



Alderman Peel High School

Assessment and Feedback Policy

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| Written by | Mrs K Hardman (Assistant Principal) |
| Ratified by APHS Local Advisory Board on | June 2021 |
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ASSESS – PLAN – TEACH

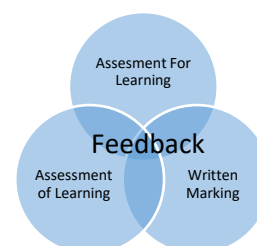
Assessment & Feedback Policy

Purpose- Validity – Reliability – Value

1. Introduction

This policy aims to outline how assessment and feedback is carried out at APHS. The policy encompasses:

- Formative Assessment – Assessment for Learning
- In-School Summative Assessment – Assessment of Learning
- Nationally standardised Summative Assessment
- Feedback – including written marking and feedback



These are all integral, neither can be considered in isolation from the overall blend of assessing, planning and teaching. This policy contains numbered policy statements which should inform the practice and conduct of all teaching staff, along with further exemplification and links to external reference material.

1.1 Teacher assessment should form the basis of lesson planning to meet the learning needs of students in a process of ASSESS – PLAN – TEACH.

Assessment, both summative and formative, should then inform the planning and delivery of subsequent learning episodes and lessons. This policy has been informed by a review of the latest research including the EEF Toolkit publication: 'A Marked Improvement' by Heads of Department & Directors of Learning along with the Assistant Principal in charge of Teaching and Learning.

2. Formative Assessment

2.1 Teachers will undertake formative assessment and provide students with feedback on their attainment and progress in line with the expectations of the teacher standards.

Standard 2 Promote good progress and outcomes by pupils; *be accountable for pupils' attainment, progress and outcomes; be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these; guide pupils to reflect on the progress they have made and their emerging needs; encourage pupils to take a responsible and conscientious attitude to their own work and study.*

Standard 6 Make accurate and productive use of assessment: *know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements; make use of formative and summative assessment to secure pupils' progress; use relevant data to*

monitor progress, set targets, and plan subsequent lessons; give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

3. In-school Summative Assessment – Assessment of Learning

3.1 Attainment of students in KS3 (Foundation and Preparation stages) will be assessed against up to FOUR agreed Assessment Objectives (AO's) in each subject area.

Attainment targets and levels were introduced with the National Curriculum in 1988. These have been updated periodically, including most recently in 2014 with the introduction of the new National Curriculum. However, in September 2015 the Department for Education (DfE) and Standards and Testing Agency (STA) published their 'Final Report on the Commission on Assessment Without Levels'. This document called for the removal of National Curriculum levels and Attainment Targets at KS3 and empowered all schools to develop their own assessment processes to track and monitor student progress.

In order to prepare students for GCSE/Level 2 qualifications, the Assessment Objectives for each subject have been taken from GCSE specifications and adapted to develop a KS3 curriculum which seeks to promote the knowledge, skills and understanding required for successful GCSE/Level 2 study. Therefore, all subjects will assess student attainment against these subject-specific objectives according to the grade set: Beginning, Emerging, Developing, Secure, Mastered.

3.2 Progress of students in KS3 will be measured against KS2 starting points in Reading, Mathematics and the Average Point Score (APS) of the two combined.

The end of key stage attainment of students who completed KS2 prior to September 2015 would have been reported using National Curriculum levels (5c, 4a, 4b, 4c, 3a, 3b, etc) and the attainment of students who completed KS2 after September 2015 has since been reported using scaled scores (85 > 120).

Upon entry to KS2, all students are assigned an entry profile of either Beginning (Red), Emerging (Yellow), Developing (White), Secure (Green), Mastered (Blue) to show how well students have achieved against age related expectations. Throughout KS3, academic performance in each subject Assessment Objective is then measured against the same scale. The principle behind this is to ensure that students continue to make good progress that will hopefully enable them to ultimately achieve well against challenging KS4 targets.

3.3 Attainment and Progress of students in each year group will be recorded in SIMS at each calendared Assessment Point (AP) along with a judgment on students' Attitude to Learning (AtL).

In Year 7 and 8 (Foundation Stage) and Year 9 (Preparation stage), there will be two Assessment Points (AP1 and AP2) in each year group. In Year 10 (Qualification stage) there will be three AP's and in Year 11 (Qualification stage) there will be half-termly AP's. The deadline for each 'data drop' is published at the start of each year in the school calendar and in teacher planners.

Where insufficient teaching and/or assessment has taken place towards a particular AO by the time of data collection, an 'N' may be entered for 'Not Yet Assessed'.

Along with assessment judgements for each AO, teachers will also publish an AtL score for each student against a 4-point scale of: 1 – Outstanding; 2 – Good; 3 – Requires Improvement; 4 – Inadequate.

3.4 Progress (and/or attainment) will also be recorded on KS3 Progress Stickers which will be clearly displayed on the front of student exercise books/folders.

Sharing assessment judgements with students is widely recognised to support metacognitive processes and develop self-regulation. This is also an important component of assessment for learning principles as outlined by the Assessment Reform group (2002).

3.5 Attainment of students in KS4 (Qualification Stage) will inform a 'Professional Prediction' (PP) of the outcome they are likely to achieve at the end of the key stage.

A 'Professional Prediction' is the most likely grade which a student will achieve at the end of the key stage/qualification if they continue to make the same rate of progress which they are currently displaying. In reformed GCSE subjects, this professional prediction will be expressed as a 1-9 grade (or 1-1 to 9-9 grade in the case of Combined Science) and for legacy GCSE qualifications will be a A*-G grade.

It is possible to refine this judgement with the use of fine grading (+/-) to indicate how secure a student is in achieving the predicted grade.

In the case of vocational courses or GCSE equivalents, the Professional Prediction will be expressed in line with the grading criteria, but will often be: Level 2 Pass – Distinction* or Level 1 Pass – Distinction. This will vary according to the qualification type and care should be taken to ensure the correct grade is expressed.

4. Nationally Standardised Summative Assessment

4.1 KS2 Question Level Analysis (QLA) will be used to inform planning and differentiation in Year 7 lessons, as well as those in need of 'catch-up' intervention.

When made available, this will be converted into a 'Covey Compelling Scoreboard' for all staff to adapt teaching to meet the needs of students and close gaps from KS2 in core subjects.

In the first instance, this information will be used to inform student setting arrangements in Year 7 classes and identify cohorts of children in need for additional intervention through alternative curriculum arrangements.

4.2 Attainment and Progress of students in KS3 will be tracked and monitored using GL Assessments in English, Maths and Science (where available) and PUMA Assessments in Maths.

Progress Test Series Assessments will be used in English, Maths and Science upon entry in Year 7 to triangulate KS2 outcomes and refine class setting arrangements where necessary.

The Progress Test Series and PUMA assessments will form part of the end of year KS3 assessments to ensure clear tracking and monitoring of student progress.

4.3 At KS4, all Non-Examined Assessment will be conducted in line with exam board/JCQ regulations and completed within the required timescales. This includes the timescales required for students to appeal NEA assessment outcomes.

All NEA assessment judgements must be formulated using the appropriate rubric for each assessment component. It is a requirement of all exam boards that this process includes the moderation of assessment judgements. Staff should ensure that timescales for the submission of work; marking; and feedback also incorporate sufficient time for internal moderation with APHS staff/colleagues from across Wensum Trust/colleagues from other similar centres.

4.4 Parents will be formally notified of the outcomes of all nationally standardised summative assessments.

At KS3, the outcomes of all nationally standardised summative assessment will be provided through AP reports or separate written communication.

At KS4, the outcomes of GCSE (or equivalent) examinations will be made available on the National GCSE results day at the published time and through exam board certification. Where students undertake GCSE (or equivalent) examinations earlier than the end of Year 11, these will also be published to parents in the same way.

5. Feedback

Meaningful - Manageable - Motivating

5.1 All students will receive feedback on their attainment and progress in accordance with agreed department/faculty procedures.

A meta-analysis of studies carried out by the EEF toolkit focussing on feedback in schools indicates high impact for very low costs, suggesting that an improvement of about 8 months' additional progress (January 2018). The effect size of Hattie's meta-analysis suggests a 0.70 influence on student achievement. However, the EEF toolkit also found in many studies feedback had a negative effect. With this in mind, it is important we carefully plan our feedback strategies to get the positive impact we desire.

5.2 Feedback can be verbal written or can be given through tests or via digital technology. It can come from the teacher or from someone taking a teaching role, or peers.

The EEF toolkit defines feedback as

"Information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, aligning effort and activity with an outcome. It can be about the learning itself, about the process of activity, about the management of their learning or self-regulation or (the least effective) about them as individuals".

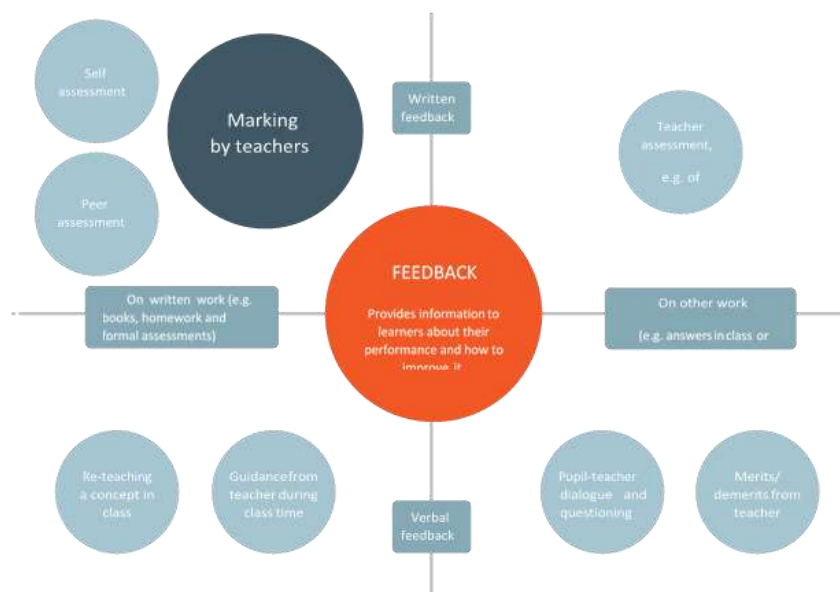
5.3 The quantity of feedback should not be confused with the quality. The quality of feedback, however, will be seen in how the student is able to tackle subsequent work.

(Eliminating unnecessary workload around marking, Report of the Independent Teacher Workload Review Group March 2016 and EEF Marking Review April 2016, A Marked Improvement)

Research evidence about feedback was part of the rationale for Assessment for Learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback.

Feedback Principles

1. Regular, diagnostic and develops students learning. Comments make clear the positives and how to improve
2. Feedback and assessment should encourage learning and enjoyment of the subject,
3. Students are encouraged to take ownership of their learning and respond to their feedback
4. Feedback on literacy should be embedded, identifying errors and reinforcing expectations with presentation
5. Feedback should be meaningful, manageable and motivating



While it is important to note that written marking is only one form of feedback (see Figure 1), marking offers an opportunity to provide pupils with the clear and specific information that the wider evidence base on feedback suggests is most likely to lead to student progress.

Figure 1. Examples

of different forms of feedback.

5.4 All teaching staff will undertake marking and written feedback in line with their own agreed subject/faculty procedures.

As all subject differ greatly in their curriculum requirements and assessment methods it is not the belief of APHS that we should have a 'one size fits all' approach to marking and written feedback. Responsibility of determining the frequency and depth of marking has been devolved to each subject area to formulate their own procedures for meeting the expectations of this policy. **It is a firm expectation that all teaching staff will be familiar with and follow their own departmental procedures.**

Marking and written feedback at APHS should be manageable for teachers and beneficial for students. Greatest impact for less time spent. Teachers should consider marking less, but marking better, selective marking could substantially reduce marking workloads.

Before writing in green pen think 'why am I writing this and who is it for?' If it will not benefit the student then save your time and move on! Ultimately marking should be **Meaningful, Manageable and Motivating**. This policy is designed to provide a framework for marking across the school. The principles should be directly applied to departmental procedures, which will vary in terms of type of feedback and frequency. **There is an expectation that intra-department variation will be minimal.** Please see Appendix for departmental marking policy template.

Staff should also be mindful that marking and written feedback is only part of the feedback process, 'Feedback can take the form of spoken, written marking, peer marking and self-

assessment (see figure 1). If the hours spent do not give the commensurate impact on student progress: **stop it.** *Eliminating unnecessary workload around marking, Report of the Independent Teacher Workload Review Group, March 2016*

Within the framework of the whole school policy each department has their own subject specific marking and feedback procedures. These can be found in the appendices.

6. Monitoring and Review

HOD/DOLS's

- Ensure this policy is consistently followed by all staff members they line manage.
- To complete 'book looks' as per MER schedule and upload findings onto BlueSky, to ensure all teachers are meeting all aspects of this policy and department procedures at all times.
- Address any issues with individual staff providing support as required.

Senior Leadership Team

- Conduct thorough quality assurance checks in line with the published Monitoring, Evaluation and Review (MER) Schedule.

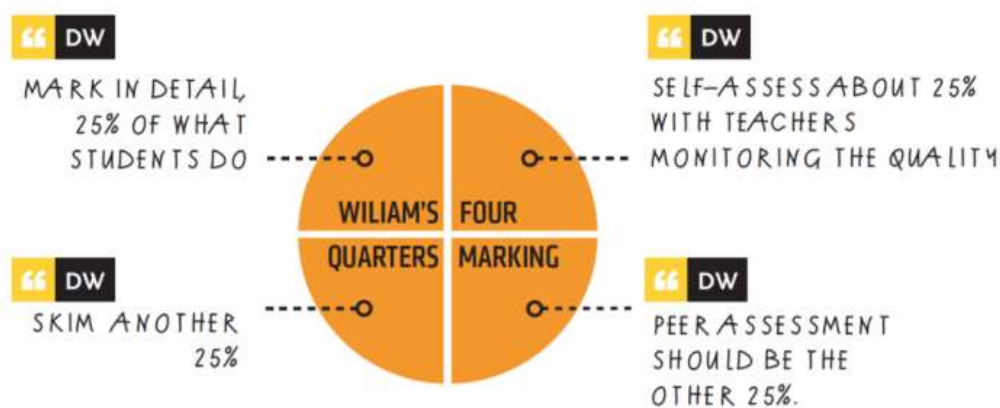
7. Marking and Feedback Guidance

| What should teachers do? | What should teachers also do? |
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| Adopt a regular & systematic approach | |
| Aim for a subject system of marking. A marking framework with work set being marked or monitored regularly. Share good practice. | Use their professional judgement. |
| Before writing in green pen think 'why am I writing this and who is it for?' If it will not benefit the student then save your time and move on! | Avoid marking for anyone else other than the student. |
| Feedback is for the student. It is more effective if tailored to meet the needs of the student. It can appear in different forms, other than writing. E.g. verbal feedback / Peer and self-assessment. | Consider taking books in so as to inform future teaching. |
| Aim for marking for progress over time and not just a one-off assessment point. Is your assessment formative or summative? | Do not mark every page of work. |
| Monitor students' book /folder work according to your department procedures. | Avoid tick and flick; instead, leave it blank. A single tick on a double page is usually sufficient to indicate that a teacher has seen the work. |

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| | <p>Feedback to improve work should be given without grades if possible. Research suggests (EEF 2016) that student focus on the grade received rather than the formative feedback and therefore its impact is lost.</p> <p>Do not prioritise marking over planning - planning is the Unum necessarium of our work.</p> |
| Timely use of praise | |
| Aim to identify what went well with a piece of work – this can be part of verbal feedback. | Identifying what students do well at will help them continue...! |
| Targets | |
| <p>Aim to identify precise subject- specific target/s.</p> <p>These could be linked to specific subject codes or could specify a key area to work on moving forward.</p> <p>Some may be literary e.g. use a mixture of short and long sentences; ensure each sentence makes a clear point....</p> | It is completely acceptable to ask for 'More of the same' as a target if a student has produced an excellent piece of work! |
| Actions | |
| <p>Aim to encourage students to act on feedback using purple pen</p> <p>This can be by:</p> <ul style="list-style-type: none"> • Jotting questions on work for students to answer; • Identifying what needs to be improved or reworked; • The students doing something relevant...! <p>This could happen before, as a build-up practice piece, or after an assessment, responding to a key issue. It is the students' responsibility to act on feedback.</p> | <p>Avoid unnecessary written dialogue between teacher and student as evidence of redrafting and reflecting on feedback.</p> <p>Teachers are not expected to 'double mark' work.</p> <p>Plan time in the lessons for students to respond to feedback e.g. DIRT – Dedicated Improvement and Reflection Time</p> |
| SPAG codes | |
| To support improving standards of literacy across the school. | Do not identify all errors! |

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| Aim for to identify the key SPAG errors on selected pieces of work - for example up to 5 for High Prior Attainers; 4 for Mid Prior Attainers and 3 for Low Prior Attainers. The students make these corrections themselves. | The frequency will differ for specific pieces of work. |
| Standards of Presentation | |
| Title and then the date in full e.g. <u>Monday 5th November</u> and underlined on right-hand side for literary subjects. And/or 07.09.18 for numerate ones. Students write in black/blue pen; self & peer assess in red pen & respond to feedback in purple pen; teachers mark in green pen. All sheets glued in – nothing moves! | See presentation sticker which should be stuck on all books |

Dylan Wiliam's Four Quarters Marking (Oliver Caviglioli)



8. Presentation of students' work

8.1 All students will display a Presentation Sticker on the front of all exercise books/folders to reinforce presentation expectations.

Common expectations for the presentation of students work should be reinforced by all teachers:

| Marking & Feedback Code | Minimum expectation that all students will: |
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| ✓ - Correct | · Date all work |
| X - Incorrect | · Write the title in the centre of page and underline it |
| P - Punctuation mistake | · Write the date to the right of page and underline it |
| C – Capital letter mistake | · Put single line through errors and not scribble them out |
| GD - Gender—feminine/masculine | · Use rulers for all straight lines |
| VB – Check verb ending or tense | · Use a pencil for all underlines, graphs & pictures |
| WW – Wrong word | · Highlight key words to support literacy |
| SP – Spelling mistake (do not change for them, any error must be corrected by them) | · Draw a line under completed work and when starting the next lesson continue on that page with a new date and title |

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| WVB – Wrong verb | · Homework is sub headed and dated |
| VF – Verbal feedback given (student to write or comment on it) | · Respond to teachers marking and feedback |
| ^ – Word missing | · Ensure there is no graffiti in books |
| D – Date needed | |
| PL – Check plurals | |
| Green | Teacher assessment/feedback (TA) |
| Red | Peer & self – assessment (PA/SA) |
| Purple pen of progress | Students use to respond to feedback, highlights improvements in your work (SR) |
| Work to be dated each time it is marked | |

Further Reading

A Marked Improvement? A review of the evidence on written marking, Education Endowment Foundation (2016)

Education Endowment Foundation toolkit

[Commission on Assessment Without Levels: Final Report \(DfE, Standards and Testing Agency\)](#)

Visible Learning for Teachers, John Hattie

Veronica Weustens – The Talented Teacher

The Learning Rainforest: Great Teaching in Real Classroom, Tom Sherrington

It's doing my head in, Max Coates

This much I know about Love over fear. Creating a culture for truly great teaching – John Tomsett

365 ways to improve your school St John the Baptist School

Gert.J.Biesta, Giving teaching back to education: responding to the Disappearance of the teacher, Phenomenology & practice journal

15 Myths about Memory and Learning 26.02.18

School improvement net online: 'I was overwhelmed but my school wasn't equipped to support those of us who were struggling with stress'

TES online: Teacher stress: 'The workload wasn't what broke me – it was the change in my school's culture'

<http://Gr8education.com> and John Corrigan, Improving Student Learning Outcomes in the 21st Century: White paper (Group 8 Education)

<http://Gr8education.com> and John Corrigan, Improving Student Learning Outcomes in the 21st Century: White paper (Group 8 Education)

<https://chronotopeblog.com/2017/09/02/four-quarters-marking-a-workload-solution/> Dylan William's four quarters of marking (Oliver Caviglioli)