



Alderman White School

A member of The White Hills Park Trust

# Assessment and Feedback Policy

Updated: November 2019

Review Date: November 2021

**Aims:**

The aim of this policy is to embed the following key principles, consistently across all subjects, at key stages 3, 4 and 5. It is also intended to give teachers guidance as to the purpose, frequency and quality of marking expected to help all pupils make good progress.

**Key Principles:**

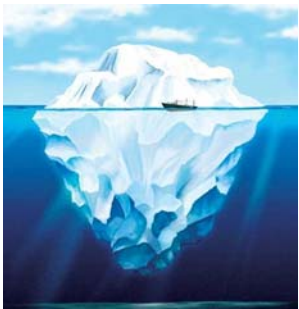
Assessment in the Federation:

- enables pupils to know how to make progress
- gives pupils, parents and teachers instant access to assessment data
- establishes starting points for learning
- provides feedback which leads pupils to identify what they should do next to progress
- involves sharing learning outcomes with pupils
- involves pupils in peer and self-assessment
- fosters aspiration by emphasising progress and achievement

**KS3 Assessment is based on the Mastery Model – deep and secure learning:**

Students build New National Curriculum skills and content over each year, with formative, self and peer assessment, end of half term tests and final assessment key indicators of how well the students have understood a particular unit of work. The structured and developmental testing informs teaching and intervention.

This fits in with our aim to develop a deeper understanding of the key ideas needed for successful performance in KS4. Whatever the nature of the assessment, the outcomes will generate a grade on this scale or be converted to a grade on this scale through our new system – Go4Schools.

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.	
Mastered	Mastered - The pupil is at ease with the concepts, methods and skills covered.	

**Assessment Terminology at Key Stages 3, 4 & 5:**

Students and staff work towards aspirational targets which are calculated from the student’s prior attainment at KS2. This aspirational target is then known as “Target” and will always be higher than benchmark. At Key Stage 3, the target uses the EDSM bands. Therefore 90% of targets are either ‘Mastery’ or ‘Secure’ (as illustrated in the table below).

**TARGET SETTING KS3 and KS4**

KS2	WHP KS3 Target	GCSE Target	% Cohort
Above 104	Mast	9	45%
	Mast	8	
	Mast	8	
	Mast	7	
91-103	Secure	6	45%
	Secure	6	
	Secure	5	
	Secure	5	
Below 90	Dev	4	10%
	Dev	4	
	Dev	3	

At Key Stage 4 these aspirational targets are a raising of the Key Stage 2 benchmark to above national rates of progress. They are the targets that students have the potential to achieve and are raised further if students make even more rapid progress.

At Key Stage 5 benchmark targets are generated from GCSE results by value added measures.

All targets are set at the start of each year and reviewed at Snapshot times (Snapshots: November, March, June) and can be further raised as the year progresses for students who make more rapid progress during years 7, 8 and 9.

Attainment and progress data will be instantly available online (Go4Schools) to students, parents and staff throughout the academic year. This will show **a current and predicted band/grade** for each pupil and how they compare to targets band/grades. These will be reviewed on three occasions during the year (Snapshot days). An attitude to learning (AtL) grade will also be available, which encompasses homework, effort and behaviour. Examination/mock data will be available online at the relevant time of the year.

After each snapshot day, data will be reviewed in Go4Schools by a range of staff: classroom teachers, Curriculum Leaders, the Assistant Headteacher (Data and Progress), pastoral leaders and the leadership teams on each site, with a particular focus on PP students. This will form the basis of all student tracking and identifying where intervention strategies are need to combat underachievement. Datasheets will be available online via Go4Schools and issued to students and parents. Written reports follow a quality assurance procedure detailed on the Assessment Calendar including data and comment checking by Curriculum Leaders on Go4Schools.

- **Predicted** = The band / grade a student could potentially achieve at the end of the Key Stage (for Key Stages 4 and 5) or the end of the Year (for Key Stage 3) should they continue at their current level of progress.
- **Current** = The band / grade a student is working at based on recently completed work.

## Use of Data:

In the Trust, we see the use of data as providing a starting point for underpinning the important professional judgements of our teaching staff.

### **EDSM, GCSE grades and A level grades**

At Key Stage 3, subject leaders ensure that EDSM bands are presented in language that is more easily understood by pupils. These criteria are shared with pupils enabling them to recognise what they need to do to move towards the next band and make progress. It is good practice to display this information in teaching rooms and to use this for wording of learning outcomes. This progress is evidenced through target setting in exercise books and significant tests/assessed pieces of work.

At Key Stage 4, a similar approach is adopted with GCSE grades and this process becomes an integral part of the teaching and learning process in all years, where pupils are given the opportunity to evaluate work at different levels or grades. Using model answers with students and training students in high quality self and peer-assessment to become the examiner will be a regular part of the teacher's toolkit.

At Key Stage 5, the target grade uses L3VA data.

The grading system used by all staff to judge **attitude to learning** is as follows:

**EX (Excellent)** = Students make every effort to achieve or exceed their target. Concentration, cooperation and engagement is continuous. They help others as the need arises. Homework is of an exceptional quality and completed by the deadline.

**GD (Good)** = Students always demonstrate clear intent to reach their target. They concentrate, cooperate and engage consistently with obvious focus and attention to tasks. Students are supportive of others in the class. Homework is of a good quality and completed by the deadline.

**RI (Requires Improvement)** = Student effort is limiting progress towards their target. There are occasional lapses in concentration and cooperation. Engagement may be low and they could be more supportive of others. Homework requires improvement and may not always be completed by deadline.

**CN (Concern)** = Student effort is significantly limiting progress towards target. Lapses in concentration spoil their own learning and do not help others. There is a lack of self-regulation in behaviour. The quality of homework gives cause for concern and/or is not completed by the deadline.

## Method and Frequency of Assessments:

The home of good assessment is in the classroom and is undertaken in a rich variety of ways. The Trust operates a system of formal and informal assessment.

### **Informal assessments**

Informal assessment is often used by teachers to provide a quick and efficient way of giving pupils feedback on what they have done and what they need to do to make further progress.

Such assessment comes out of:

- discussions with students
- the observation of students

- questioning
- marking of students' work
- peer and self-assessment
- short, well focused assessment tasks
- games and quizzes that check learning while generating enthusiasm
- visual/verbal/written quick checks of progress

### **Formal assessments**

These vary depending on the subject and nature of the work being covered. All students complete pre and post testing within each topic, to help identify clear pointing points and short term progress with a topic. However, students are also formally assessed in all subjects on at least three occasions during the year. For most subjects, one of these will be in the form of a timed test or practical piece with the remainder being undertaken on the completion of units of work or particular sections of the scheme of work.

Students should be clear about how they are to be assessed and the criteria to be used. Feedback from these assessments is in the form of an EDSM band, a GCSE/A Level grade (KS4/5) or a pass/merit/distinction and gives specific guidance about what individual students need to do to reach the next level or improve their grade.

### **Standardisation:**

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.
- Ensuring that all staff are writing clear targets in Standard English, that comments are made legibly and written in a colour that is easy for students to read.
- Supporting staff with managing their marking and workload effectively.

### **The Quality of Books and Folders:**

It is expected that pupils and staff alike will value highly the presentation of work in exercise books and folders. Across the federation and at all key stages, the following expectations apply:

- Exercise books will be used for all classes. These will be covered with key words/subject information.
- WHP data sheets/stickers will be displayed or integrated onto the FRONT of books/folders and updated termly in line with the assessment calendar.
- The presentation, marking and literacy guidelines sheets will be found inside all books and folders.
- Literacy stickers/codes will be used regularly in the margin to promote high expectations of literacy.
- Regular use of **Target Tackling Time** (at least once per half term) will be evident on **green** sheets or in **green** pen, particularly following an assessed piece. There will be a clear dialogue between teacher and student to secure progress.
- All peer and self-assessment will be carried out in **green** pen.
- Key assessments or any pre/post tests will be evident on **pink** paper in all books to assess starting points for topics and refine lesson planning.
- Homework will be clearly identified in books on **yellow** paper or identified with a yellow effort sticker.

## **Feedback:**

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.

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, or verbal guidance, 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:

- Provide clear feedback of strengths, with at least one subject-specific target for future development which shows pupils how to improve.
- Provide 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.
- Provide incisive feedback, which has an impact on learning because pupils use it effectively to develop their skills.

## **Further reading:**

This policy draws from the following educational findings and research:

<https://dylanwiliam.org> › Dylan Williams website › Papers files

<https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/>

<https://impact.chartered.college/article/booth-what-formative-assessment-make-better-classroom/>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/593913/6.2799\\_DFE\\_MB\\_Reducing\\_Teacher\\_Workload\\_Poster\\_20161213\\_print.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/593913/6.2799_DFE_MB_Reducing_Teacher_Workload_Poster_20161213_print.pdf)