a department) each half term. This must be substantial. Whole class marking feedback sheets can be used. Again, student response should be substantial and detailed.

### **Helping students prepare for assessments**

Revision materials including knowledge organisers will be posted on Satchel 4 weeks prior to assessment/examination period. Staff will embed revision in lesson time. In addition, assemblies and form tutor time will focus on revision techniques and strategies. Parents will be invited to attend information and advice evenings where revision techniques will be shared.

### **Homework Marking**

In the interest of ensuring assessment and feedback is manageable and meaningful a significant proportion of homework will be set through automated assessment software (for example, Mathswatch, Seneca, Satchel quizzes). Teachers will also set learning homework from the knowledge organiser tested at the start of the lesson in a quick topic test. However, teachers must always check homework has been completed and acknowledge this when circulating the room and reviewing books. This should take place on the day the homework is due. Staff should also monitor achievement/progress and intervene as appropriate where students are under performing or plan appropriate teaching to address issues identified through homework.

## **Appendix 1**

### **Assessment and Feedback Non-Negotiables**

- Key pieces of work are completed, assessed and fed-back as per assessment cycle
- All key assessments are individually dirt marked and students are provided an opportunity and time to respond/act upon this in a meaningful way
- individual student's assessed pieces are marked for literacy, with errors identified and/or corrections made (although over-correction can be overwhelming for students)
- feedback of key assessments is supported by whole class feedback sheets
- feedback should identify a student's strengths and/or what they have done well
- feedback should identify where a student needs to improve and/or what knowledge/understanding/skills they need to develop
- feedback should be differentiated to meet the needs of different learners
- whole class feedback sheets are not 'fixed' documents - they are informed by marking of individual student's work within a group (ie targets may be adjusted for each group)
- Students should be supported (on an individual basis where this need cannot be met by a whole class feedback or activity) to avoid making the same error(s) again
- Whole class feedback sheets must include a literacy focus
- Staff assess and feedback in purple pen; students respond and act upon staff feedback in green pen
- It is a teacher's responsibility to be observant for literacy errors and subject misunderstandings or misconceptions in students' books, beyond those found in key assessed pieces. This can be done through:
  - monitoring students' work during lessons
  - periodic book checks

These errors should be addressed appropriately, whether through teaching intervention, written correction, verbal feedback, or whole class feedback sheet etc It is understood that not all 'errors' can be identified in books.

- Exercise books and folders should be maintained at a high standard of presentation – it is a teacher’s responsibility to ensure this through observation in the classroom, effective classroom routines and practices, and book checks where appropriate

## Appendix 2

DIRT (Directed Improvement Reflection Time) marking is an integral part of our approach to assessment and feedback. DIRT marking can include or take the form of:

- Questions at the end or within the body of a student’s work
- Sentence starters - at the end or within the body of a student’s work - that students have to complete to develop and enhance their work
- Specific tasks directly arising from and related to areas of improvement from the assessed work (ie. redraft a section using...; find 3 examples of...and replace with...; find 3 places where you could add...)

Students must be given ample time to respond to and act upon DIRT.

## Appendix 3

### **Green Pen work (Peer and Self-Assessment)**

‘Green pen work’ should be a regular and significant feature of students’ class work, and be prevalent in students’ books. Green pen work could include:

- Student responses to DIRT marking
- Self-correction and improvements, including SPAG and literacy
- Self-addition and enhancement – for example, following completion of a class task, during the sharing of ideas/responses students add their peers ideas/comments to their own work
- copying out correct spelling corrections
- writing down a teacher’s verbal feedback

**It is the expectation that teachers will ensure students’ books are well looked after and work is well presented, graffiti free and there are no loose worksheets**

**Reviewed: December 2022 to be reviewed: December 2024**