



Assessment and Feedback Policy

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

Key Abbreviations

AfL: Assessment for Learning

APP: Assessing Pupil Progress

'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)

- **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.

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.

The Key Elements of AfL Present in teaching 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** (Key Stage 3 Progress Levels, 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 Curriculum Area marking policy and within the guidelines of the whole-school marking 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**.
- Incorporate **varied learning styles** (visual, auditory and kinaesthetic) to suit different learners in order to promote learning.

Flight Paths at Key Stage 3 and 4

All pupils at Key Stage 3 and 4 will be tracked against their individual Flight Path for each subject. A projected GCSE outcome of a likely grade will be projected through from one year to another. This outcome will be a result of baseline testing during the Year 6 Transition Days (Core Subjects and MidYis) and FFT.

KSP Flightpath

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

The example above shows that a pupil baseline tested (including FFT and MidYis) at a Grade 5, would then be on a flightpath to achieve a 5 in Year 7, Year 8 and Year 9. If a pupil is making different progress, it will be recorded as follows:

Developing = Minus [-]

Secure = Whole Number

Confident = Plus [+]

The attainment of progress will be monitored by Hods, PDMs and subject teachers using a combination of SIMS and SISRA. It is appreciated that it will take some time to embed this new system and that there may well be a need to amend descriptors and procedures in light of experience.

CAMs should:

- Have in place assessment descriptors for each number grade for Key Stage 3 based upon grade descriptors given at GCSE. There is an appreciation that we will be operating a 'mixed economy' of numbers and grades until 2018 when all GCSEs will record a number grade.
- 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 Curriculum Area Key Stage 3 Progress Levels, GCSE, A level, whichever is appropriate to the Key Stage.
- Ensure that the marking of assessments is **standardised** across the CA 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 **PDMs** 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 CA.

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.

PDMs 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.

The SIMS Manager should:

- Produce and distribute overview documents after every AP has been entered on SIMs for internal use, reporting to parents or in preparation for a PPTC. To indicate rate of progress these will be need to be traffic lighted:
- Key Stage 2 against FFT and PIPs for SLT, HoD, Form Tutor and SENDCO
- Key Stage 3 against benchmark target for Form Tutors and also against FFT Aspire data/MidYis for SLT, HoDs, PDM and SENDCO.
- Key Stage 4 against benchmark target for Form Tutors and also against FFT Aspire data for SLT, HoDs, PDM and SENDCO.
- Key Stage 5 against ALIS/FFT for SLT, HoDs, PDM and Form Tutors.
- Year 13 only also against UCAS Prediction for SLT, HoDs, PDM and Form Tutors.

Feedback

'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

1. **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.

1.2 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.

2. **Frequency of Feedback**

2.1 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.

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

3. **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

3.1 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.

4. **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.

4.1 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

4.2 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

4.3 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

5. **Communicating success** will vary for each Curriculum Area and is specified in the CA Policy.

5.1 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

5.2 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.

6. **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. Eg There and Their, or gather errors from across the class to run as a spelling test.
- highlight **basic** sentence punctuation errors with a P

7. **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.

8. **Recording**

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

Department Feedback

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

1. 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.

2. Presentation of Work

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

3. Standardisation of Marking Across The Curriculum Area

- Provision for moderation of marking.

Marking and Feedback in the Junior Department

1. 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.
2. When providing feedback on pupils work, the following four points will be covered as appropriate to the piece of work:
 - a. Showing success.
 - b. Indicating improvement.
 - c. Giving an improvement suggestion.
 - d. Making the improvement.

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

A) 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.

B) 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.

C) 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.

D) 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 and PIPS, will be used alongside internal moderation to maintain consistency and accuracy against national benchmarks.

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.

PIPS (Key Stage 2): A standardised assessment system designed to monitor pupils' educational progress throughout the Primary phase which provides an annual assessment of attainment in the core curriculum areas of reading and mathematics. In addition there is an assessment of developed abilities, which may be regarded as a measure of each child's academic potential.

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.

YELLIS (Key Stage 4): The Yellis Baseline test is a measure of developed abilities providing a fair baseline from which GCSE predictions and value-added scores can be generated.

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

HoD: Head of Department

PDM: Pupil Development Manager

PSO: Pupil Support Officer

SENDCO: Special Educational Needs Co-ordinator

SIMS: School Information Management System

SLT: Senior Leadership Team