



Alderman White School

A member of The White Hills Park Trust

Assessment and Feedback Policy

Statutory or non-statutory:	Non-statutory
Author/Reviewer:	Lisa Rockley
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Aims:

The aims of assessment:

- To inform curriculum and lesson planning
- To understand starting points and measure progress
- To check for understanding
- To help students embed and use knowledge fluently and develop their understanding
- To enable students to practice revision and retrieval techniques
- To develop student confidence and aspiration by emphasising progress and achievement
- To identify gaps in knowledge and skills that the teacher and student can address.

Assessment supports the delivery of the curriculum; it is not the purpose of delivering the curriculum.

The curriculum is the progression model. If the curriculum is well planned and structured, and students know more and can remember more they will be making good progress. Effective use of appropriate assessment supports this.

Care is taken to ensure that assessment and collection of data is proportionate, positively impacts on student progress and is not onerous for students or teachers.

Types of Assessment

a) Formative Assessment

The majority of assessment is formative, through a range of low stakes activities that enable students and their teachers to see what they know and can do in order to inform teaching. This is an ongoing process, integrated into all lessons.

This may include:

- questioning
- Show me boards
- Checking student work
- peer and self-assessment
- low stakes assessment tasks
- games and quizzes

This may include pre-tests (to measure starting points) and post-tests (to measure progress over a few weeks).

b) Summative Assessment

Students complete a more formal summative assessment activity in each subject at least once a term. This measures their progress over a longer period of time and helps to develop the **revision, retention, and retrieval skills** necessary for formal exams, as they have to move information from their long-term to their working memory. In many subjects, termly assessments take the format of a formal test completed in the usual classroom under test conditions. This helps to develop students' resilience and confidence to tackle exams. Students should be clear about how they are to be assessed and the criteria to be used and be given the opportunity to prepare for the assessment both through revision or retrieval activities in lessons and homework tasks that help them to revise or practice.

c) Formal exams

From Year 9 onwards, students experience blocks of exams in identified subjects, in order to begin preparing for more intensive periods of exams. Exams are timetabled to fit the course structure. Gaps

between exam sessions allow students to act on feedback and refine and develop their revision, retention, and recall skills. The exam blocks become increasingly more intensive over the three years to build students exam skills and stamina in preparation for their external exams at the end of Year 11. A timetable and revision resources will be made available to students and parents prior to each exam block.

Key Stage 4 courses are structured so that students sit almost all of their external exams at the end of Year 11.

How is work graded?

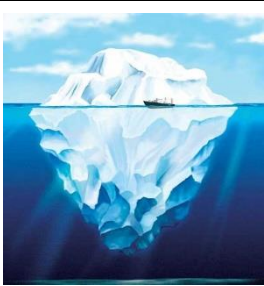
Summative assessments, and sometimes formative assessments, will be given an assessment grade or band. More detailed feedback will also be given about what a student has achieved and what their next steps are.

a) Year 7-9 (Key Stage 3)

KS3 Assessment is based on the Mastery Model, with a focus on deep and secure learning.

The curriculum outlines the core knowledge students should develop during each unit of work. Summative assessments measure how well students know, can remember, and apply this knowledge. These will be used, along with formative assessments, to identify the band in which they are working.

As students move through Key Stage 3, the curriculum becomes more challenging. Therefore, a student who continues to achieve within the same band is making progress.

Emerging	Emerging - The pupil is starting to develop the concepts, methods and skills covered.	
Developing	Developing - The pupil is more familiar with concepts, methods and skills covered.	
Secure	Secure - The pupil is secure in the concepts, methods and skills covered.	
Mastery	Mastery - The pupil is at ease with the concepts, methods and skills covered.	

b) Year 10-11 (Key Stage 4)

In Year 10 and 11 work is graded using the GCSE (or vocational equivalent) grading system. For GCSEs, grades go from 9 (highest) to 1 (lowest). GCSEs grade boundaries are “norm referenced” – this means that in each year a grade boundary is set to ensure the exams are equally challenging each year and a similar percentage of students nationally achieve each grade. GCSE papers are marked, and grades awarded based on the published grade boundaries for that exam paper.

Student Target Setting

We set an expectation that every student demonstrates excellent learner behaviour and does their very best at all times. Targets are used to maximise student progress. We do not use the progress to student targets to measure teacher or school performance as this is not their purpose.

Subject specific targets are not currently set in Year 7. Students are encouraged to aim to progress to the next Assessment Band. Subject specific attainment in Year 7 enables assessment band targets to be set for Year 8 and 9 - this is to at least achieve in the same assessment band, but in some cases, teachers may set a more challenging assessment band for the following year.

In Year 10 a Key Stage 4 target is set for the end of Year 11. This is set in discussion with the student and using the progress demonstrated in Year 7-9. Targets are regularly reviewed.

It is an expectation that student targets are recorded on the front of exercise books and folders and are regularly referred to and reviewed. It is important that students know what this target means and what they need to do to achieve it.

Grade or assessment band targets give a “top level” view of progress and attainment. Students should also be given descriptive feedback, and an opportunity to evaluate their own work, so that they know what they have achieved and what they need to do next.

Marking and Moderation

We fully support the findings of the DfE report “Eliminating Unnecessary Workload around Marking” and believe that marking should be meaningful, manageable, and motivating.

Marking is one way of checking understanding and providing feedback and teachers are encouraged to use this alongside other approaches.

Teachers should monitor students written work - this can be done during the lesson or by sampling books or work. Not all written work needs to be marked, and where possible, peer or self-assessment should be used.

Summative assessments should be carefully marked and moderated as they provide a “checkpoint” of student learning.

Curriculum Leaders are responsible for:

- Ensuring that all staff share a common understanding of assessment criteria and standards.
- Organising the standardisation of formal assessments through departmental discussions and paired marking.
- Organising external standardisation opportunities with other schools to check age related expectations and ensure accuracy of assessment.
- Ensuring that all internal examinations have a clear marking scheme.
- Supporting staff with managing their marking and workload effectively.

Teachers are responsible for:

- Ensuring that they have a deep knowledge and understanding of the mark schemes they are working with.
- Contributing effectively to paired marking and departmental moderation activities.
- Raising any concerns over workload or deadlines with their curriculum leader as soon as they arise.

Feedback and Response (Target Tackling Time)

The frequency and type of feedback may be expected to vary considerably between subjects, depending on the numbers of lessons the student has in that subject and the nature of the subject.

Workload needs to be considered so that the feedback moves the learning forward effectively, whilst not impacting negatively on a teacher’s workload.

Feedback may take many forms and may often include a variety of different approaches. For example, the teacher may give feedback on whole class areas for development, undertake live marking in the lesson, or provide verbal guidance to groups of students, rather than individual written feedback. Pupils themselves should also be involved in self-reflection and in supporting their peers.

Feedback should be based on the following principles:

- Clear feedback of strengths, with at least one subject-specific target for future development which shows pupils how to improve.
- Incisive feedback, which has an impact on learning because pupils use it effectively to develop their knowledge or skills.
- Opportunities for pupils to respond to the targets set e.g., through dialogue, a teacher may ask a question which the pupil then responds to in green pen to secure subject knowledge and increase understanding.

Feedback from summative assessments or exams should include an EDSM band or GCSE (or equivalent) grade and give specific guidance about what individual students need to do to reach the next level or improve their grade.

After an assessment, students will receive positive feedback about what they have achieved and will also be asked to complete a Target Tackling or green pen activity to address any gaps in their learning. Challenge or mastery activities will be used to extend learning further where appropriate. This response to feedback is an important strategy in accelerating learning and progress.

Tracking progress and reporting to parents

Student progress data is collected termly.

Parents and carers and students will receive one written report and 2 data only reports per year. Reports will be made available to parents on My Child at School (MCAS) and to students on Student Portal. Parents and students will also be expected to attend a subject Parents Evening each year.

For each subject studied, teachers report on:

	Year 7-9 (EDSM)	Year 10-11 (Grade 9-1)	When reported
Target Band / Grade	The band the student should aim to achieve by the end of the year. (Year 8-9 only)	The grade the student is aiming to achieve by the end of the course.	Termly
Assessment Grade		The grade achieved in the recent progress exam	After a Progress Exam window
Current Band / Grade	The band that the student is currently working at – this may take into account work completed across the year, with greatest weight given to the most recent assessment work.	The grade that the student is currently working at – this may take into account work completed across the course, with greatest weight given to the most recent assessment work.	Termly
Predicted Band / Grade	The band that the student is most likely to achieve at the end of the year.	The grade that the student is most likely to achieve at the end of the course.	Termly

Learner Behaviour Grade	The “best fit” description of a student’s learner behaviour.	The “best fit” description of a student’s learner behaviour.	Termly
Final Grade	The band the student achieves at the end of the year.	The grade the student achieves at the end of the course, which is externally assessed.	End of year (Year 7-10); Exam results (Year 11)

The grading system used by all staff to judge **learner behaviour** is as follows:

Ambitious learners are constantly striving to improve their understanding and ability to explain their ideas and take great pride in their work. They enjoy being challenged and are willing to take risks and learn from mistakes.

Active learners listen attentively to instructions and explanations and do their best to complete each activity to a good standard.

Passive learners sit quietly during teacher instructions and explanations but do not develop their work to the level they are capable of. They do not hinder or disrupt the learning of others but may make a limited contribution to paired or group work.

Inconsistent learners listen attentively and do their best to complete activities to a good standard some but not all of the time.

Disengaged learners rarely listen attentively, complete learning activities to an acceptable standard or meet classroom expectations without guidance from the teacher.

These descriptors are applied using a “best fit” model. SEND needs and adjustments are considered to ensure the descriptors are applied fairly. Students with both introvert and extrovert personalities can be ambitious or active learners.

These are supported by or detailed descriptors of learner behaviour which are used to support students to develop active and ambitious learner behaviours:

Ambitious learners are constantly striving to improve their understanding and ability to explain their ideas. They enjoy being challenged and are willing to take risks and learn from mistakes. They always listen extremely attentively and do their best to complete each activity to an excellent standard, including homework, which is always completed by the deadline. They take great pride in their work, and always bring the required equipment to the lesson and present work to an excellent standard, demonstrating accuracy and attention to detail. They are excellent role models for other learners. They can use criteria to accurately evaluate their own and others work and use their own evaluations and feedback from the teacher to develop their learning.

Active learners listen attentively to instructions and explanations and do their best to complete each activity to a good standard, including homework, which is completed by the deadline. They reliably bring the required equipment to the lesson and present work to a high standard. They support the learning of others by meeting classroom expectations without individual guidance from the teacher, and work well with others in a pair or small group. They use feedback from the teacher to improve their work including through target tackling and green pen activities.

Passive learners sit quietly during teacher instructions and explanations but are not always able to demonstrate that they have listened carefully. They do not develop their work to the level they are capable of. They usually bring the required equipment to the lesson and present work to an acceptable standard. They do not hinder or disrupt the learning of others, but they make a limited contribution

to paired or group work. They make limited use of feedback from their teacher to improve their work, including through target tackling and green pen activities.

Inconsistent learners listen attentively and do their best to complete activities to a good standard some but not all of the time. Homework is sometimes but not always completed by the deadline and to a good standard. They sometimes bring the required equipment to the lesson and present work to a good standard. They can support the learning of others by working well in a pair or small group and by meeting classroom expectations, but they may need individual guidance from the teacher at times. At times they use feedback from the teacher to improve their work including through target tackling and green pen activities.

Disengaged learners rarely listen attentively to instructions and explanations, or complete learning activities to an acceptable standard. Homework is rarely completed to an acceptable standard by the deadline. They rarely bring the required equipment to the lesson or present work to an acceptable standard. They rarely work well with others in a pair or small group or meet classroom expectations without guidance from the teacher, which can have a negative impact on the learning of other students. They do not make use of feedback from the teacher to improve their work including through target tackling and green pen activities.

Appendix 1: Progress Assessment Schedule

Progress Exams are held at the following times:

Year 9:

June: English, Maths and Science – formal exams in the Sports Hall

Year 10:

All Progress Exams take place under exam conditions.

English, Maths and Science Progress Exams throughout the year to build exam skills.

June: Progress Exams in all qualification subjects

Year 11:

All Progress and Mock Exams take place under Exam Conditions.

English, Maths and Science Progress Exams throughout the year to build exam skills.

November: Progress Exams (including Maths, and Science papers)

March: Mock Exams (including Maths and Science papers)

A termly exam timetable will be issued to students and parents giving all key dates.

GCSE EXAMS

Practical Exams run between March and the end of April, depending on the Subject.

MFL Speaking Exams take place in April / May.

All Practical Exams will be completed before the main exam season which runs **May – June**.

A personalised GCSE Timetable will be issued to parents and students as soon as possible after February half term.