

Assessment, Data, Marking and Feedback Policy

Date Policy due to be reviewed: September 2018

Committee Responsible for Policy: Curriculum Committee

Section A: PURPOSE.

Assessment at Hillcrest School will seek to motivate students, provide them with the necessary support and encourage them to achieve. It will inform the student, the parent/ carer and the teacher.

Aims

- To provide students, teachers, parents/ carers and employers with clear expectations about what is being achieved, and about what students know, understand and can do.
- To provide an effective monitoring system to track students' progress, provide timely feedback and improve the learning process through formative and summative processes.
- To provide an effective assessment system which allows for student testing, enables the school to monitor its effectiveness and assesses outcomes and targets in a way which enables improvements to be made.

Types of Assessment

The outcomes of any assessment should serve at least one of four prime functions. It should be:

- **Summative** – informing students, teachers, parents/ carers and other agencies of an individual's levels of achievement.
- **Formative** – informing students and teachers, so that positive achievements of a student are recognised and the next appropriate steps in the teaching programme can be initiated.
- **Diagnostic** – identifying learning difficulties which can be scrutinised and classified so that appropriate help and guidance can be provided.
- **Evaluative** – providing means by which some aspects of work in the school can be assessed.

Objectives

Assessment should:

- **Be part of the learning process.**
Assessment is part of everyday practice. Teachers assess students as they observe individuals in class, listen to answers, listen to student discussion and mark work.
- **Motivate and stress positive achievement.**
Marking should give positive encouragement, as do Merits, Praise Cards etc. All students should be given the opportunity to succeed.
- **Be planned at the same time as the Schemes of Work.**
All Schemes of Work should include the way in which work is to be assessed and how it is to be recorded. Assessments should be standardised and comparable within a department.
- **Involve and be understood by students.**
Students should understand marking schemes and appreciate their own strengths and weaknesses. They should also understand the learning outcomes of each lesson and unit of work.
- **Be related to clear criteria.**
These will normally be GCSE points/ grades or targets (or BTEC), and departmental interpretations of what is required by the same but related explicitly to units of work.
- **Diagnose strengths and weaknesses and allow students to target areas of weakness.**
When marking or discussing work with students, teachers should encourage students to set or contribute to setting their own targets.
- **Give a clear profile of achievement and progress.**
The outcome of formative and summative assessment should be meaningful to students, parents, employers and other interested groups.

- **Provide feedback to teachers.**

Assessment and results should be discussed and used by departments to review the effectiveness of teaching, the effectiveness of Schemes of Work and the quality of learning. This information should be used to plan work which is better matched to the abilities and needs of individual students.

- **Be recorded and reported in a way which is practical and easy to use.**

Records and reporting should be accessible, meaningful, accurate and completed punctually.

Learning Managers are responsible for monitoring and developing the quality of assessment in their learning area.

Section B: GUIDELINES.

1. Whole School Data.

Attainment data is inputted into the whole-school system three times per year for each student. Learning Managers are responsible for the data reported for their subject on the school system, since this data identifies areas of success as well as the need for intervention. ***This data will be shared with Ofsted, parents and students; it must be moderated and accurate to ensure that it is meaningful.***

Learning Managers will monitor attainment data, ensuring that:

- Appropriate data based on a range of skills, knowledge and understanding is entered by the team for each reporting or data session;
- Targets reflect national aspirational levels of achievement
- Interventions are in place so that students make ***at least*** 'Good' progress between KS2 and KS4.

Departmental recording systems will:

- Be manageable, accurate and understood by a variety of users;
- Record students' attainment, linking this to the GCSE grade or points within a grade, or to BTEC grades
- Enable progress to be tracked, guiding future work and interventions.

It is expected that all data shows student progression not regression. As a rule of thumb, it is expected that students will make about two points progress each term. Entries of three or more points of progress per term **must be discussed and agreed** with the Learning manager in advance of the reporting deadline and in any event prior to entry onto the whole school system.

Baseline and other data (such as FSM or English data to support students' literacy needs) is available to all teachers in Progresso by selecting individual student records.

Year 11 targets are set by the school in Year 7 based on students' KS2 data. Targets are reviewed annually at the end of the academic year by the Headteacher.

Attainment data evidenced in every lesson.

Attainment data informs the planning of future work. Teachers' intervention plans will include required data, such as students' current grades, end-of-year targets, FSM / SEN information.

This data will:

- **form the basis for teachers' planning for learning**
- **underpin explicitly the differentiation strategies used to support students' learning** e.g. differentiated starting points, differentiated resources, differentiated task sheets, differentiated writing frames.

2. Marking and Feedback

a) Marking for impact.

The main purpose of marking is to help students make progress by identifying strengths and targets, showing students **what and how** to improve, and valuing students' work.

Regular feedback is essential for students to make progress. Feedback may take several forms: marking, grading, verbal and written comments. Prompt return of marked work is essential for impact.

Learning Managers will review their team's marking procedures regularly to evaluate the impact of the marking in raising achievement.

Learning Managers in each department will determine the required number of levelled or graded pieces of work to be completed over a period of a year.

- ***All students in every year group should undertake at least one graded piece of work each half term. The marking must signal clearly that work has been checked for accuracy of content and literacy, and must use the WWW and EBI system included in Appendix 2 based on assessment criteria linked to GCSE/BTEC/A Level criteria.***
- ***Written work, whether in a book or folder, should be marked at least once every two weeks (or every 5 lessons if fewer than 3 per fortnight). This can include peer and self-assessment that uses clear success criteria.***

Teachers' formative written commentaries on students' written work will be in ink or pencil, and in a colour other than green

All written work will be marked for literacy using common symbols. The agreed symbols for basic errors in written English will be written in the margin adjacent to the line of text to which they refer. They are:

- SP = spelling error
- P = punctuation error
- WW = wrong word used (homophone error)
- ? = meaning unclear
- // = new paragraph required
- PR = poor handwriting/ poor letter formation/ poor overall presentation
- VF = verbal feedback – your teacher has discussed your work with you.

Spelling corrections should each be done three times. Very large numbers of spelling errors may indicate that the student required further literacy support to complete the task to a high standard, or that the student requires further guidance relating to effective strategies for checking work. The SENCo will advise on supporting students with Special Needs, who may require a range of positive and formative approaches to the correction of basic errors.

a) Directed Improvement and Reflection Time.

DIRT allows students to reflect and act upon teachers' comments/ questions, ensuring that teacher feedback is put to use in supporting student progress, not only in future pieces of work but now, in their lesson. DIRT can be a starter or an extended activity. Students may 'green pen' improvements to their work, unless they are re-writing it.

Examples of DIRT activities include:

1. Re-write some of your longer sentences, adding punctuation or cutting them down into shorter sentences.
2. Look up five spellings that you are unsure of.
3. Re-write a section of your work, making sure that it is all in the same tense / voice.
4. Re-write three of the sentences which you have started with 'I', but start each with a different word.
5. Request and complete the worksheet on capital letters then rewrite the sentences marked **
6. Re-write the final paragraph, adding more detail.
7. Underline five boring words in your work then use the thesaurus to find more interesting vocabulary.

Marking students' work to a high level, using challenging questions and encouraging comments, supports students in improving their work. **Time will be built into lessons on a regular basis for students to read and respond to said questions and comments.**



1. Students complete an activity/piece of work.
2. They receive feedback from a teacher/peer.
3. They are given time to respond, correct and improve their work or complete a gap task.
4. A teacher acknowledges/checks responses and improvements.

3. Monitoring and evaluation of policy.

Assessment is part of every teacher's role.

The monitoring and evaluation of assessment will be facilitated through regular discussion at Departmental and College meetings and CMG. Learning Coordinators, Learning Managers and SLT will monitor the assessment policy through evaluation of data from formal and informal sources such as:

RAISEonline

SISRA

ALPs

External examination performance

Whole-school tracking of attainment and progress towards targets

Departmental tracking

Reports to parents

Lesson observations

Exercise book and planner reviews

Actions from the evaluation of the policy will be incorporated into School and Departmental Improvement Plans.

Name of responsible person: S Khalid

Date reviewed by SLT: August 2017.

Date reviewed by governors: September 2017.

Date of next review: September 2018.

Appendix 1.

Assessment for Learning.

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. *(The Assessment Reform Group, 2002)*

The Key Elements of Assessment for Learning	
Strategy	Outcomes
Planning which is informed by previous assessments	<ul style="list-style-type: none">• Lessons are matched to students' ability levels• All students are able to improve on previous outcomes
Sharing learning outcomes and learning criteria	<ul style="list-style-type: none">• Focuses both teacher and student on expected outcomes• Lays the foundation for assessment and self-evaluation• Helps to establish a learning culture
Self-assessment	<ul style="list-style-type: none">• Allows students to take responsibility for their learning• Makes students more aware of what they do / not understand• Makes teachers more aware of what students understand and of misconceptions they have
Peer-assessment	<ul style="list-style-type: none">• Encourages students to develop skills to improve their learning by working with their peers• Students become aware of other strategies to enhance their own work
Effective questioning	<ul style="list-style-type: none">• Develops thinking skills• Extends students' learning
Feedback, oral and written, involving teacher-student or student-student	<ul style="list-style-type: none">• Provides strategies for improvement• Acknowledges success against specific criteria• Allows students to play a central role in their learning
Raising self-esteem	<ul style="list-style-type: none">• Helps students to develop confidence in themselves to succeed• Provides motivation• Enables students to become lifelong learners

Appendix 2.

Marking for impact.

Feedback should be specific and constructive so that students understand how to improve the quality of their work and hence their outcomes.

2.1 WWW and EBI.

The ‘What Went Well’ and ‘Even Better If’ marking system enables students to understand what is good and what needs to be developed. Students are required to respond to marking and need to be able to identify specific actions/ steps to be taken to improve their work. For that reason, EBIs are often effective when phrased as questions which invite a response.

If there is not a suitable EBI comment that can be included then a **challenge question** should be used to stretch the students thinking on the topic/theme.

An example of a WWW comment could be:

‘Good use of scientific language in your explanation.’

‘You show a clear understanding of this theory in your written answers.’

‘This answer is well structured into clear paragraphs and addresses all aspects of the question.’

‘A well annotated diagram that covers all of the required points.’

‘

Examples of EBIs might be:

Re-write the final paragraph, adding more detail.

You have included more explanation language in this part of your answer.

‘Re-write the section marked ** checking your spelling and punctuation.’

‘Can you include any facts to back up the points you have made?’

‘You had included a range of connectives throughout your writing’

2.2 Effective short-hand marking requiring student participation.

When marking a class set of KS4-5 assessments, the teacher may need to repeat a common core of actions for improvement/ EBIs:

- The teacher could short-hand the comments by creating a PowerPoint listing these as 1.1 – 1.4 and 2.1 – 2.5 (depending on the number of criteria used) with the comments written in full.
- The teacher assesses work, listing in the margin 1.3 and 2.2 and 2.5.
- Students receive their work and write out their own WWW/ EBIs, adding their explicit actions/ responses/ notes to self where appropriate.