



Pensby High School

Assessment & Feedback Policy

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Equality Impact Assessment	On the policy

"The only important thing about feedback is what pupils do with it" (Dylan Wiliam, 2016)

Rationale

At Pensby High School, our aim is for assessment to be:

- **meaningful** - informs teachers, pupils and parents of pupil progress
- **motivational** - has a positive impact on pupil progress and outcomes
- **manageable** - is a good use of teachers' time

Principles

High quality assessment practices include:	High quality formative feedback promotes learning by:
<ul style="list-style-type: none">• the use of learning objectives and success criteria• the use of a range of evidence based formative and summative assessment practices• opportunities for practice and application• the use of high quality questioning which teases out and develops knowledge and understanding• adapting teaching in the light of misconceptions highlighted during the course of a lesson• a balance of self, peer, whole class and 1:1 teacher assessment• retrieval practice – high frequency, low stakes	<ul style="list-style-type: none">• providing pupils with strengths and areas for development (verbally and in writing)• enabling pupils to take action (e.g. re-drafting work) in order to close gap between current and desired performance• making pupils think hard• supporting development of literacy• being timely

The Entitlement

The Entitlement outlines our base-line expectations for marking and book/folder checks. Subject areas apply The Entitlement to maximise progress in their specific context (see **subject-specific procedures for assessment**).

We **expect all teachers** to understand and follow the principles outlined in **The Entitlement**.

Formative Assessment

- At least **one piece of work for Years 7-10** and **two for Year 11** have been formatively marked every month (including clear identification of areas of strength and areas for development)
- AFL is explicitly built into schemes of learning, including planned opportunities for diagnostic questioning, to effectively track student's development of knowledge/skills/concepts in order to identify gaps and put in place interventions/adaptations to support students to progress and achieve.
- Students are able to demonstrate understanding of how they are developing across the key skills/knowledge in a subject area.
- Students can demonstrate progress in their work as a result of the feedback they receive e.g. progress evident in subsequent work, a DIRT marking approach, re-drafted work.

Summative Assessment

- Mastery bands (Exceeded, Secured, Working Towards), marks/grades have been awarded for at least one piece of work every term which evidences that the skills identified in the curriculum plan are secure across a more significant big question task which ties the learnt components across the unit together.
- See **Appendix 1** for whole-school summative assessment points

Book/Folder Checks

All books/folders should be checked by the class teachers at least once every **month** for KS3 and KS4 (see 'Spot Check' weeks on the calendar). The purpose of a book check is to ensure that:

- all work is complete to the expected standard
- books and notes are well organised and are in line with **Whole School Student Presentation and Organisation Expectations (see Appendix 3)**, and, where necessary, **subject-specific expectations**

Whole-school assessment of literacy:

All teachers are responsible for supporting student's literacy

The Literacy policy is underpinned by a desire to:

- give feedback to students that will help them improve their literacy in all subjects
- encourage students oracy skills by setting high expectations in relation to spoken discussion and subject specific vocabulary (Ask them to frame responses orally prior to writing down to support higher level written feedback and challenge learners' literacy skills)
- motivate students to communicate their subject knowledge and understanding more effectively.

The development of spelling, punctuation and grammar should be supported in the following way:

- Spelling errors in key words should be indicated with an 'S' through the word and the correct spelling indicated. Limit spelling corrections to subject specific vocabulary or those words which the student should know; maybe limited to 5 or 6 words per piece.
- missing/incorrect use of punctuation / grammatical errors should be identified by the teacher or the student using the common symbols and should be encouraged to redraft/act upon any significant errors.
- the organisation of work into appropriate paragraphs should be encouraged. Teachers can mark where a new paragraph should start with a "/" or "NP" label
- Students who are mentored for literacy gaps are supported in all areas of the curriculum to build core literacy skills (this ensures that staff are informed of these gaps and respond to them to support students progress).

Teachers will:

- regularly use a variety of evidence-based feedback approaches, including written, verbal and peer/self-assessment to ensure student's knowledge and understanding is checked and misconceptions challenged
- use both student and teacher knowledge/skills trackers to identify gaps and support intervention and adaptation – evidence of these is required in teacher mark books (online or physical) and in students exercise books
- review/adapt short and long term planning in response to student feedback to ensure students curriculum entitlement is met and student's knowledge and understanding is secure.
- complete agreed assessment activities and strategies as explicitly stipulated within curriculum schemes of work/ subject-specific assessment procedures
- know how to assess the relevant subjects, including statutory assessment requirements
- use mastery bands (Exceeded, Secured, Working Towards) at Key Stage 3 and/or mastery bands or summative attainment grades for Key Stage 4 summative assessments
- provide feedback in line with The Entitlement and Subject Specific Assessment Procedures
- provide explicit feedback relating to the development of literacy skills through classroom monitoring and summative marking
- ensure that submitted work is returned to students, typically within one working week
- ensure that students have appropriate opportunities to apply feedback - The student response to the AFL comments is crucial; **this must focus on their understanding and ability to apply the knowledge and understanding identified in the 'Big Question' in the SOL (Dedicated Improvement and Reflection Time - DIRT).**
- challenge poor standards of student presentation
- engage in work sampling, moderation and standardisation processes as arranged by the Subject Leader
- Support students to ensure work meets the **Whole School/ Subject Specific Expectations**

See **Appendix 2** for a **Dos and Don'ts** of effective assessment and feedback

Subject Leaders will:

- contextualise the whole-school assessment policy for their department
- ensure the key skills/knowledge/concepts are mapped across the curriculum model and effectively tracked and monitored to review effectiveness of schemes of learning, gaps in students knowledge/skills/concepts and support subject level intervention.
- ensure assessments support curriculum intent
- ensure that agreed assessment activities and standardised approaches (e.g. use of departmental proformas/ assessment books) are undertaken in line with department expectations
- ensure that teacher marking and assessment is standardised across the curriculum area
- ensure that teachers are supporting students to meet the **Whole School** (see Appendix 3) and **Subject Specific Student Presentation and Organisation Expectations**
- ensure that the school policy is being followed by all teachers within their curriculum area

The Leadership and Management Team will:

- monitor the consistent application of the policy and address areas of inconsistency
- the implementation and impact of student and teacher trackers
- evaluate the impact of assessment and moderation upon student learning and make suitable recommendations

Standardisation, moderation and quality assurance

Opportunities for subject leaders, senior leaders and teachers to standardise, moderate and quality assure assessment and feedback practices will occur during the academic year through honest, regular reviews of formative and summative assessment in line with curriculum intent and assessment entitlement. The focus of **Quality Assurance** by subject leaders will look both at student's progress in relation to the schemes of learning and standards of presentation. **'Spot Check'** weeks by subject leaders/pastoral team/SLT will ensure students take ownership for their homework planners and own work. **Whole school quality assurance sessions will take place for each year group and key groups across the year in the main hall to celebrate and share best practice.**

Appendix 1: Whole school summative assessment points*

- All Year 7 on entry are assessed using CATS, and through baseline assessments in subject areas. SATs scores are also taken into consideration
- Formal year group exams take place for all years.
- Mock exams take place for Years 11.
- Progress from KS2 is used to establish target grades for KS4. The school uses FFT20 (top 20%) at KS4 (along with average GCSE point scores)
- Reporting points are used for all year groups, allowing for the recording and tracking of assessment data

Appendix 2: Dos and Don'ts for teachers

A teacher should only write in a pupil's book if it is going to impact on progress.

Don't	Do	Why this is better for pupils
Don't write diagnostic annotations AND a diagnostic final comment.	Do choose which one you're going to do: annotations or final comment.	Annotations are often more powerful as they show pupils more precisely where they might have gone wrong.
Don't mark silly mistakes for them (e.g. missing off capital letters, forgetting to use the correct units).	Do guide pupils to correct their own mistakes ("go back through and put in all your capital letters", "check that every unit is the right one"). Provide feedback on misconceptions. It is often desirable to have pupils spend a minute or so checking their work before handing it in.	Pupils won't have their teachers there to correct their mistakes for them in an exam, so develop their conscientious attitudes to work now.
Don't tick and flick notes. It's a waste of time.	Do check pupils are making effective notes, using a 'notes check sheet' for example.	Pupils might not know what ticks mean. A 'notes check sheet' reinforces exactly what your expectations are for note-taking
Don't keep marking in the same way (e.g. two stars and a wish at the end of the work) just because you've always done it that way.	Do think what the most effective feedback strategy is - preferably before pupils complete the work in the first place. Plan HOW you're going to mark each activity.	Pupils receive the feedback in the most meaningful, useful way(s) possible.
Don't write generic praise comments, such as 'Good work' or 'Excellent'.	Do identify why you think the piece of work deserves praise. 'This is a big improvement-you've cracked sine and cosine', 'Excellent use of key terms'.	This builds self-esteem even more because they know their efforts in particular areas have paid off.
Don't keep writing the same thing on many pupils' work.	Do use letter/number codes for general misconceptions and have pupils look them up (on a whole class presentation/worksheet). You could put the letter/number codes in the margin or inside the work itself (see annotations above). Address the biggest misconceptions as a whole class.	This will require pupils to read your feedback more closely.
Don't mark for the adult observing your lesson.	Do mark for the pupils – observers will be able to work out if they are receiving effective feedback by asking pupils:	Pupils will benefit from 100% of what you write
	What am I doing well in this subject? What do I need to do to improve my work in this subject?	

Appendix 3: Whole School Student Presentation and Organisation Expectations

- I will make sure my writing is my best writing and can be read by my teacher
- I will make sure that the date is at the top of my work
- I will make sure I have a title or learning intention at the top of the page
- I will make sure that I underline titles, dates, and key words with a ruler
- I will make sure I do not miss out any pages in my book, and do not waste paper
- I will make sure that I write correctly on the lines in my book
- I will make sure I use a blue or black ink pen/ biro
- I will make sure that I do not doodle in any part of the book
- I will make sure I stick in sheets neatly and in the correct part of my book
- I will follow the Subject Specific expectations for the presentation and organisation of my work and
- If you use a laptop your work should be saved in clear files and be easy to review. You will have a hard copy file to show work that contains assessments and feedback from your teachers.

Appendix 4: Whole School Literacy Marking Symbols

Literacy DIRT	
Symbol	What it means...
Sp.	Indicates a spelling mistake (only correct 5 spelling mistakes in one piece of work)
	Double ticked work indicates a strong and successful element of a pupil response. Label why it is successful.
? Ex.	Indicates that something needs expanding or I don't understand it.
	Indicates something does not make sense or needs re-writing/poor expression. Pupils then have to work out and rewrite
	SPaG error that needs to be identified and fixed by the pupil.