



Budehaven Community School Curriculum Feedback and Assessment Policy and Department Assessment Programmes

| Status: | |
|-------------------------------|--------------|
| Recommended | yes |
| Statutory | |
| Adopted V 1.0 | October 2021 |
| Reviewed and approved as V1.1 | January 2023 |
| Next review as V1.2 | |
| Committee | SISC |

Signed:- *Laura J. Mead.* Chair of Governors

Signed:  Headteacher

Budehaven Community School Curriculum

Feedback and Assessment Policy and Department Assessment Programmes

Investigating knowledge retention to inform next steps

Date on which this Policy was last reviewed: October 2021

Date on which the Policy will next be reviewed: January 2024

Dissemination of the Policy: Classroom Staff, Governors and Parents

Assessment is a process by which a subject expert analyses a piece of work and identifies what the pupil knows, understands, and can do. It is necessary for the tracking of progress, planning the next steps in learning, reporting, and involving parents and pupils in their learning over time. There are two types of assessment: formative and summative. The purpose of formative assessment is to collect detailed information on pupils' learning while it is happening so that the effectiveness of teaching can be improved. The purpose of summative assessment is to measure progress after a period of learning and report to parents.

Feedback and Assessment Policy Part 1: Student work formative assessment and feedback

Formative feedback is a form of communication through which the pupil understands the strengths and weaknesses in their work and appreciate how to improve. Feedback can be provided by teachers, mentors, teaching assistants, peers, parents, the student themselves and by automated systems e.g. software with self-marking features.

To elicit deeper understanding and mastery of knowledge or a skill the recipient must act on the feedback with a response e.g. corrections; a re-draft; a development; a response to a question; etc. Feedback must be direct, clear and concise such that the recipient knows how to improve the work. Generic language such as "use more technical vocabulary" is ineffective. Feedback in the form of a question or exemplified instruction is required.

Assessment is necessary to understand what is known and understood and what is not; tracking progress; planning next steps in learning; reporting and involving parents and pupils in their learning over time. As subject experts, we use assessment of any kind, to inform planning, teach to bridge gaps in knowledge and devise feedback.

Each subject has a Department Assessment Programme defining the type and frequency of assessments undertaken across a year group. The type of feedback that will occur from these department level assessments will be directed by the Head of Subject and will include directions for any other actions arising as a result of assessment analyses. If responding to feedback from these assessments in an exercise book, purple pen is to be used (i.e. all pupil responses to assessments, as with their responses to book marking will be done in purple pen.)

1. Corrective Feedback for Learning

- In between mandatory assessments in the Department Assessment Programme, student work and responses must be analysed and scrutinised for quality and progress over a learning sequence, by the teacher. Planning to address common errors and misconceptions can then be targeted.
- **Disadvantaged children** and those at risk of falling short of their target grade **should be prioritised** so planning further lessons meets their needs earlier.
- Whole class feedback will be directed by the teacher's scrutiny of student work. Whole class feedback is normal good practice, and part of assessment for learning, but will not supersede individualised quality feedback.
- Individual written feedback should be given as appropriate. Over time it should be evident that all students are receiving personalised feedback although it is not necessary for all work by all students to receive comment in every marking cycle.

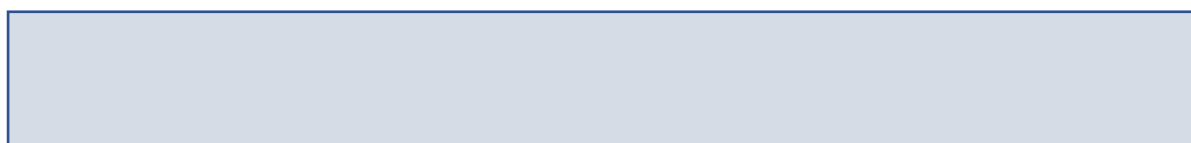
- Students should act on all forms of feedback during appropriate improvement time opportunities directed by the teacher. The class as a whole must respond to whole-class and individuals to personalised feedback given. Feedback must be inclusive and scaffolded for needs of individuals as identified in ClassCharts/Edukey.
- Both whole-class and verbal feedback is expected so that teachers can plan insightful and impacting lessons to push learning on. Discreet planning has an impact when informed by assessment.

Work scrutinised by the teacher must reflect a series of lessons and the following marking procedures must be used:

- **Ticks** are to be used to signify the correct use of knowledge; numerical processes and answers; use of vocabulary; etc., with no errors. Students know that this shows what went well.
- **Crosses** are to be used to identify errors in the use of knowledge; numerical processes and incorrect short answers. A corrective action with an explanation or exemplified instruction must be given where errors are identified. We embrace errors because work should be challenging. Some errors must occur if work is appropriately challenging. We understand it is in this “space” where learning happens most acutely.
- **Q:** followed by question to challenge or deepen a response should be given. An **R:** beside a hand drawn box should indicate the length of response required.

E.g. Q: Explain how this is linked to the Gunpowder Plot? Write two points that clearly make the link.

R:



- Students must act on all feedback. Feedback will be in red or green pen. Students must respond in purple pen.
- The class as a whole should undertake actions which will deepen understanding, knowledge or skill. Dedicated lesson activities, following lesson planning, or activities for independent work, usually at home, must be undertaken by all. Whole-class activities must be scaffolded for need, as identified in ClassCharts, and ability as identified through the assessment process.
- Spelling, punctuation and grammar (SPaG) errors in the work being assessed by the teacher. These errors are to be identified with **S** for a spelling error, **P** for a punctuation error and **G** for a grammar error. The error should be corrected in purple pen (use of the R: response box may be useful and can be used if appropriate). Particular care must be given to tier 3 and key tier 2 vocabulary errors in exercise-book work and must be identified if they occur in the work being marked.

Appendix to Part 1: Research driven policies.

Feedback is important because it shifts the learning on, as long as pupils do something effective with the feedback.... While it is not necessary to check every piece of work every day, it is possible to skim books and pull out the key points which a number of pupils are still getting wrong. These misconceptions and mistakes are the platform for new learning..., it is more effective in terms of moving learning on. Let's ask who the marking is for. If it is for accountability to senior leaders and inspectors then the question is why?

The Curriculum, Gallimaufry to Coherence. Myatt, 2018

In our Western society, where achievement is seen as an indicator of ability, many learners view errors as failure and do what they can to avoid committing them... Trying to come up with an answer rather than having it presented to you or trying to solve a problem before being shown the solution, leads to better learning and longer retention of the correct answer or solution, even when your attempted response is wrong, so long as corrective feedback is provided.

Feedback and Assessment Policy Part 2: Summative Assessment and Feedback

1. Aims of this Policy

- a. To help all pupils to make substantial and sustained progress, considering their different starting points.
- b. To provide pupils with incisive feedback about what they can do to improve their knowledge, understanding and skills.
- c. To enable teachers to modify teaching in response to assessment information and plan for adjustments.
- d. To enable middle leaders to alter (adapt) the strategy across a subject or faculty where groups of pupils fall behind.
- e. To enable leaders and governors to focus consistently on improving outcomes for all pupils
- f. To provide parents with clear information on how well their child is progressing in relation to the standards expected of them.
- g. To provide parents with guidance on how to support their child to improve.

2. Principles of Assessment

- a. The programme of assessment in each subject will support *a knowledge-rich curriculum which empowers young people to succeed in a competitive world.*
- b. Subject leaders will identify the key subject knowledge (*habits*) necessary for long term success and ensure that these are systematically taught in a way which supports progression through years 7- 13. The habits will be informed by GCSE and 'A' Level assessment objectives, but they will not be replicas of these in KS3. The school wishes to take the opportunity in years 7-9 to develop pupils knowledge, skills and understandings which may not be tested in formal examinations. Subject leaders will carefully select the topics through which the habits will be taught and ensure that the essential knowledge for each topic is set out in a knowledge organiser.
- c. To limit teacher workload, the number of habits subject to data collection should be kept to a minimum. It is not necessary to collect data on all the knowledge, skills and understandings present in the programme of study. Subject leaders should identify a small number of 'key performance indicators', from the habits, for formative data collection purposes.
- d. Subject leaders will ensure that a programme of high-quality formative and summative assessments supports the taught curriculum.
- e. Subject leaders will ensure that all teachers participate in moderation. They will seek out opportunities to moderate with colleagues in other schools.
- f. Formative assessments will actively promote the development of the stamina and skills necessary for successful extended writing and promote reading.
- g. Pupils will sit a mid-term and an end of year test in each subject each year.
- h. The programme of assessment will prepare pupils effectively for exams at the end of KS4 and KS5.
- i. When making decisions about the programme of assessment, leaders will consider how best to support the long-term mental health and wellbeing of pupils.
- j. Departments have an Assessment Programme Document which outlines how the subject is assessed both formatively and summatively. This document contains the rationale for what is being assessed and how the assessment is carried out. It also details why it has been chosen for assessment and what is done with the information gained.

3. Formative Assessment

- a. Formative assessment is part of lesson planning and teachers act quickly upon identified gaps in knowledge and misconceptions.
- b. Formative assessment is a part of Quality First Teaching which emphasises high quality, inclusive teaching for all pupils in a class and for some may lead to actions through the Graduated Response.
- c. The key subject knowledge indicators (habits) are tracked at department level as set out in the Assessment Programme Document.
- d. Formative assessment data will not be used for progress tracking in terms of GCSE or A-level grades.
- e. Teachers will use the assessment information collected in their electronic marksheets, to modify their teaching plans and provide extra support for pupils who need it.
- f. Subject leaders will maintain oversight of the formative process. They will use this assessment information to make strategic alterations to the taught curriculum as necessary.

4. Summative Assessment

- a. Pupils will undergo a summative assessment in all subjects (except KS3 Drama). In years 7-10 and 12, there will be a mid-term test in the Spring Term and an end of year exam in the Summer Term. In years 11 and 13, there will be mock examinations in the Autumn and Spring Terms.
- b. In years 7-10 and 12, internal tests will be short assessments based on sampling the scheme of work for the year to date. They will be sat in normal lesson time. In years 11 and 13, Autumn Term mock examinations will be managed by the Exams Office and will replicate the experience of a whole paper.
- c. In KS4 and 5, tests and mock examinations will be presented in the format of the final examination.
- d. In KS3, test papers will be produced by subject leaders. The mid-term test will **sample** the taught curriculum of the year so far and the end of year test will **sample** the whole year. To support progression, test papers will become closer in style to GCSE papers as pupils approach the transition to KS4.
- e. In designing mid-term and end of year tests, subject leaders of practical subjects in KS3 should aim to reflect the outcomes of **both** practical work **and** written work in their summative assessments on a basis similar to the GCSE assessment. There should be a minimum of 50 or more marks available for students to achieve from the combined written and practical score to allow for differentiation of grades between students. Where only written papers are used, again these should be out of a minimum of 50 marks.
- f. Subject teachers will prepare pupils well for these tests if they ensure that teaching is led by the knowledge organiser for each topic.
- g. Teachers will enter the results of internal tests onto SIMS marksheets at the calendared time. In KS3 Grades will be allocated by approximating the distribution of marks to a normal distribution model of GCSE grades in that subject (using June 2018 national results as a benchmark to allow year on year comparison).
- h. In KS4 and KS5 exam board papers, mark schemes and grade boundaries will be used and it is the responsibility of the Head of Department to ensure these are accurate in their application.
- i. Subject leaders and Heads of Year will use the outcomes of summative assessments to improve the effectiveness of teaching and learning and to identify pupils and pupil groups in need of extra support.
- j. Assessment information derived from internal tests and external examinations will be used to track pupil progress against expectations of them given their different starting points.

5. The following Actions are undertaken after summative assessment:

- Assessments are marked and Question Level Analysis (QLA) is recorded and collated at department level by the Head of Department (HoD).
- QLA is used by the HoD to steer curriculum development in the subject. This is used to identify good practice and CPD needs for teachers, and/or the department.
- Student Progress Analysis is undertaken by the HoD using SISRA to investigate strengths and weaknesses in progress of all students and reference to key student groups: Disadvantaged; SEND; Gender; Prior Attainment band. HoD's are responsible for seeking these patterns and implementing actions to improve outcomes from students in these groups.
- QLA by teachers level informs planning to improve learning for the classes they teach with reference to key student groups.
- QLA Feedback is provided to the students outlining what they must do to improve areas of individual weakness.

6. Reporting

- KS3 receive summative reports detailing progress against Minimum Expected Grades (MEGs) along with grades for effort, behaviour and homework at subject level after the midterm and end of year assessment. Grades obtained in assessments will be reported to parents and set in the context of pupil flightpaths. Individual pupil reports will suggest a likely band of achievement at GCSE e.g. 1-3, 4-6, 7-9 in each subject. Grades to parents are displayed as a range to account for a large confidence interval in comparing a small sample size using internally designed assessments. Year 10 receive the same frequency of report as KS3 with the same information but grades are expressed as integers.
- Y11 receive summative reports detailing progress against MEGs after the Autumn and Spring term Mocks along with effort behaviour and homework.
- KS5 receive reports as laid out in the sixth form Key Dates document (MJW)

7. Timeline

| Year | August | September | October | November | December | January | February | March | April | May | June | July |
|------|-----------------------------------|-----------|---------|--------------|----------|-----------------------------------|--------------------------|-----------------------------------|-------|----------------|-------------------------------|--------------------------|
| 7 | Teaching and Formative Assessment | | | | | MID TERM Summative Assessment | Feedback and Improvement | Teaching and Formative Assessment | | | MID TERM Summative Assessment | Feedback and Improvement |
| 8 | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | |
| 10 | | | | | | | | | | | Y10 Mock SA | |
| 11 | Teaching and Formative Assessment | | | Y11 Mocks SA | F & I | Teaching and Formative Assessment | | Y11 Mocks SA | F & I | External Exams | | |
| 12 | Teaching and Formative Assessment | | | | | Y12 Exams SA | F & I | Teaching and Formative Assessment | | | Y12 Exams SA | F & I |
| 13 | Teaching and Formative Assessment | | | Y13 Mocks | F & I | Teaching and Formative Assessment | | | | External Exams | | |