



Assessment and Feedback policy

Sheringham High School

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Assessment

All assessment matters are co-ordinated by Dawn Hollidge (Senior Deputy Headteacher). The assessment, data and reporting calendar details all key dates, which must be adhered to but colleagues are advised to spread their report preparation to suit assessment points and their own workload. It is very important that we act in a collegiate manner. Each of us needs to acknowledge that a missed deadline or an unnecessary error will place strain on our colleagues. Good organisation and preparation are therefore essential.

Principles

1. The most important reason for assessing students' performance and achievements is to enhance their learning. i.e. "Assessment for Learning"
2. Assessment goes on all the time in effective teaching and should relate specifically to the stated objectives of the lesson. By stating the expected outcomes, we make it clear to students what they are being assessed on; by giving regular feedback (formative assessment) we make it clear to students how to make progress.
3. Marking should serve to inform both the teacher and the students about the degree of success achieved. Departments should follow agreed school guidelines in marking.
4. Our assessment will:
 - involve the learners themselves in the process.
 - help to diagnose problems, difficulties and strengths.
 - help to ensure continuity of learning.
 - inform communication about progress to students, parents and the education community.
 - help to identify under-achieving students.
 - identify students with special educational needs including gifted students.
 - assist the monitoring of academic progress.
 - enable the school to meet statutory requirements for school records and the statutory requirements of the Key Stage 3 & 4 assessment and reporting procedures.
 - motivate students by providing knowledge of their results and progress.
 - provide relevant information to enable appropriate structuring and composition of teaching groups.
 - Help to inform decisions of teachers, students and parents/carers in determining appropriate courses and external examinations for students.
 - use appropriate ICT procedures to make assessment manageable.
5. Departments are responsible for maintaining the systems that will uphold the above and for recording progress in accordance with school guidelines.
6. When possible, students will be asked to assess themselves and each other – they will be made aware of the success criteria so they can do this effectively. Self and peer assessment used alongside quality teacher feedback are very effective ways of ensuring that students understand how to improve.

Target setting

KS3: Years 7 & 8

Students are given a broad 'Progress Band', which is the same for each subject. This indicates the range of grades within which they would be expected to achieve as a minimum at the end of Year 11. Targets are based on Key Stage 2 results and are checked against any other available data. Where KS2 results are not available (eg year groups affected by COVID) we will conduct alternative assessments such as CAT4. The 'band width' is 3 grades (e.g. 5-7). Stickers giving this information are stuck inside the front cover of every exercise book for every subject. Targets are reviewed at the end of each term and adjusted as necessary in order to ensure each student is challenged at the appropriate level.

KS4: Years 9-11

In Year 9, Progress Bands are narrowed to a 'band width' of 2 grades (e.g. 6-7) and may be different for each subject. In Year 10, targets are further refined to a 'hard target' for each subject (e.g. '6'). Targets are set based on prior attainment data and the most up to date progress data. These targets are regularly reviewed against ALPS MEGs and FFT20 targets. Stickers giving target information are stuck inside the front cover of every exercise book for every subject. Targets are reviewed at the end of each term and adjusted as necessary in order to ensure each student is challenged at the appropriate level. Target grades are a minimum and never a ceiling.

Presentation of work

Every classwork and 'homework'/'neat' book (and folders which are used to 'archive' work, exam practice etc.) is expected to be of a format conducive to student working, staff assessment and demonstrate the following:

- Every piece of work has a date (in words for days and months), title and both are underlined.
- A high standard of presentation is expected (any poor presentation, doodling, mutilation of exercise books to be acted upon by the teacher and the 'archiving' of materials such as worksheets should be strictly managed.)
- School rewards are evident, i.e. stickers/merits for a piece of good work, effort and a merit for consistently good presentation over a half term.
- Differentiation – students need to indicate extension work clearly (extension, additional work)

Marking and feedback

Principles

Learning is more effective if students are engaged; when they have the chance to talk about what and how they learn.

Improving learning through assessment depends on the provision of effective feedback to students. Feedback covers all responses to students' work and operates on different levels. It could be verbal, written, part written and part verbal. It is essential that expectations for teacher marking and assessment are made clear to students and their parents/carers.

To be effective, Marking and Feedback must:

- Have the 3 crucial elements:
 - What is the goal?
 - What is the evidence of the present state?
 - What are the ways of closing the gap between the two?
- be consistent throughout the school;
- be given promptly and regularly. NB Practical, project-based subjects need to have regular marking, even if a whole project may extend over a period of time.
- focus on learning objectives, criteria for success and learning behaviours;
- give a clear picture about what has been done well, and what needs to be done next to make progress;
- be clear, unambiguous and consistent with the students' own language skills;
- provide strategies that students could adopt to develop their work;
- allow time for response and specific improvement to the work marked.
- recognise, encourage and reward effort and progress;
- provide a record of progress;
- help parents/carers understand strengths and weaknesses in their children's work and learning behaviours.

Verbal Feedback

Always use the BUILDING LEARNING POWER' lexicon to develop the language of learning in the classroom.

'Verbal Feedback should be a regular feature of lessons and standard practice as teachers circulate the classroom.

Verbal Feedback tips.

1. Circulate regularly and check student work.
2. As you read the work so far completed, you might draw the student's attention to the Learning Objectives, basic errors or basic routines/goals you have set.
3. The conversation you have with the student should then result in a mutually agreed goal which the student is able to act upon there and then to make an improvement to their work. It may be useful to make a note of this feedback in the book at the time of the conversation so students have a record to refer back to.

Marking of major pieces of work

Manageability:

Quality marking should be for key pieces of work which are marked in depth against learning objectives. Departmental marking policies will specify which pieces of work should be marked in detail.

KS3

Years 7 & 8: Individual pieces of work are marked as 'On /Above/ Well above/ Working towards' the student's Progress Band trajectory. A stamp is issued to each teacher to enable this to be done quickly and consistently. Assessments are marked using percentages and each department will agree the percentage needed to be 'on track' for each Progress Band for each assessment. This information is uploaded to the Arbor marksheet for each department; teachers upload assessment results and Arbor generates the 'On/ Above/ Well above / Working towards' comment used for reporting.

Year 9: 'On/ Above/ Well above/ Working towards' stamps may still be used to mark work in Year 9 if wished, although assessments will be marked using GCSE 9-1 grades. Grades for assessments are entered onto Arbor marksheets and teachers enter a Teacher Predicted grade for end of Year 11. TPGs are not shared with students or parents but are used to generate an 'On/ Above/ Well above / Working towards Progress Band' comment used for reporting.

KS4

'On/ Above/ Well above/ Working towards' stamps may still be used to mark work in Years 10 and 11 if wished, although assessments will be marked using GCSE 9-1 grades. Grades for assessments and TPGs are entered onto SIMS marksheets. TPGs are shared with students and parents at the end of each term.

Comment marking

Constructive feedback in the form of detailed comments should be given on major pieces of work and assessments, as outlined in the departmental marking policy.

The format for written comments is as follows in 3 parts:

- 1) Positive comment which recognises achievements in meeting success criteria
- 2) The improvement to be made
- 3) How to make the improvement.

For example

- Good piece of autobiography Polly. I especially liked the use of the simile of the sun as a ball of fire.
- The description of the water could have benefitted from this treatment.
- What about using a metaphor?

Comments must be legible and clear in meaning. Avoid comparing individual students' work and avoid comments, such as "try harder", "make your work neater", "why didn't you finish?". Focus on using positive language i.e. "This is good because ----. Have you thought about ---?" or "The way you have explained ---- is very effective and now you can go on to add in two points about.."

Written comments work alongside the RAS strategy outlined below

RAS Strategy

RAS (Re-write a section) is now well-established in the school and should continue to be a regular feature of assessment for learning. The RAS system ensures students do not simply look at their grade, that they act on areas to improve, that they are drawn back to the assessment foci and that they have a revisable record in their books.

RAS (Re-write a section) Strategy in extended/assessed work:

- Highlight 1-3 successful areas/ passages/ sentences **in green**.
- Highlight 1 section which requires correction/ does not address the criteria **in yellow**.
- Teacher comments reflect the successful elements and suggest means to correct or improve the yellow section.
- Time is set aside when work is returned for student to read comments and re-write the yellow section in light of the cues/clues given in the comments. Students should complete this work in **green pen** in order for the improvements to be clearly visible.
- Checking of the RAS section could be done by peer review and does not have to be returned to the teacher for further marking.

Marking Spelling, Punctuation and Grammar

- No more than 3 spelling mistakes should be indicated by an S and corrected in the margin of a single piece of work.
- Of these 3 'everyday' words, teachers are encouraged, if possible, to choose 3 different examples of spelling difficulty i.e. Instead of pointing out 3 words which have a doubling issue (puling, speling, skils), staff should look for 3 errors which reflect 3 separate problems such as reversing letters, double vowels, double consonants, suffixes, prefixes, silent letters, ance, ence, ant, ent, eive, ieve etc.
- Unlimited correction of subject specific key words which need to be used proficiently is allowed as it is in MFL which has its own specifics of language foci.
- Departments are to employ a variety of methods to ensure students are given the best chances of learning important spellings. Insisting students write out spellings 3 times is not the only method and may not be effective. See appendix for possible strategies.

Marking Code:

- **S** through a word and corrected in the margin denotes a spelling error. NB. Only correct three
- **O** (circle the letter) Missing capital letter or unnecessary capital letter.
- The first 2-3 missing full stops and/or commas should be added by the teacher and thereafter the sentence problems should be marked with a **G** and might appear in the comments.
- **//** Indicates the need for a paragraph.
- **^** A word missing.
- **'** Apostrophes added or, where necessary, crossed out by teacher.

Marking: Roles and Responsibilities

Teacher

- Ensure work for assessment is marked regularly, in accordance with the agreed departmental marking policy. Departmental policies will specify which pieces of work should be marked in depth, with grades or on/above/working towards stamps and full employment of the RAS strategy.
- Ensure that students have their target grade or progress band clearly on display on the front inside cover of their exercise book or folder.
- Ensure that students are provided time to consider marking comments and to make RAS improvements.
- Share good practice regarding marking in meetings.

Heads of Subject

- Produce a department/subject marking policy that reflects the whole school marking policy and agree this with SLT link / Dawn Hollidge.
- Heads of Department/Subject to check the marking of books on a regular basis.
- Ensure department/subject has a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked in detail.
- Department/Subject marking is planned over an extended period of time so that a clear evaluation of students' strengths and weaknesses can be given.
- Planned opportunities are created each term to moderate key assessment activities to ensure consistency.
- Level and grade descriptors are provided to be stuck in the front of exercise books.
- Contribute to the whole-school scrutiny of work with the Leadership team as part of the school's Monitoring, Evaluation and Review policy.

Learning Support Assistants

- To be involved in the planning and development strategies for target students and groups.
- To read through the comments written by teachers in order to guide any students they are working with in the class.

Leadership Team

- Devise and implement a programme to monitor the use of the Whole School Marking Policy.
- Carry out with Heads of Department the scrutiny of work as part of school's Monitoring, Evaluation & Review and Appraisal policies.

Procedures for School Reports

School Reports to parents form an important ingredient in our Assessment and Feedback Policy. They are also a legal requirement.

The Report provides important information about each student and offers a means by which further progress is possible. It is a public document and its standard of presentation needs to reflect the high standards that we set for ourselves as a school. Its style and content should reflect our house style by being:

- Concerned with each individual's learning and progress;
- Soundly based on evidence;
- Informative, accurate and constructive.
- Explicit about learning behaviours and use the BLP lexicon.

The aim of the School Report is to provide for parents an indication from each subject teacher of the student's:

- Attainment
- Progress compared to minimum target grade or Progress Band
- Subject next steps.

The Production of Reports

Subject Teachers should ensure that reports are written in good English and that the spellchecker is used to avoid errors.

- The report should be written to the **parent**. (A final sentence such as 'Well done, Tom.' is, of course, perfectly acceptable.)
- Heads of Subject should check reports and ensure that guidance is given, particularly to new staff, about house style and content.
- Reports should not comment on attendance, as attendance data will change before the report is sent home.
- If referring to a student being on track (or otherwise) to achieve their target grade, teachers **MUST** check that this matches the data which has been input.
- Reports may comment on students' interactions with others but should never comment on a student's popularity.
- Any technical difficulties should be addressed to Nicky Bradshaw / Louise Bannister.

Parents/carers of all students receive a report at the end of each term.

Reports for Years 7-9 indicate whether progress is On / Above / Well above/ Working towards the expectation for the student's Progress Band. For each subject a short comment from the approved department comment bank is also provided which gives a specific academic target for improvement in that subject.

Reports for Years 10 - 13 show a minimum target grade for the end of the key stage as well as a teacher predicted grade based on current rate of progress. The annual report will also provide detailed comments with 'next steps'. These reports are produced using a bank of approved comments. In addition to the written annual report, all students in KS4 and KS5 are also monitored every term with a simple data report issued centrally to parents. Parents will be contacted when there is serious concern about underachievement.

All reports also give an indication of Attitude to Learning and completion and quality of homework. Students' reports and internal monitoring reports are retained on Arbor. Tutors – or indeed any staff – can check on student progress at any point. Tutors should check Arbor on a regular basis as part of their conversations with members of their tutor group.