

Aylesford School

and Sixth Form College



wonder aspiration respect discipline

ASSESSMENT POLICY

Written: October 2020
Review Date: October 2022
Lead: Deputy Headteacher
Via: Standards, Personnel and Curriculum

'from potential to reality'

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Policy Overview



Assessment Policy

General Introduction

“Effective assessment makes teaching and learning more effective so that learners understand quality and how to improve”

QCDA

This policy seeks to encompass all the different aspects of Aylesford life that are directly affected by the quality of our approach to assessment. In doing this we seek to emphasize our belief that assessment is an integral part of effective learning.

Assessment Policy Aims

To provide assessment that:

- Informs future planning and teaching.
- Makes appropriate use of tests, examinations, coursework and Non examined assessments. (NEA)
- Embraces peer and self-assessment as well as more traditional teacher driven models.
- Informs effective target setting for improvement.
- Provides effective feedback for all stakeholders.
- Promotes a broad, challenging and engaging curriculum.
- Emphasizes and promotes student progress.
- Promotes independent and extended learning.
- Draws upon a wide range of evidence.

1 Assessment and Learning

1.1 Assessment for Learning (formative)

Policy Statement

Aylesford School believes that Formative Assessment (AfL) is a vital element of the teaching and learning process and must form part of a student’s normal classroom experience in all subjects.

1.1.2 Aims of the Policy

- 1.1.2.1 To provide a framework that promotes regular, objective, and accurate formative assessment across the school.
- 1.1.2.2 To ensure that all students are informed and involved in the assessment process.
- 1.1.2.3 To encourage assessment that embraces and reflects the academic, social and emotional development of students.
- 1.1.2.4 To establish a culture that encourages evidence based approaches to assessment through the intelligent use of data and shared good practice.
- 1.1.2.5 To ensure that staff, students and parents are confident in the accuracy of any assessment judgements by giving all staff access to appropriate CPD.

- 1.1.2.6 To encourage a culture that fosters positive achievement by employing rewards for effort and achievement.

1.1.3 Roles and responsibilities

What is the role of school leadership team?

- To ensure that all students have access to formative assessment opportunities.
- To monitor and evaluate the summative assessment provision across the school.

What is the role of middle leaders?

- To provide the appropriate leadership that ensures the effective planning, delivery and moderation of assessment.
- To provide opportunities for subject and pastoral staff to discuss, share and develop their assessment data.
- To provide opportunities for professional development that build staff expertise in the delivery, moderation and standardization of assessment.
- To ensure that assessment is built into long, medium and short term planning.
- To ensure that their subject or year group receives the minimum entitlement of summative assessment as indicated in 2.1.1.1.
- To support the planning and delivery of those summative assessment opportunities directed by the Examinations and Data Team.
- To ensure that all current working levels given by their subject staff are supported by valid assessment data.
- To provide the school leadership team with assessment data as directed.

What is the role of classroom teachers?

- To ensure that they plan for the use of both formative and summative assessment opportunities as part of their teaching.
- To support Middle Leadership in their delivery of assessment.
- To use assessment to provide accurate tracking data.
- To ensure that students can actively participate in assessments by sharing objectives and providing swift appropriate feedback.
- To ensure that appropriate measures are taken to record students' assessment data for future retrieval.

What is the role of the learning assistants?

- To support the student in the assessment process by ensuring that students are aware of learning objectives and success criteria.
- To ensure that staff are aware of any special requirements dictated by an individual student's special needs status.
- To support the SENCO in the delivery of any special arrangements that may be required to enable students reasonable access to the assessment process.

What is the role of students?

- To ensure that they participate fully in the assessment process when required by staff.
- To ensure that other students are allowed unhindered access to the full range of assessment opportunities available to them.
- To use the feedback from assessments to inform their future learning needs.

1.2 Extended Learning: Homework

1.2.1 Policy Statement

Aylesford School believes that homework is necessary to support the educational needs of our students by providing an opportunity for them to take responsibility for their learning beyond the immediate confines of the school day.

The School holds the view that all students have an entitlement to receive regular homework opportunities that reinforce and enhance the learning already received in the classroom. This includes providing opportunities to support learning through a range of challenging tasks that encourage students to develop independent learning skills.

All homework tasks should be marked in accordance with the school marking procedures and student performance recorded by staff in an easily retrievable form for future use in providing evidence of student progress.* It is the duty of both the School and its parents, working in partnership, to ensure that all students receive and complete their homework tasks. In return, Aylesford School undertakes to support staff, students and their families and Secondary pupils are provided with a homework timetable that encourages good working habits and ensures an equitable balance between work and home life. In addition primary students access “Purple Mash” and secondary pupils access “Show My Homework” which enables easy access to set tasks and ensures that pupils, parents and teachers have a clear understanding of what needs to be done. In the event that homework is incomplete, or not attempted at all teachers will set detentions.

1.2.2 Aims of the policy

- 1.2.2.1 To promote a culture where students have regular opportunities to extend their learning beyond the confines of the classroom.
- 1.2.2.2 To ensure that all students are encouraged to develop independent learning skills.
- 1.2.2.3 To provide a framework for the successful delivery, assessment and monitoring of homework across the school.
- 1.2.2.4 To support all students in the completion of their homework by developing school resources and the provision of appropriate software services.

1.2.1 Roles and responsibilities

What is the role of the class teacher?

- To set clear, regular and appropriate homework tasks.
- To support the provision of homework where requested.
- To set tasks in accordance with the timetable provided.
- To ensure that the students have sufficient time to complete the set task.
- To record details of any tasks set and monitor its completion.
- To collect tasks.
- To respond to all tasks in accordance with the school’s marking procedures and practices.
- To return homework tasks as quickly as reasonably possible.
- To apply the appropriate rewards and sanctions where necessary.

What is the role of the learning assistant?

- To ensure their students understand the homework tasks
- To encourage and monitor the completion of tasks.
- Where possible to support their students in the completion of homework tasks.

What is the role of the student?

- To complete tasks set by teaching staff.
- To take (age-appropriate) responsibility for managing the time and physical resources needed to complete the task
- To seek further help when tasks prove challenging.
- To take an active interest in the feedback given by staff.

What is the role of the form tutor?

- To liaise with teaching staff when problems arise.

What is the role of the middle leader?

The Subject Leader:

- To ensure that regular appropriate homework tasks are set in accordance with the homework timetable.
- To work with subject staff to develop clear, challenging homework tasks.
- To support staff in the use of rewards and sanctions.
- To monitor the setting and marking of homework tasks.

The Head of Student Progress

- To provide a clear, effective and manageable homework timetable for their cohort as directed.
- To monitor the provision and delivery of homework to their cohort.

What is the role of the school leadership team?

- To monitor the provision of homework throughout the year.
- To work with middle leadership to ensure that appropriate homework activities are set and completed at the times indicated in the homework timetable.

What is the role of the parent?

- To support and encourage their child in the completion of any homework tasks.
- Where tasks are completed at home, to provide a quiet calm area that is free from distractions where their child can complete their tasks.
- Where appropriate to become involved in any homework task that would benefit from their direct input.

1.2.2 Rewards and Sanctions

The normal range of sanctions and rewards as outlined in the school's 'Behaviour Policy' apply.

1.2.3 Monitoring and Evaluation

It is the joint responsibility of Heads of Department and Heads of Year* to directly monitor the provision and completion of homework within their areas. At a whole school level the Senior Leadership Team takes overall responsibility for the delivery of homework across the school.

2 Assessment and Feedback (see appendix 1 & 2 for further guidance)

2.1 Marking Student Work

“In addition, all subjects must take into account the importance of literacy when considering their approaches to feedback in accordance with the guidance provided in the School’s Teaching and Learning Policy.”

2.1.1 Policy Statement

Aylesford School sees feedback, in the form of regular written and oral marking of work as an essential entitlement for all students. In addition, such feedback should be regular, recorded by staff and clearly explained to students.

It is important that any feedback focuses on the positive aspects of student achievement whilst any areas where further progress can be identified should be clearly indicated.

The School recognises that it is good practice to involve students in the marking process by allowing appropriate opportunities for peer assessment and that ideally staff should communicate the assessment criteria prior to providing any feedback.

It is also important to reward initiative and motivation by acknowledging the effort that a student has made in completing their work.

2.1.2 Aims of the policy

- 2.1.2.1 To establish and maintain a culture that encourages student learning by providing regular, consistent and supportive feedback or marking.
- 2.1.2.2 To encourage independent learning by supporting student involvement in the feedback process.
- 2.1.2.3 To develop student understanding of the assessment process.
- 2.1.2.4 To develop a school culture that celebrates achievement, supports initiative and rewards motivation.

2.1.3 Frequency of marking

- 2.1.3.1 In order to support a culture where a student’s work is marked on a regular basis. The school requires that all students receive regular feedback which informs the pupils of their effort, what they have understood well and areas that need targeting.
- 2.1.3.2 To support the accuracy of summative assessment all students should receive at least one formal test marked and returned, each term, prior to track-points/assessment data collection.

2.1.4 Roles and responsibilities

What is the role of the middle leader?

- To ensure that subject staff provide regular feedback through written and oral comments or annotations to student work in accordance with the school's agreed procedures.
- To establish clear procedures to ensure marking is consistent throughout the department/year groups and supports the schools agreed procedures.

What is the role of the classroom teacher?

- To ensure that student work is regularly marked in accordance with the schools agreed procedures.
- To ensure that students understand the process and context of any feedback.
- To encourage the use of peer assessment as part of the regular marking process.

What is the role of the student?

- To take an active role in the marking process.
- To become familiar with the conventions or procedures used by subject staff.
- To consider the implications of the feedback.

What is the role of the parent?

- To take an active interest in the feedback provided to your child.
- To discuss with their child the implications of any marking or feedback provided by subject staff.

2.1.4 Monitoring and evaluation

This component is monitored by Heads of Subject and their line manager through regular work trawls.

2.2 Recording Assessment Data

2.2.1 Policy Statement

Aylesford School recognises the importance of recording assessment to enable staff to make informed judgements about the progress of its students.

It complies with government guidance regarding the tracking of student progress and has established pragmatic reliable systems to support the recording and distribution of relevant data. In addition the school meets all statutory regulations regarding the storage and distribution of assessment data.

However, it strongly believes that the collection of data purely in itself is a worthy but largely fruitless activity. It is much more important to ensure that staff are able to use the data effectively in guiding students through the process of learning.

2.2.2 Aims of the policy

- 2.2.2.1 To ensure that key assessment data regarding student progress is recorded, stored and distributed to the relevant parties.
- 2.2.2.2 To ensure that all statutory regulations regarding assessment data are met.

- 2.2.2.3 To enable teaching staff to use assessment data to plan, evaluate and intervene in the learning of our students.
- 2.2.2.4 To enable school leadership to plan effectively for school improvement.

2.2.3 Roles and responsibilities

What is the role of the Deputy Headteacher?

- To ensure that procedures exist to ensure the regular collection, recording and distribution of assessment data.
- To coordinate the work of support staff in connection with assessment data.
- To ensure that the school meets any statutory regulations in connection with assessment data.
- To coordinate any training that may be needed by staff in connection with assessment data.

What is the role of the middle leader?

The subject leader:

- To ensure that staff within their subject area record assessment data and the work is moderated and standardised across the department.
- To ensure that any assessment data that is requested by the school is provided by their subject staff.
- To support their staff in the analysis of data.
- To use assessment data in any planning, evaluation or intervention that takes place within their subject area.
- To use assessment data to assess the progress of a cohort.

The Head of Year:

- To use assessment data in any planning, evaluation or intervention that takes place within their cohort.
- To use assessment data to assess the progress of their cohort.
- To support and advise their pastoral team in the use of assessment data.

What is the role of the classroom teacher?

- To collect, record and provide assessment data on the students that they teach.
- To use assessment data to support their planning, evaluation and intervention.

What is the role of the student?

- To use information provided by assessment data to inform their future approach to learning.

What is the role of the parent?

- To consider the information provided by assessment data to inform their support of their child through the learning process.

2.2.4 Monitoring and evaluation

This component is monitored by the Deputy Headteacher and evaluated at the end of each academic cycle.

2.3 Reporting Attainment and Achievement

2.3.1 Policy Statement

Aylesford School believes that school reports are essential in both celebrating success and encouraging the future achievement of all its students.

Furthermore they are a key point of contact between the school and its parents.

To achieve these ends it endorses reports that provide clear attainment data, valuable pastoral information and incisive targets that inform future improvement rather than comment on past performance.

It meets and exceeds the statutory requirement to provide one report to parents in each academic year.

2.3.2 Aims of the policy

- 2.3.2.1 To ensure the effective delivery of student reports.
- 2.3.2.2 To establish a culture where achievements are celebrated and improvement is encouraged.
- 2.3.2.3 To encourage parental involvement with reports that provide precise, pragmatic information about student achievement.
- 2.3.2.4 To support staff by reducing the administrative workload inherent in report writing.
- 2.3.2.5 To establish target setting as an important part of the learning process.

2.3.3 Roles and responsibilities

What is the role of the Deputy Headteacher?

- To ensure the effective coordination and delivery of student reports in accordance with any statutory obligations or regulation.
- To co-ordinate support staff in the delivery of student reports.
- To provide relevant training for staff as needed.

What is the role of the middle leader?

The subject leader:

- To ensure that accurate, effective data, staff comments and targets are provided for all appropriate students.
- To support the Deputy Headteacher in establishing effective quality assurance procedures.
- To employ information provided by the reports to inform future planning for classes.

The Head of Year (Secondary):

- To ensure that accurate tutor comments are provided by members of their pastoral team.
- To maintain high standards by following effective quality assurance procedures as directed.
- To advise their tutors in appropriate construction of their comments.

What is the role of the classroom teacher?

- To provide accurate data, comments and targets as directed by procedure.
- To take reasonable measures to ensure that data, comments and targets are accurately presented.

What is the role of the form tutor?

- To provide pastoral comments and advice as directed by procedure.
- To take reasonable measures to ensure that information supplied is accurately presented.

What is the role of the student?

- To take an active interest in any data, comments or targets that are provided.
- To use any information or advice provided by the reports to inform future actions.

What is the role of the parent?

- To use information provided by the reports to inform their support and encouragement of their child's learning.
- To provide any necessary feedback that would help to ensure the accuracy, relevance or future improvement of the school's reporting arrangements.

2.3.4 Monitoring and evaluation

This component is monitored by the Deputy Headteacher in close consultation with both Subject Leaders and Heads of Year. A full evaluation is carried out at the end of the reporting cycle for each cohort.

3 Assessment and Validation

3.1 Assessment of Learning Internal Examinations, Tests and Summative Assessment

3.1.1 Policy Statement

Aylesford School supports the use of summative assessment of learning. In the Secondary Phase all subjects formally test their students at least once during the academic year. In the Primary Phase assessment is based on both formal testing and teacher judgement.

It further encourages the use of regular summative assessment as a method of informing the provision of student tracking data collected by the school each term.

3.1.2 Aims of the policy

- 3.1.2.1 To ensure that all students receive summative assessment opportunities in all subjects at least once a year.
- 3.1.2.2 To support the accurate collection of assessment data.
- 3.1.2.3 To encourage a culture where progress and achievement are celebrated and discussed.
- 3.1.2.4 To support whole school planning, monitoring and intervention.

3.1.3 Roles and responsibilities

What is the role of the Deputy Headteacher?

- To ensure that all students receive at least one summative assessment opportunity during the course of each academic year.
- To enable, facilitate and coordinate the collection of any relevant assessment data.

What is the role of the subject leader?

- To ensure that all students receive at least one summative assessment opportunity in their subject(s) during the course of each academic year.
- To co-ordinate and organize summative assessment opportunities within their subject(s)
- To employ data provided by such opportunities to inform planning and intervention within their subject.

What is the role of the Head of Year?

- To monitor and if necessary coordinate the provision of summative assessment opportunities within their cohort as directed.
- To use any data provided by such opportunities to inform planning and intervention within their cohort.

What is the role of the SENCO?

- To support and advise staff where inclusion needs require special arrangements for individual students.

What is the role of the classroom teacher?

- To ensure that all students in their care are able to access the appropriate assessment opportunities.
- To facilitate the collection and recording of any relevant data generated by such assessment opportunities.

What is the role of the student?

- To take a full and active part in any summative assessment opportunities as directed and in accordance with any regulations or arrangements that may be in force.

What is the role of the parent?

- To support the school in the provision and delivery of any summative assessment opportunities for their child.

3.1.4 Monitoring and evaluation

Primary:

Termly monitoring exercises take place. Moderation sessions are held internally throughout the year and Consortium Moderation evenings occur termly.

Secondary:

To be carried out on an annual basis by the Deputy Headteacher, Heads of Student Progress and subject leaders.

3.2 Statutory Assessment and External Examinations

3.2.1 Policy Statement

Aylesford School believes that it has a clear responsibility to give all of its students the opportunity to demonstrate the highest achievement of which they are capable by providing the highest quality of exam administration.

EYFS

Assessment is ongoing through observation throughout the year. During the Summer Term, students are assessed against the EYFS Early Learning Goals.

Years 1-5

Students undertake termly assessments in Phonics, Reading, Writing, Maths and Science. This means that a summative judgement can be used as additional evidence to support overall teacher judgements. Teacher assessment is used to assess attainment and progress in other subjects.

Year 1

The statutory Phonics Screening Test takes place during the Summer term.

Year 2

Statutory testing takes place in the form of SATs during the Summer term.

Years 7, 8, 9 and 10

All students should be tested in class using a written examination before each track-point. This means that a summative judgement can be used as additional evidence to support overall teacher judgements.

Year 11 and Post 16

The School delegates operational responsibility for statutory assessment to the Deputy Headteacher as Head of Centre, to the designated Examinations Officer and to any staff employed as administrators or invigilators.

The School undertakes to ensure that all eligible students are entered for and provided the opportunity to sit externally validated examinations for those subjects they have studied and completed their courses.

Where additional costs are incurred as a result of administrative error(s), unrecognised student absence or late changes to entries, the Examinations Officer has discretion to pass on these costs to the relevant parties.

The School undertakes to take all reasonable care to ensure the results of assessments/examinations taken at EYFS, KS1, KS4 or 5 are communicated to students, parents and government agencies where and as directed.

The School will provide and administer examinations in Year 1, Year 2, Year 11 and Sixth Form in full compliance with the regulations governing security, safety and administration provided by the relevant examination awarding bodies.

3.2.2 Aims of the policy

- 3.2.2.1 To enable all participants in the examination process to have a clear understanding of their roles, obligations and responsibilities.
- 3.2.2.2 To ensure that the school satisfies all statutory and regulatory requirements with respect to the security, safety and administration of examinations.
- 3.2.2.3 To provide an examinations process that combines entitlement with practical flexibility.
- 3.2.2.4 To enable relevant external bodies or consortia with prior arrangements, full access to the school as an examinations centre.
- 3.2.2.5 To ensure the provision of accurate examination data to inform the effective planning, administration and delivery of the school curriculum.
- 3.2.2.6 To provide all participants with the relevant examination data as directed by statute and regulations.
- 3.2.2.7 To ensure that all eligible students have the opportunity to demonstrate the knowledge, skills and understanding that they have gained during their time at the school.

3.2.3 Roles and responsibilities

What is the role of the Headteacher?

The Headteacher has overall responsibility, with the Chair of Governors, for the school as an examinations centre.

What is the role of the Deputy Headteacher?

The Deputy Headteacher has operational responsibility for the school as an examinations centre and for the provision of examinations data to the relevant interested parties.

What is the role of the Examinations Officer?

- To administer all examination entries.
- To enter students for examinations as directed by Heads of Subject or their delegated representatives unless such direction is contrary to procedure or regulation.
- To complete relevant examination paperwork required by awarding bodies.

- To provide advice to staff on examination regulations, requirements and procedures.
- To ensure that any appeals and complaints procedures are available to all participants.
- To manage, training and direct invigilators employed by the school to administer examinations.
- To provide reasonable measures to ensure the security and safety of participants in the examinations process.
- To support senior staff in the delivery of examinations data to participants and government agencies as directed.

What is the role of School Office Administrative Staff?

- To support the Examinations Officer in the delivery of that role in accordance with their own individual job descriptions.

What is the role of Middle Leaders?

The Head of Subject:

- To provide promptly the relevant examination entries for students who are enrolled to take their subject, as directed.
- To ensure that the appropriate controlled conditions are applied to any relevant coursework tasks and where necessary seek advice from the Examinations Officer.
- To advise students and their parents about the appropriate entry level tier or qualification for their subject area.
- To advise students and their parents of the requirements needed to ensure adequate preparation for any examination.
- To advise the Examinations Officer of any relevant course details so that the centre can administer the appropriate examinations.
- To inform the Examinations Officer of any material change to either course details or student examination entries in accordance with the procedures outlined in this policy.
- To ensure that wherever possible the notification of any material change to course entries or student details is notified to examinations officers in sufficient time to avoid the levy of any penalties or fines on the centre.
- To ensure that all teaching staff within their area of responsibility have adequate training and information related to the delivery of the course and any relevant examination components.
- To nominate a member of staff within their subject area to liaise with the Examinations Officer as directed.
- To monitor the progress of those students who are undertaking any form of continuous assessment or coursework to ensure full compliance with the relevant regulations published by the awarding bodies.
- To inform the Examinations Officer of any known infringement of the regulations with respect to continuous assessment or coursework.
- To support the good order, conduct and safety of candidates during examinations by undertaking the role of School Liaison Officer as directed.

The Head of Year:

- To support the Head of Subject in the monitoring of individual student progress.
- To liaise with outside agencies and examinations officers on behalf of any students legally entitled to use the school as a centre who are able educated off site.
- To advise relevant staff of any information related to a student's pastoral, medical or social status that may have a material impact on any examination entries made by that student.
- To advise parents regarding student progress with respect to examination courses.

- To coordinate the school's response where students are absent from external or statutory examinations.
- To support the good order, conduct and safety of candidates during examinations by undertaking the role of School Liaison Officer as directed.

The SENCO:

- To support the Head of Subject and class teacher in the monitoring of individual student progress.
- To advise all relevant staff any information related to a student's behavioural, intellectual or physical abilities that might have a material impact on any examination entries made by that student.
- To support and advise the Class teacher (Primary)/Examinations Officer in respect of applications for and the delivery of, any special considerations or arrangements that may be necessary as a result of student special needs.
- To establish the eligibility of individual students for special consideration or arrangements.

What is the role of Classroom Teachers?

- To administer and mark tests Primary Phase only.
 - To provide a high quality teaching and learning experience to ensure that all students are adequately prepared for their examinations.
- To ensure that all students in their care are aware of their examination responsibilities, obligations and entry details.
- To advise students and their parents about the appropriate entry level, tier or qualification in relation to a students' prior attainment in their subject.
- To advise relevant staff of any material changes to student entries in accordance with the procedures outlined in this policy.
- To support the good order, conduct and safety of candidates during examinations by undertaking the role of School Liaison Officer as directed.

What is the role of the Learning Assistants?

- To support individual students in the classroom to ensure that they are able to prepare for any examinations.
- To advise the SENCO on the current requirements of individual students with respect to any special arrangements that they may be entitled to under the relevant examination regulations.

What is the role of the Students?

- To ensure they willingly participate in any learning activities that will support their examination entries.
- To check the details of their examination entries carefully and taking every reasonable effort to notify examinations officers of any amendments that might be required.
- To ensure their familiarity and compliance with the published examination regulations concerning the conduct of any examination which they attend.

What is the role of the Parents?

- To advise the school of any circumstances that might materially affect the entry or participation of their child in the examination process.
- To ensure that family holidays are not taken during term time and that students are prepared for the published examination periods.

3.2.4 Monitoring and evaluation

This component is monitored by the Deputy Headteacher and the Examinations Officers.

In addition individual procedures are reviewed annually in response to any changes in professional guidance, regulations and statute.

A full review of this component is carried out every two years as part of the school's normal review process.

Appendix 1

FEEDBACK GUIDANCE PRIMARY
SEPTEMBER 2020

Feedback

We believe that in our school, feedback is effective when we have practice which is consistent and in line with the overall policy on assessment, recording and reporting throughout the school.

Why feedback?

- Feedback has been identified as the most effective method of moving learning forward.
- To feedback on how successful pupils have been.
- To provide motivation and encouragement for pupils.
- To identify and set next steps/targets for future learning.
- To assess pupil's understanding.
- To assess the effectiveness of our teaching.

Who gives feedback?

- Teachers
- Learning Support Assistants (LSA)
- Learning Partners
- Pupils through self-assessment

How do we feedback?

'Feedback' is a broad term which describes a range of actions and methods by which we assess and respond to pupil's learning,

We provide feedback through:

Spoken actions

- Making constructive comments against success criteria and targets.
- Facilitating self-assessment.
- Questioning for understanding.
- Children will be encouraged to evaluate and comment on their own and others' work.

Written Actions

- Symbols (*see appendix*)
- Comments: noting significant achievements, making constructive criticism, setting next steps.
- Marks out of a number (where appropriate).
- Questions
- Underlining work:
 - **Green means Good:** examples of evidence of pupils' learning against targets, learning objectives and end-of-year expectations.
 - **Yellow:** where pupils are to edit and improve the work.

Feedback will model the handwriting policy.

CV19: Books must remain in school to avoid cross-contamination; all marking will be done on the school site.

Self- and peer-assessment

Pupils are encouraged to self and peer-assess work. This may be done through:

- Proof-reading word and editing and improve with a **purple polishing pen**. This may include:
 - Spelling
 - Handwriting
 - Punctuation
 - Grammar
 - Re-drafting paragraphs and sentences
- SAM (Self-assessment man).
 - A visual representation of learning.
 - 5 criteria for assessing work, with each criteria comprising of part of a stick man.
 - Criteria will be adapted by the teacher to fit the year group expectations.

	
Capital letters	Finger spaces
	
Full stops	Ascenders and descenders
	
Phonics	SAM

We need to show pupils that their writing has a genuine audience and that we are interested in what they have to share. Therefore:

- Not all mistakes may be corrected.
- Pupil's work may be edited and improved and then written up for display.
- The date should always be copied correctly as should the learning objective.

Important points to remember

- Teachers' responses to children's work should focus on the learning objectives, criteria for success or characteristics of Growth Mindset.
- Feedback should be interactive and ongoing throughout the learning activity.
- Age appropriate spellings will be corrected for pupils to practice. As a usual rule, 3 words will be highlighted for pupils to correct and practice.
- Subject specific vocabulary will be corrected.
- All work on display beyond the classroom should have correct spellings
- Reversals will be corrected.
- Incorrect use of capital letters (or omission) will be corrected at teachers' discretion, taking into account the needs of the child.
- Feedback needs to be positive and constructive whilst still identifying areas for improvement. Children should be encouraged to see that feedback is helpful and supportive.
- Feedback to pupils about their work should be ongoing.
- All work should be dated.

How is feedback monitored in the school?

Monitoring of feedback is coordinated by SLT and subject coordinator. Samples of work are collected at least once a term and moderated for consistency of feedback.

Successful feedback should result in:

- Improvement in attainment.
- Improvement in progress.
- Improvement in attitudes.
- Pupils who are encouraged and motivated about learning and are increasingly reflective of their own work and that of their peers.

We aim to regularly review our policy for feedback, making sure it is understood by new members of staff and that our practice continues to reflect school policy.

In KS1 (and KS2 where appropriate) the following symbols represent abbreviations of level of support

- VF – Verbal feedback
- / - Independent work

P – Prompted (*a few questions asked to prompt learning*)
G – Guided (*extra input given*)
S - Support needed
LP – Learning partner
sp - spelling mistake eg. x3
// - new paragraph needed
/ - new line needed

Appendix 2

FEEDBACK GUIDANCE SECONDARY
SEPTEMBER 2020

Feedback

We believe that in our school, feedback is effective when we have practice which is consistent and in line with the overall policy on assessment, recording and reporting throughout the school.

Why feedback?

- Feedback has been identified as the most effective method of moving learning forward.
- To feedback on how successful pupils have been.
- To provide motivation and encouragement for pupils.
- To identify and set next steps/targets for future learning.
- To assess pupil's understanding.
- To assess the effectiveness of our teaching.

Who gives feedback?

- Teachers
- Learning Support Assistants (LSA)
- Learning Partners
- Pupils through self-assessment

How do we feedback?

'Feedback' is a broad term which describes a range of actions and methods by which we assess and respond to pupil's learning,

We provide feedback through:

Spoken actions

- Making constructive comments against success criteria and targets.
- Facilitating self-assessment.
- Questioning for understanding.
- Children will be encouraged to evaluate and comment on their own and others' work.

Written Actions

- Positive comments indicated with a (P)
- Marks
- Grades (1 – 9) up to KS4. (A-E) in KS5
- Effort grade E1 cause for concern E2 requires improvement E3 Good E4 Excellent
- Targets indicated with a (T) making constructive criticism and setting next steps with supporting guidance.

Feedback can be written on students work or on show my homework

Self- and peer-assessment

Pupils are encouraged to self and peer-assess work to become independent in recognizing what they are achieving and areas which they need to develop.

Important points to remember

- Feedback needs to be positive and constructive whilst still identifying areas for improvement. Children should be encouraged to see that feedback is helpful and supportive.
- Feedback to pupils about their work should be ongoing.

How is feedback monitored in the school?

Monitoring of feedback is coordinated by Heads of department and SLT links. Samples of work are collected at least once a term and moderated for consistency of feedback.

Successful feedback should result in:

- Improvement in attainment.
- Improvement in progress.
- Improvement in attitudes.
- Pupils who are encouraged and motivated about learning and are increasingly reflective of their own work and that of their peers.

We aim to regularly review our policy for feedback, making sure it is understood by new members of staff and that our practice continues to reflect school policy.

The symbols may be used when marking for literacy

Your work will also be marked using the following symbols to indicate any errors:

sp	spelling mistake (the error will be circled and possibly corrected in the margin)
hp	homophone mistake (the error will be circled and possibly corrected in the margin)
C	capital letter needed (the error will be circled)
L.C.	change to lower case letter (the error will be circled)
P	punctuation missing (the error will be circled)
NP	new paragraph required (// will be placed where the new paragraph should be)
^	a missing word or phrase needs to be inserted