



Assessment and Feedback Policy

Responsibility:	Duncan Rhodes/Charlie Armstrong
Ratified By:	Governing Body
Date Reviewed:	March 2023
Next Review Date:	March 2025

CONTENTS

1.	ASSESSMENT FOR LEARNING	3
1.1	The Ten Principles of Assessment for Learning	3
1.2	Assessment	3
1.3	The Key Elements of Assessment	3
1.4	Flight Paths at Key Stage 3, 4 And 5	4
1.5	When are Flight Paths Set and Reviewed?	5
1.6	Reporting of Assessment Point Grades	5
1.7	Monitoring of Assessment Data	6
1.8	Class Teachers should:.....	7
1.9	Academic Heads of Year (AHOYs) and Sixth Form Deputies (SFDs) should:.....	7
1.10	The Data Assessment and Reporting Manager (DARM) should:.....	7
2.	FEEDBACK	8
2.1	Meaningful, Manageable and Motivating	8
3.	FREQUENCY OF FEEDBACK	8
4.	THE MONITORING AND EVALUATION OF FEEDBACK	8
5.	EFFECTIVE AND EFFICIENT FEEDBACK	9
5.1	Effective and Efficient Feedback:	9
5.2	PUPILS CAN BE INVOLVED IN THE FEEDBACK AND TEACHERS MAY:	9
5.3	The Use of Self And Peer Feedback - Pupils May:	9
6.	COMMUNICATING SUCCESS	9
7.	LITERACY	10
8.	PRESENTATION AND EFFORT	10
9.	RECORDING AND EVIDENCING FEEDBACK	10
10.	DEPARTMENT FEEDBACK POLICIES	10
11.	GLOSSARY OF TERMS.....	12

Assessment and Feedback Policy

The aim of this policy is to outline whole-school Assessment and Feedback guidelines in order to promote consistency across the school, to allow flexibility in the development of Subject Specific Assessment and Feedback Policies and to ensure consistency in Assessment and Feedback practice within a Curriculum Area.

1. ASSESSMENT FOR LEARNING

Assessment is at the heart of an effective curriculum and is a fundamental part of good teaching. It enables learners to recognise achievement and make progress, and teachers to shape and adapt their teaching to individual needs and aspirations.' (QCA, 2010)

1.1 The Ten Principles of Assessment for Learning

AfL should:

- be part of effective planning of teaching and learning
- focus on how students learn
- be central to classroom practice
- be regarded as a key professional skill for teachers
- be sensitive and constructive because any assessment has an emotional impact
- foster motivation
- promote shared understanding of goals and criteria
- help learners know how to improve
- develop the capacity for self and peer assessment
- recognise the full range of achievements of all learners.

1.2 Assessment

The aim of the assessment process is to gather information which enables teachers to:

- Evaluate and record each child's attainment and progress and then identify individual strengths and weaknesses.
- Evaluate the effectiveness of their teaching and plan future teaching and learning.
- Match work to the needs of individual pupils.
- Make reliable judgments about how learners are doing by comparing current individual levels of attainment and progress with prior attainment as well as to national benchmark data such as MidYis, FFT and ALIS.
- Provide reliable information for parents and colleagues about the progress and development of each child.

1.3 The Key Elements of Assessment in The King's School should:

- Have a strong emphasis upon **learning intentions** and **success criteria** which are shared with the students so that they understand precisely what they are doing, why they are doing it and what they are expected to gain from it.
- **Lesson objectives** should be clearly shared with pupils at an appropriate stage in the lesson which may not always be at the very start of the lesson and how they are shared will depend upon the nature of the lesson.
- Use strategies at the end of lessons to test **learning outcomes** in order to establish the focus of the next lesson.

- Encourage active involvement of all students through effective **questioning** and **discussion** that elicits evidence of learning. Pupils should be given time to consider their responses. This will enable teachers to **review understanding** within the lesson and then to **adjust the teaching** accordingly.
- Make use of enhanced oral and written **feedback** between teacher and student to establish what has been done well and what needs to be done to move the learning forward, including the use of both internally agreed and external **assessment criteria** (Flight Paths, Exam Grades) in a format that can be easily understood by pupils. Time should be allocated in lessons so students can read, understand and take note of any formative written feedback.
- **Marking** of students' work will be in line with the subject's Assessment and Feedback policy and within the guidelines of the whole-school Assessment and Feedback policy.
- Make regular use of well thought out **self-assessment** which motivates students as owners of their own learning, as well as carefully planned **peer assessment** which motivates students as instructional resources for one another and therefore promotes effective collaborative learning.
- Regularly provide opportunities for individual students to **reflect** and **talk** about their learning and progress in order for them to recognise how they can improve.
- Focus on **how** students learn and make learners aware of the process of how not just what they learn so they can become **independent learners**.

1.4 Flight Paths at Key Stage 3, 4 And 5

Flight Paths are grades set for every pupil, for each subject, based on subject specific descriptors for Years 7, 8, 9, Key Stage 4 and Key Stage 5.

For example, a pupil in Year 7 with a Flight Path of a 6 in Geography is on 'Geography Year 7 FP6'. If that pupil progresses at a rate that would be expected of most students at King's, they would be expected to follow that Flight Path from Year 7, into Year 8 and 9 then all the way through to GCSE in Year 11.

However, pupils make progress at their own individual rate, and there is no ceiling on each pupil's potential attainment; so their Flight Paths are **not** fixed. We should encourage all pupils to identify the requirements to move up to the higher Flight Path Grade, and they should aim to make the extra progress needed to do so. Therefore, pupils may have some movement in their Flight Paths in some subjects between academic years.

Baseline	Year 7	Year 8	Y9	KS4	GCSE
					9
				9	8
			Year 9 9	8	7
			Year 9 8	7	6
		Year 8 8	Year 9 7	6	5
9	Year 7 8	Year 8 7	Year 9 6	5	4
8	Year 7 7	Year 8 6	Year 9 5	4	3
7	Year 7 6	Year 8 5	Year 9 4	3	2
6	Year 7 5	Year 8 4	Year 9 3	2	1
5	Year 7 4	Year 8 3	Year 9 2	1	
4	Year 7 3	Year 8 2	Year 9 1		
3	Year 7 2	Year 8 1	Year 9 -1		
2	Year 7 1	Year 8 -1			
1	Year 7 -1				

Baseline	Year 12	Year 13	A Level
			A*
		A*	A
	A*	A	B
A*	A	B	C
A	B	C	D
B	C	D	E
C	D	E	
D	E		
E			

1.5 When are Flight Paths Set and Reviewed?

Initial Flight Paths are set during the Autumn Term for Year 7 based on Key Stage 3 FFT top 20% predictions and CAT4 'If Challenged' predictions (normally the default is Top 20% FFT Predictions). Year 7 Flight Paths are finalised at their first Assessment Point.

Pupils start most of their GCSE courses in Year 10, and this is seen as a point at which all Flight Paths are reconsidered, and they are set by referring to Key Stage 4 FFT top 20% predictions. For Key Stage 3 and 4, Heads of Department ensure that the Flight Path Grade mean of the subject cohort should be in line with, or better than, the FFT top 20% / Top Quartile MidYIS predictions' mean of the subject cohort.

HODs should consult with their SLT line managers to explain the rationale for any students who are allocated Flight Paths below their FFT top 20% predictions prior to the respective assessment points. It should be rare for students to be more than one grade below their FFT top 20% predictions.

For Year 12, Flight Paths are set based on ALIS predictions and, in most cases, they are the higher of either the CABT / GCSE based ALIS predictions. This is reviewed annually by Deputy Headteacher (Academic) with the Assistant Headteacher (Sixth Form) , consulting with the Sixth Form and LFL teams; adjustments are made according to individual needs of students, for example due to SEMH issues.

For Year Groups 8, 9 and 11 Flight Paths are reviewed and changed if necessary by the first Assessment Point (AP) for each academic year in the Autumn Term.

If students have been consistently achieving grades greater than their Flight Path during the previous year, then their Flight Path should be increased to reflect this.

HODs may start to record changes on single departmental SIMS marksheets provided in the Summer Term at the end of Years 7, 8 and 10. These marksheets will contain previous AP data and the column for resetting the Flight Path will be prefilled with the current year's Flight Path.

Marksheets will remain live until AP1 in Year 8, 9 and 11 respectively. Year 11 changes should be rare and, in most cases, only upwards. Please refer to Assessment and Reporting Calendar for dates.

1.6 Reporting of Assessment Point Grades

Assessment Point grades will be reported to parents using the following descriptors (not all of these will be used each time a report is created):

Flight Path: The grade, which if the student makes their expected progress, they should achieve at the end of the year or Key Stage.

Current Attainment: the grade that a pupil is actually working at based on a range of current work.

Key Stage Prediction: the grade that a pupil is likely to achieve at the end of the Key Stage based on Current Attainment.

Key Stage Predictions will be reported using '**fine grades**' as detailed below:

Symbol	Explanation	Example
Developing = Minus [-]	Used when a pupil is working towards meeting the descriptors for their Flight Path Grade in a subject	7-
Competent = Whole grade	Used when a pupil is meeting all the descriptors for their Flight Path Grade in a subject	7
Confident = Plus [+]	Used when a pupil is exceeding some of the descriptors for their Flight Path Grade in a subject	7+

1.7 Monitoring of Assessment Data

The attainment of progress will be monitored by HODs, AHOYs and subject teachers using a combination of SIMS and SISRA.

Heads of Department (HODs) **should:**

- Have in place assessment descriptors for each number grade for Key Stage 3 and Key Stage 4 based upon grade descriptors given at GCSE. In discussion with the class teachers decide on the appropriate strategies, since the types of learning style, level of questioning, opportunities for self
- and peer assessment will vary from subject to subject as well as between different units of work within a single subject.
- Ensure that their Departments have agreed **assessment programmes** for all key stages and that assessments are marked to common mark schemes in line with Flight Path descriptors, GCSE, A level, whichever is appropriate to the Key Stage.
- Ensure that the marking of assessments is **standardised** across the department through the process of moderation and work sampling.
- Ensure that pupils' progress is **tracked** through the Assessment Points (AP) as scheduled on the whole school Assessment and Reporting calendar.
- Audit Assessment Point data (provided by Assessment Manager):
 - Make any appropriate amendments to schemes of learning in the light of pupil performance and feedback.
 - **Celebrate achievement** and ensure that pupils who are making good progress in their Curriculum Area receive appropriate **praise**.
 - Liaise with class teachers if there are any concerns about pupil progress and ensure that appropriate **interventions** are put into place, giving support and guidance where needed. Also congratulate teachers, where appropriate.

- Liaise with **AHOYs** when there is cause for concern about pupil progress.
- Discuss with their SLT link in their termly review the progress being made by pupils in their department.

1.8 Class Teachers should:

Apply the **key elements of AfL** to their teaching.

- Utilise the full range of **assessment methods** in their Department to predict performance outcomes.
- Keep an **assessment record** of every pupil according to their Department policy.
- Use AP data provided by the SIMS Manager to monitor progress of their pupils.
- Set aside time so that pupils can, in consultation with their teacher, set their own learning targets and then monitor their own progress towards those targets.
- Use the information from assessments to **inform their teaching** and make adjustments where needed.
- Ensure that appropriate **interventions** are put into place to ensure that pupil progress is maintained.
- Make a **summative assessment** about the level/grade a pupil is performing at, using their professional judgment based on results from assessments, as well as evidence from other assignments completed as class work and homework. This will happen as many times as is appropriate for each year group according to the Assessment and Reporting calendar.
- **Celebrate achievement** and indicate how future progress can be made.

1.9 Academic Heads of Year (AHOYs) and Sixth Form Deputies (SFDs) should:

- **Monitor** the progress of students through AP data provided by the SIMS Manager.
- **Analyse** summative assessment information which will be traffic-lighted on SIMS and then make appropriate interventions to ensure pupil progress.
- **Liaise** with the relevant HoDs about any pupils who are underachieving.
- **Celebrate achievement** and ensure that pupils who are making good progress receive appropriate **praise**.
- Form Tutors should:
 - Use AP data to **monitor** the progress of pupils in their form.
 - Engage in **discussion** with pupils in their form about the progress they are making towards their personal targets.
 - Celebrate achievement.

1.10 The Data Assessment and Reporting Manager (DARM) should:

Produce and distribute reporting documents after every AP has been entered on SIMs for parents and in preparation for a Parent Pupil/Student Teacher Consultations (PPTC / PSTC).

Importing data onto SISRA for analysis by HODs, SLT, AHOYs, SFDs and teachers:

- Assessment Point Data
- Flight Paths
- Exam Grades (Internal and External)
- Year 13 UCAS predictions

Provide annual training to teaching staff, keeping them abreast of SISRA updates.

Providing bespoke support to staff to optimise their use of SISRA according to their role.

2. FEEDBACK

2.1 Meaningful, Manageable and Motivating

Intended for application to homework and classwork rather than assessment and examination, and written in conjunction with the Independent Teacher Workload Review Group 2016.

AIMS OF FEEDBACK: to be effective in promoting pupil progress while being sustainable and valued by teachers, and maintains the work-life balance of staff.

Feedback is **effective** when it:

- has a **single purpose**: to advance pupil progress and outcomes
- contributes to **Teaching and Learning**
- **acknowledges** pupil effort, progress and celebrate success
- **encourages** pupils to act on feedback in subsequent responses
- **enables** teachers and pupils to make decisions about what to do next: evaluate the impact of lessons; to plan future lessons, and to differentiate for groups and individuals
- is **high quality** (effective) over quantity; the accessible language and concision allows the pupil to tackle subsequent work with improved outcomes
- provides reliable information to parents and colleagues about pupil progress
- develops resilience and build confidence and aspiration
- does not detract from the pupil's own responsibility where effort or checking is insufficient
- includes a wide **range** of different approaches including: written and verbal feedback; whole class feedback; self and peer assessment.
- is given **time and space** in lessons to be discussed, responded to and acted upon: returning work at the start of a lesson allows pupils to respond to feedback.

3. FREQUENCY OF FEEDBACK

Feedback should be regular to allow the above to take place effectively but will differ from subject to subject and each Curriculum Area specifies how frequently work should be marked in Curriculum Area policies. As guidance pupils might expect to receive feedback on work three times a Half Term.

Homework should be checked for completion on the due date where feedback is delayed until the appropriate moment.

4. THE MONITORING AND EVALUATION OF FEEDBACK

The Ofsted handbook is clear: Marking is not inspected; progress as a result of feedback is:

- The quality of feedback is monitored through lesson evaluations; a lesson cannot be judged good or better without the effectiveness of feedback being judged at least good.
- The quality of feedback is also monitored by HoD work sampling and SLT Learning Walks
- Effective feedback is judged not by the 'marking' itself but by:
 - a) pupil outcomes and progress over time as a result of high-quality feedback
 - b) discussions with pupils: how pupils are able to articulate the advice which they have been given as a result of high-quality feedback
 - c) how well pupils are able to tackle subsequent work, for example how advice on drafted work has improved a final outcome
 - d) looking through the lens of 'how does this promote pupil learning and confidence, and what is the impact on pupil progress?'

- e) the quality of feedback; lots of marking does not necessarily equate to a good teacher

Teachers who identify that their feedback workload is **not sustainable** should discuss this with their HoD/ SLT link who will help identify where feedback could be streamlined.

5. EFFECTIVE AND EFFICIENT FEEDBACK

To ensure the workload is sustainable, teachers should plan work and feedback ahead. Homework should not be set without first considering how and when this will be fed back. Homework other than revise need not be set for the week an assessment is to be completed, and written work / research homework can be balanced across a number of weeks.

5.1 Effective and Efficient Feedback:

- should be proportionate
- should be given lesson time
- written feedback should not shrink the importance of other forms of feedback. For example, verbal, whole class, peer and self
- 'deep marking' 'Triple Marking' 'Dialogic' marking is not expected; pupils may simply act on feedback in future work
- verbal feedback might not be recorded; the impact may be seen in the improved quality of work
- the use of EBI and WWW may be used to quickly capture praise and target setting
- for certain work, only the application of the learning will receive feedback, not necessarily anything else in the books leading up to this, creating high expectations about pupils applying their learning into a piece for the teacher's consideration.
- may, where appropriate, mark sections of a response with the remainder impression marked
- teachers may choose to give whole class feedback and ask individuals to record and act upon the key advice rather than writing comments on the work individually
- may make use of a visualiser or class models to identify common mistakes, rank order responses or suggest improvements
- may use codes familiar to pupils

5.2 PUPILS CAN BE INVOLVED IN THE FEEDBACK AND TEACHERS MAY:

- ask pupils to rank order work
- ask pupils to develop a success criteria for outstanding work and then prove they have met this
- involve teachers writing feedback on strips of paper and students matching these to their work
- phrase advice as a question to help promote thinking and response

5.3 The Use of Self And Peer Feedback - Pupils May:

- be taught to peer and self-assess once taught samples of work and success criteria is clear
- write their own feedback based on the success criteria or some key annotation or devise a plan jointly to improve work
- highlight and annotate where they feel they have demonstrated evidence of skills according to the success criteria
- annotate the success criteria or work to show their progress

6. COMMUNICATING SUCCESS - will vary for each Curriculum Area and is specified in the CA Policy.

Classwork and homework (not formal assessments) may be given an attainment mark from 1 (poor)-10 (Excellent) or Flight Path level or descriptor feedback.

9-10	Excellent
7-8	Good
5-6	Satisfactory
3-4	Weak
1-2	Poor

Classwork and Homework will be given an effort grade from *(exceptional) to 4 (very poor).

Grade	Meaning
*	The level of effort you have put into this work is exceptional
1	The level of effort you have put into this work is good
2	The level of effort you have put into this work is satisfactory
3	The level of effort you have put into this work is poor and insufficient to produce the standard of which you are capable
4	The level of effort you have put into this work is very poor and insufficient to produce the standard of which you are capable

7. LITERACY - All teachers are teachers of Literacy and in supporting the consolidation of basic skills may:

- highlight subject spelling errors with SP in the margin and require pupils to look, cover, write, check.
- highlight a small number of key spelling patterns, rules or common errors. E.g. There and Their, or gather errors from across the class to run as a spelling test.
- highlight basic sentence punctuation errors with a P.

8. PRESENTATION AND EFFORT

High expectations should be maintained and teachers may judge that where these are found wanting work should not be accepted until the pupil has met the expected and appropriate standard.

9. RECORDING AND EVIDENCING FEEDBACK

Homework and classwork feedback is recorded by teachers in their planners or e-mark books and should inform assessment and reporting data.

Where feedback is provided electronically, then this should also be evidenced in exercise books and folders.

10. DEPARTMENT FEEDBACK POLICIES

Within the Guidelines of the Whole School Feedback Policy to include:

Marking

- Frequency of marking.
- Appropriate marking for specified assignments / types of work.

Key Stage 3 and 4

- Marking of on-going classwork and homework.
- Identification of assignments to be marked in line with KS3 Progress Levels/GCSE grades with more detailed feedback in relation to learning objectives and targets for improvement
- The nature of the feedback/guidance that is given to students on how they can progress when levels or grades are given.
- Where appropriate, subject-specific generic explanation of marks given for on-going class work and homework.

Key Stage 5

- Monitoring/marking of on-going classwork and homework.
- Feedback that is given to students, focusing on areas they need to concentrate on in order to progress.

Presentation of Work

- Standards of presentation appropriate to the work in the particular subject.

Standardisation of Marking Across the Curriculum Area

- Provision for moderation of marking.

Marking and Feedback in the Junior Department

- All pupils are entitled to high quality feedback, which focuses on encouragement and self correction.
- Work will be marked primarily against the learning objective.
- Work will be marked in a contrasting colour, including highlighters.
- Not all errors will be corrected, the amount of corrections will depend on the age and ability of the child as well as the purpose of the work.

When providing feedback on pupils work, the following four points will be covered as appropriate to the piece of work:

- Showing success.
- Indicating improvement.
- Giving an improvement suggestion.
- Making the improvement.

In the Junior Department the four stages will be implemented as follows:

- Showing Success

The teacher will find examples in the children's work that link to the learning objective and then highlight, circle or underlines these. Thus avoiding writing comments which may be inaccessible to the pupil.

- Indicating Improvement

The teacher may use the agreed symbols to indicate precisely where on the work improvement could be made (again, avoiding text). These will also be displayed on the classroom wall so that pupils can use them for reference and become familiar with their meaning.

- Giving an Improvement Suggestion

The teacher will write down or asks the pupil for an improvement suggestion to help the pupil understand how to make the specific improvement. There are three types of improvement prompt, each linked to an area of improvement:

- **Reminder** (reminding the child of the learning objective).
- **Scaffold** (providing examples of what they need to do).
- **Example** (giving exact sentences, words or processes to copy).

With young children, with some children with special needs and for practical subjects these prompts will often be used orally.

- Making the Improvement - Classroom time (typically ten minutes) will be allocated for children to read the success and the improvement suggestions and then to make their improvement. Whilst most of the class is making the improvement, time may be generated for a teaching assistant or additional adult to read out the improvement suggestions to any children who needs support in either reading or understanding the teacher's feedback. Children may make their improvements in a different colour to the original work.

Work may be initialled once it has been marked, either by the teacher or the TA.

Assessment and Monitoring Progress

Regular teacher assessments will occur throughout the academic year and results will be recorded in the JD area on SIMs Manager for data analysis the findings of which will then be used to further develop teaching. Standardised tests including optional SATs, will be used alongside internal moderation to maintain consistency and accuracy against national benchmarks.

11. GLOSSARY OF TERMS

National Benchmark Data: Externally-produced Benchmark levels/grades are an estimation of the level/grade a pupil is likely to achieve when their results are compared to the results achieved by other pupils of a similar ability in a national sample.

FFT (Fischer Family Trust): Established in 2001 and works with LAs and schools to provide high quality performance data to support target setting and self-evaluation.

FFT (Key Stages 2, 3 and 4) provides estimations based on prior attainment in SATs tests/teacher assessment in the Core Subjects. Available predictions:

Key Stage 2 estimation based on KS1 SATs Levels in Core Subjects.

Key Stage 3 estimation based on KS2 SATs Levels in Core Subjects.

Key Stage 4 estimation based on KS2 SATs Levels in Core Subjects.

Key Stage 5 FFT provides estimations of 'A' level grades based on a pupil's GCSE average point score.

MidYis (Key Stage 3): tests are designed to measure, as far as possible, ability and aptitude for learning rather than achievement. MidYIS is not an IQ Test as it is designed to provide a measure of 'typical' performance. The tests are comprised of Vocabulary, Maths, Non-verbal and Skills sections.

ALIS (Key Stage 5): provides estimations of 'A' Level grades based on a pupil's GCSE average point score.

HoD: Head of Department

AHOY: Academic Head of Year

PSO: Pupil Support Officer

SENDCO: Special Educational Needs Co-ordinator

SIMS: School Information Management System

SLT: Senior Leadership Team