

Assessment & Feedback Policy



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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Student Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

Assessment is a central process in Church Stretton School. It is through assessment that we can find out whether students have learned what they have been taught, so that we can make appropriate adjustments to our teaching. All assessment is based on evidence. We cannot see inside students' heads, so we need to draw out the evidence. The tasks and questions we set elicit the right evidence so we can judge whether students know, understand, and can do what we want them to.

1. Assessment of any kind should improve learning
2. Assessment methods should enable progress in all important learning goals to be facilitated and reported
3. Assessment procedures should include explicit processes to ensure that information is valid and is as reliable as necessary for its purpose
4. Assessment should promote public understanding of learning goals relevant to students' current and future lives
5. Assessment of learning outcomes should be treated as approximations, subject to unavoidable errors
6. Assessment should be part of a process of teaching that enables students to understand the aims of their learning and how the quality of their achievement will be judged
7. Assessment methods should promote the active engagement of students in their learning and its assessment
8. Assessment should enable and motivate students to show what they can do
9. Assessment should combine information of various kinds, including students' self-assessments, to inform decisions about students' learning and achievements
10. Assessment methods should meet standards that reflect a broad consensus on quality at all levels from classroom practice to national policy.

4. Assessment approaches

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment. Fostering a dialogue between student and teacher is important in our school as it can:

- Enable effective reflection by the student to enable them to make progress
- Involve them in the assessment process
- Identify individual strengths and weaknesses
- Indicate the next steps in the learning process
- Motivate them through success and encouragement

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment can be through marking, written or verbal, questioning, self and peer-assessment and observation. Formative assessment is used to check on learning to date, to diagnose problems, assess knowledge, skills and understanding. It also helps to identify gaps and misconceptions. Formative assessment takes place every day in our school.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress, and wider outcomes of their child across a period

Summative assessment can take place after a unit or topic of work at varying points throughout the school year. We have Exam Weeks for each year group to prepare them for the terminal exams they sit in year 11. This allows students to practise revision techniques for a longer sequence of work and prepares them for the situation that they will find themselves in at the end of year 11. Recalling information from their long-term memory is important, so end of topic tests will, whenever possible, include material from a previous topic too.

The range and content of the exam/assessment is in proportion to the curriculum time afforded to that subject. This ensures that teachers have a proportionate and equitable workload. The calendar point for the exam week will also vary for each year group to ensure that the workload of marking is spread evenly throughout the academic year. Such exams will take in work that has been covered in that subject for all preceding topics too. This means that an end-of-year exam in Year 8 will take in work from Year 7 as well as that from Year 8. End of year 10 exams and Year 11 mock exams will take in work that has been done in preparation for the GCSE/BTEC qualification being studied up to the point of the exam.

The purpose of the summative testing is to grade students and measure progress against targets. This is an objective process, based entirely on evidence. School Leaders are responsible for ensuring the validity and reliability of the assessments used, ensuring that published materials/past exam style questions are used where possible. Summative assessments provide useful information for improving future learning.

Summative testing may also be used as part of the review process for students with special educational needs/disabilities or with groups of students starting Year 7 below the national standard at KS2 SATs.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Students and parents** to understand how students are performing in comparison to students nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4.

4.4 Assessment temperature and usefulness in predicting grades

Given the variety of assessments available and the nature of the preparation for assessments assigning a grade is difficult to do given the variables at play.

Where students are deliberately focussing on a particular part of a scheme and spend much time specifically practising the skill for that assessment prior to sitting that assessment they will likely score well. We describe such assessments as 'Hot' assessments and as such use the grading and scores from them more cautiously when predicting grades. The table in the appendix gives some examples of the type of assessment we use, and the temperature associated with it.

5. Collecting and using data

All summative assessment data is recorded in mark books on GO 4 Schools. This avoids adding to teachers' workload unnecessarily as the data is entered just once into the school system, there is no need to record it elsewhere. This also reduces the delay in data being available to all stakeholders and presents an ongoing up to date picture of progress. Short formative assessments, such as homework, will not be graded but a percentage may be recorded. Short end of unit tests may be graded, but the outcomes of these will be used cautiously to support the data from more sizeable end of year assessments.

6. Reporting to parents

GO 4 Schools is the system used in school to report home on a continuous basis. As this is a live update a snapshot is taken at the end of each term, this snapshot includes:

- Target grade
- Currently on Track for Grade (age related GCSE 1-9 grade)
- Tracking statement
- Attitude to Learning
- Attendance Information
- Behaviour Information

In addition to this a written report is produced once a year for each group and a progress evening is calendared. Both present an opportunity to find out the story behind the grade. The report has a tracking statement that uses the traffic light system. Red is for two or more grades below target, amber is one grade below target, and green for on target. There is a fourth colour, blue, that indicates above target (where this is possible).

As amber is just below target it is not necessarily a cause for concern as it is not unusual for progress indicators to fluctuate between grades. The first time this arises a parent may want to ask their child why they think it might be amber, and what they could do to improve. They could ask them about an area where

they are on target and ask why that is, as a comparison. Students should be encouraged to speak to the teacher concerned. If a grade remains amber for two or more terms parents should consider contacting the teacher for further advice.

A red indicator is two or more grades below target. This needs to be investigated. Contact the Head of Department or class teacher to seek clarification on the reasons for being this far below target. If there are two or more subjects with red indicators, you should consider contacting the Pastoral Leader who will then offer the appropriate support needed.

The Head of Department or subject teacher will be able to talk to you about progress in their subject. You can telephone the school and the member of staff will return your call. You can email in to office@cssschool.co.uk and the email will be passed on to the appropriate member of staff. Further contact details can be found on the school website.

7. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience, and independence. We will have the same high expectations of all students. However, this should account for effort the student puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points and take this into account alongside the nature of students' learning difficulties.

8. Training

School Leaders are responsible for ensuring that developments in assessment practices are kept up to date by:

- Disseminating information from awarding bodies to classroom teachers through department meetings.
- Using regular standardisation and moderation exercises, using exemplar material supplied by awarding bodies.
- Assessing students' performance objectively to determine outcomes that are as fair as possible and minimise bias.
- Use of mark schemes for Nationally standardised summative assessments.
- Use of moderator reports.
- Use of examiner reports.

The school's professional development programme will also ensure that teachers have a good understanding of assessment and assessment practice and that teachers will have access to quality professional development on assessment.

9. Roles and responsibilities for Assessment

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Feedback

At Church Stretton School we recognise that teachers' marking of students' progress and attainment and students' assessment of their own progress and attainment are central to the learning process. The focus of written feedback is on helping students gain a clear understanding of how well they have gained knowledge, can recall that knowledge and use that knowledge.

10.1 Effective feedback

To establish a system of effective feedback we strive to be consistent in our approach to the way we feedback on learners' work, so that students feel valued and have a clear understanding of how well they are doing irrespective of the subject area they are in. To ensure all students are provided with regular feedback to help them reach or exceed their full academic potential.

Feedback is most effective when the student knows:

- The purpose of the task
- How far they have achieved this
- How to move closer towards their goal of learning.

Teachers and students follow an agreed system to promote consistency by:

- Teachers mark in RED ink.
- Peer and self-assessment are in GREEN ink.
- Using the marking codes from the appendix.

10.2 Forms of feedback:

1. **Light-touch marking** to show that the work has been seen and to identify obvious communication/literacy errors, with the following expectations:
 - Exercise books / folders should be checked frequently enough to support the cycle of teaching – Assess, Plan, Teach. This is because frequent marking allows pupils to know how they are doing, but also aids teachers in planning effective interventions or learning experiences. Regular feedback also maintains good standards, expectations and quality of the books.
 - Use the marking code (Appendix 2) for correcting work (punctuation / use of ruler / paragraph break etc.) for consistency across the school.

- Anything that is fantastic should be commented on.
- Anything that is poor should be commented on.
- Subject specific key words can be corrected, but do not just correct spellings.
- Presentation of work is not the main focus, but good presentation is to be encouraged and expected.
- Highlight a maximum of three spelling errors in any piece of work. Students then correctly copy out the spelling three times directly on the piece of work, next to the spelling error.

2. **Formative marking** ('quality marking'), with the following expectations:

- All teachers to Quality Mark as per table below, this will be identified in the scheme of work for each subject. A record that this has been done should be kept by the teacher in a manner appropriate to track progress over time e.g., raw marks in GO4S.

Curriculum Time	Quality marking
Lessons twice a fortnight or less	At least once every half term.
Lessons three to four times a fortnight	At least twice every half term. *
Lessons five times a fortnight or more	At least three times every half term. *

* This may include an example of peer and self-assessment linked to a mark scheme/detailed assessment criteria. Frequency is based on a 7 week half term, this may be adjusted where shorter half term holidays arise.

- Quality marked work to be marked in depth with formative feedback that the students comment on / address.
- When marking a piece of work, the common approach to feedback should include comments on **WWW, EBI & Next Steps**.
- **WWW** - highlight examples of where the student has met the learning objectives with a "what went well" statement.
- **EBI** - provide clear concise targets within an "even better if" statement which should help the student to 'close the gap' between what they have achieved and what they could have achieved.
- **Next Steps** – Something specific that the student now has to do e.g., redraft paragraph 2 using the word because...
- Formative marking should suggest how students can improve academically (not presentation, revision, adding colour etc.).
- For the marking to be formative, the information must be used and acted on by the student. Encourage students to amend their work or respond to your comments. Redrafted exam questions or corrections should be clearly labelled and filed in their assessment folder along with the original assessment.
- Plan time for the class to interact with your comments and to engage in the dialogue, this should also be indicated in the scheme of work. This should be high profile as it is a very important part of the process.

3. **Peer / self-assessment**

- Students complete peer and or self-assessment in **green ink** at least once per half term.
- This usually takes place in class under the guidance of the teacher with the use of a mark scheme and/or success criteria.

- A dialogue between students is encouraged so that they can alter or amend their marking after discussion with each other and/or the teacher.
- Self and peer assessed work should be formally checked and corrected by the class teacher if the marks are to be used to formulate a grade/objective judgement.

11. Roles and Responsibilities for giving feedback

School leaders are responsible for:

- Ensuring that the policy is adhered to.
- Monitoring standards in subjects through quality assurance activities.
- To create planned opportunities to moderate key assessment activities to ensure consistency.
- Giving feedback to line managers during Rolling Record meetings.
- Sharing best practice.

Teachers are responsible for:

- Ensuring that work is marked in line with the school policy.
- Ensuring that students have the target level or grade clearly displayed.
- Ensuring that students understand the marking codes used and how they are expected to respond to the 'Next Steps',
- Displaying marking codes in the classroom.
- Ensuring that students are provided time to consider marking comments and make any corrections / re-draft, as necessary.

Learning Support

- To read through the comments written by teachers to guide any students they are working with in the class to respond to the 'Next Steps'.

Students

- To acknowledge the receipt of feedback in books folders and assessments.
- To complete a written response to 'Next Steps' on the piece of work.
- To complete peer and self-assessment to a high standard, seeking help and guidance to do so when necessary.
- To reflect on assessment performance, re-draft and correct answers as required.
- Maintain assessment folders as a record of progress.

12. Monitoring

This policy will be reviewed every 2 years by Senior Leaders. All teaching staff are expected to read and follow this policy. Senior Leaders are responsible for ensuring that the policy is followed.

School Leaders will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- lesson observation
- work scrutiny
- student progress meetings
- Rolling Record meetings

13. Links with other policies

This assessment policy is linked to:

- Non-examination assessment policy
- Exams policy
- Examination contingency plan
- Target setting policy

Appendix 1:

Assessment Temperature		Reliability for Forecast grades	Use in school
White Hot	<ul style="list-style-type: none"> • Students were given the actual test in advance or the mark scheme or part of either. • Open book assessment. • Completed at home. 	Completely unreliable indicator for forecast grades	Formative assessment
RED Hot	<ul style="list-style-type: none"> • Students planned (essay) answers in class in advance. • open book (but timed). 		
Hot	<ul style="list-style-type: none"> • Students practised very similar questions to those on the actual test immediately before the actual test (so not testing long-term memory). • Students had the content narrowed down. • This is likely the case for subject end of topic tests, particularly if students are predominantly drawing from short term memory. 	Unreliable indicator for forecast grades	
Warm glow	<ul style="list-style-type: none"> • Students do not see the questions in advance, the teacher does but actively avoids teaching to the test or over-preparing students. • The material is taken from a broad range of learning and is testing long term memory/recall. 	School level reliable, but likely to be generous compared to a cold assessment	Summative assessment
Cold	<ul style="list-style-type: none"> • Neither the students nor the teacher knew the questions in advance, just the broad range of topics. • Long-term recall needed. • This is the case for external examinations such as GCSEs and is the desired case for end of year exams and mock exams. 	Reliable	

<p>WWW:</p> <p>EBI:</p> <p>Next Steps:</p>	<p>What Went Well ...</p> <p>Even Better If ...you can improve this work by...</p> <p>Make the improvements suggested in green ink and include a comment to show that you have understood and read the feedback.</p>
<p>CUPS</p>	<p>Any or all the letters may be underlined to indicate the correction needed:</p> <p><u>C</u> – Capital Letters, check and correct</p> <p><u>U</u> – Understanding, consider re-wording</p> <p><u>P</u> – Punctuation, check and correct</p> <p><u>S</u> – Spelling, Write out the correct spelling 3 times on the piece of work.</p>
<p>/</p>	<p>New Sentence needed.</p>
<p>//</p>	<p>New paragraph needed.</p>
<p>UL</p>	<p>Underline with a ruler.</p>