

Assessment and Feedback Policy

The Purpose of Assessment and Feedback

Assessment should support teaching and learning by identifying what pupils already know and can do and how they might move forward with their learning. Assessment and feedback should be evident in all lessons.

- For pupils, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress and achieve beyond it.
- For teachers, assessment should develop an understanding of the individual needs of pupils so that target setting is meaningful and informs planning, teaching and learning for progress.

The Principles of Assessment and Feedback

Assessment should:

- recognise and celebrate individual successes in order to encourage and motivate all pupils;
- be based on specific learning outcomes/objectives and these should be clearly identified by the teacher and understood by the pupils;
- allow pupils to understand how summative assessment is arrived at by the teacher and so encourage them to become reflective learners who take more responsibility for their own learning;
- help shape targets for improvement;
- allow teachers to plan for teaching and learning that meets the individual needs of all the pupils in the classroom
- underpin teaching and learning in order to ensure progress for every child.

The Types of Assessment and Feedback

Assessment and feedback will be undertaken in a range of different ways for different subjects. However all assessment should embrace the principles as outlined in this policy and, therefore, assessment and feedback will be evident in every lesson. This may include:

- oral feedback
- group/whole class assessment
- written marking of work
- questioning
- assessment of exemplar work of different grades/levels
- use of assessment criteria and examination materials
- self-assessment
- peer-assessment

The Leadership and Management of Assessment and Feedback

The Executive Leadership Team aims to use assessment procedures and processes to drive whole school improvement by:

- ensuring that all teachers know what is expected of them in assessing pupils;
- helping teachers make well-founded judgements about pupils' attainment and progress;
- monitoring that assessment for learning and feedback is a key factor in planning for teaching and learning;
- tracking the attainment and progress of individual pupils and groups of pupils over time;

- monitoring practice in assessment and feedback via learning walks, lesson observations, lesson plan monitoring and work scrutiny taking appropriate actions arising from the analysis of monitoring procedures;
- comparing the progress made by different groups of pupils to ensure that no group is disadvantaged;
- ensuring that there is enough flexibility in assessment expectations so that individual departments can adopt processes that are most conducive to progress in their particular subject;
- Monitor the tracking of progress by teachers via the 'Learning Ladders' assessment format

Governors will provide scrutiny regarding the impact of this policy via regular reports provided to the Standards Committee in line with the whole school curriculum review cycle.

The Role of XLT Subject and Primary Leaders

Subject and Primary Leaders will:

- ensure that their team understand the assessment requirements for their subject/ area as well as the different ways in which teachers can assess students' progress;
- at least once per term monitor the assessment of students' work in their area of responsibility through work scrutiny, lesson observation or otherwise;
- ensure that all schemes of work allow for assessment for learning to become an integral part of teaching and learning;
- ensure that programmes of study allow for formal assessment of progress to be timed appropriately so that Data Collections accurately and reliably reflect current attainment;
- ensure all teachers are involved in the moderation of work of other pupils so that consistent practice in assessment is maximised;
- provide a framework for their team that enables them to demonstrate progress over time
- Ensure that the 'Learning Ladders' assessment format for their area of responsibility accurately reflects learning objectives.

The role of Teachers

All Teachers should:

- adopt a range of methods to ensure that they can assess the progress of all pupils accurately;
- encourage pupils to actively engage in assessment for learning;
- ensure that assessment builds pupils' motivation, confidence and self-esteem;
- ensure that lessons begin with clear expectations and pupils are aware of how progress will be measured;
- ensure that all pupils know and understand the learning objectives of the lesson;
- ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons;
- use the information from Individual Learning Plans to inform teaching and learning and the assessment process;
- ensure that adequate and appropriate assessment is made of pupil attainment prior to completing the Data Collection report so that the information recorded is accurate and reliable;
- ensure books are marked with relevant comments on how to improve every week.
- ensure feedback includes at least one comment identifying the strengths of the work along with comments on how pupils can improve and move forward with their learning
- Ensure that tracking of progress via the 'Learning Ladders' assessment format is completed regularly and information from this is used in planning for individual pupils.

Autumn 2016

Date to review Dec 2018

Appendix 1

Standardisation and Moderation

Teacher assessment is our main vehicle for tracking academic progress therefore it is acknowledged that our data must be accurate, robust and open to scrutiny. Every subject area will ensure that secure mechanisms are in place to both standardise and moderate. Evidence for this process is built on year on year.

Standardisation

This ensures that all assessors do so accurately and consistently. The aim is that all teachers are able to mark the same piece of work against the same set of success criteria/ mark scheme and arrive at the same grade.

Process

1. Identify a common assessment task. Ensure that grading criteria are clear.
2. Subject/ primary leader takes a selection of work from across the bases and marks (using the mark scheme but without annotation).
3. Leader puts work in provisional rank order
4. Work is copied and distributed to teaching staff (without rank order/ marks). Teachers use marking criteria to mark and put in rank order. Marks etc. are submitted to the leader.
5. Team meets to discuss the work and tease out where success criteria are evidenced, rationale for grades etc.
6. Agreement reached.

Moderation

This is the process through which a particular assessment is monitored across a number of bases for quality assurance i.e. to ensure that data is reliable, fair and consistent.

Process

1. Appoint a 'moderator'
2. The moderator takes samples of other teachers work (more than one) and re-marks them looking for accuracy
3. Feedback to leader who can work with teacher to address any identified issues

ALTERNATIVE

Double blind marking – take in 3 or 4 pieces of work and ask two members of staff to mark them, come back together and compare what you have got.