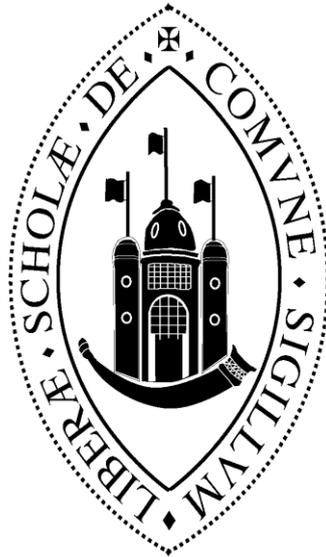


# Queen Elizabeth's Grammar School Horncastle



## Assessment & Feedback Policy - 2018

<b>Approved By:</b>	<b>Full Governing Body</b>
<b>Date Approved:</b>	<b>24<sup>th</sup> September 2018</b>
<b>Adopted by the Full Governing Body on:</b>	<b>24<sup>th</sup> September 2018</b>
<b>Review Frequency:</b>	<b>3 years</b>

## **Rationale**

We believe that feedback and constructive marking help raise standards. These strategies form the most useful and powerful ongoing diagnostic record of achievement. Feedback and marking makes tracking of learning objectives and outcomes for individual learners on a day-to-day basis manageable and feeds into the next cycle of planning for teaching. It is also an extremely effective medium for ensuring that the students are aware of their own progress and how they can improve.

## **Aim**

Within our school we believe an assessment and feedback policy, which is shared with both staff and students will:

- create a dialogue between student and teacher/support staff or other adults;
- ensure continuity for the student as s/he moves through the school;
- signal areas of achievement/areas for development to adults and students to inform future planning;
- raise the achievement and self-esteem of students by providing them with prompt, regular and diagnostic feedback about their work.

## **Assessment and feedback as part of the curriculum**

In order for it to take place properly, the focus of the assessment and feedback must be clearly identified. It may, for example, consist of:

- Knowledge;
- understanding and application;
- skills and abilities;
- personal and social skills.

Assessment and feedback should be varied over time and take place with the method chosen by the teacher in accordance with school and departmental policy, and may take place through:

- observation of work in progress;
- discussion with students;
- responding to and marking work produced;
- students own assessments in a range of activities;
- practical work;
- oral work;
- physical work;
- written work;
- homework and self-assessment;
- research and peer assessment;
- tests and examinations.

## **Assessment**

### **Target Setting**

Academic performance expectations are currently agreed for all students. Y7, Y8 and Y9 flightpaths refer to the current year, targets set in Y10 and 11 refer to GCSE results at the end of Year 11. Within the Sixth Form targets for A-Level subjects refer to results at the end of Year 13, whilst targets for enrichment courses refer to the end of the academic year.

Expectations for each student are reviewed during the first term of each academic year and are informed by the baseline data:

Y7 - 11: For those students with KS2 data (the vast majority), this data is used to determine expected flightpaths and GCSE grades. Students without KS2 data complete a MidYIS assessment and these results, combined with teacher assessment, are used to set expectations.

Y12 - 13: All students complete an ALIS assessment on entry to the Sixth Form. These results, along with average GCSE points scores are used by ALIS to determine expectations for each student in each of their A-Level subjects.

Targets are challenging yet realistic and ensure that students aim to achieve their potential and close any gaps caused by prior or current underachievement.

### **Summative Assessment**

The school strives to provide a clear structure for summative assessment and to achieve consistency between teachers, departments and Key Stages. Benchmarked assessments (common assignments) are incorporated throughout the year. There are at least 3 common assignments, one of which will be the internal examination result. Those students taking mock and external examinations provide a further source of data to assist monitoring.

### **Reporting**

Years 7 - 9: Students are assessed against Key Performance Standards (KPS) in each subject area. The KPS are the attributes and skills that we would expect the children in each year group at this school to know, understand or be able to demonstrate in each subject by the end of the academic year. They have been designed to be demanding, though realistic, and we would expect the majority of students at the school to be able to meet the majority of the standards in each subject by the end of each academic year. Student progression towards the KPS is communicated using the following descriptors:

**Beginning** - will have occasionally met some criteria with close support;

**Securing** - will have met a number of criteria on more than one occasion;

**Achieving** - will have met the majority of criteria in a range of contexts;

**Advancing** - will have met all criteria consistently and demonstrated some additional skills;

**Excelling** - will be working well above the expected standard for this year group

These descriptors are used to communicate student progression and should not be used to 'grade' a piece of work or performance in a test.

Year 10 & 11: GCSE grades are used, and reflect the grade which a student is expected to achieve if current progression is maintained; GCSEs are reported 9-1.

Year 12 & 13: Grades A\* - E are used, and reflect the grade which a student is expected to achieve if they continue in the way they are currently progressing.

Reports include both information about progress and grades for:

**Organisation:** the student is well equipped for lessons.

**Class work:** the student is engaged in lessons and completes all class work to the best of their ability.

**Homework:** homework is completed on time and to the best of their ability.

**Response:** the student actively responds to feedback and shows a willingness to improve.

**Behaviour:** the student behaves appropriately and in a way that is conducive to learning (their own and others').

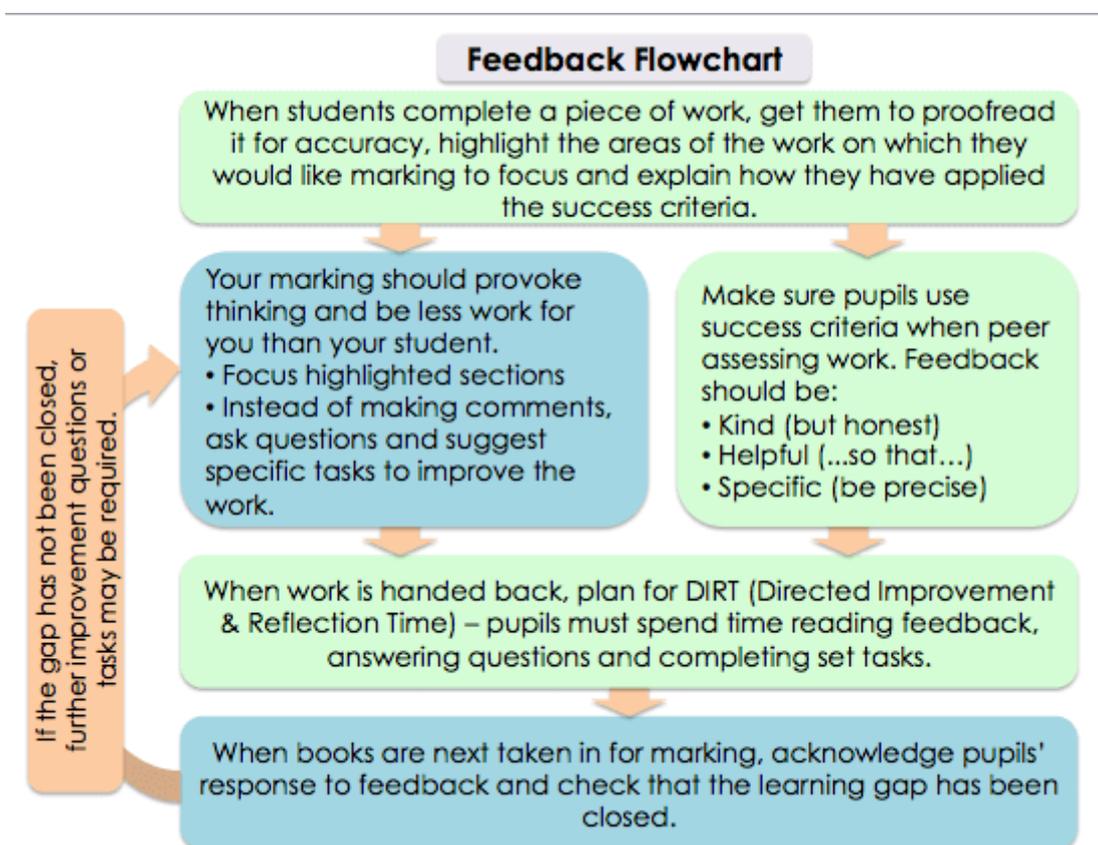
Deadlines for the central submission of this information is planned for the year and documented in the school's Assessment Timeline. Academic prizes are awarded using these grades in Years 7-10 and public exam results in Years 11 and the Sixth Form. Certificates are awarded at the end of each term to recognise positive approach to learning.

## Feedback

Alongside regular and effective marking (see below) important strategies are used in continual assessment, helping students to learn effectively and make excellent progress. These include:

- Regular small Assessment for Learning (AfL) tasks within lessons allowing the teacher and students to measure the progress students are making against learning objectives.
- Effective lesson plenary sessions that enable the teacher and students to evaluate their levels of understanding within a lesson.

### Formative Feedback



In order for the feedback to be formative, the feedback must be used and acted on by the students. Students should expect to receive feedback on their progress regularly; this should be carried out and provided in a range of ways, e.g., oral, written, self, peer, teacher and provided in a timely manner.

The frequency of written feedback will depend on a range of variables such as the lesson allocation to each subject across a fortnight and the nature of the learning taking place. Expectations should be made clear by each Subject Leader who is also responsible for assuring its quality. Some written feedback will be provided electronically, but handwritten feedback should be written in green ink.

Effective written and/or verbal feedback should:

- be selective, deciding which pieces of work to give particular attention and which aspects of the work to focus on - quality rather than quantity;
- respond to the individual needs of the student;
- be accessible to students and focus on the task not the student;
- confirm that the student is making progress and suggest areas for improvement; suggestions for improvement should act as scaffolding and should help the student to close the gap between what/how they have achieved and what/how they could have achieved;
- help adjust the next learning activity with other information to adjust future teaching plans;
- encourage students to be part of the process, e.g., allowing students comment on their own work before handing it in;
- be seen by students as a positive approach to improving their learning;
- take into account whole school expectations, e.g., feedback on spellings and English usage;
- help parents understand strengths and areas for improvement in their child's work.

Students' work handed in for written feedback will be returned as soon as possible, but usually within one school week.

### **Dedicated Improvement and Reflection Time (DIRT)**

When written feedback is provided, students must be given during the following lesson to read, reflect and respond to the feedback given (though the response may be completed as a homework task), so that it is put to use in supporting their progress. DIRT should vary in length depending on the nature of the feedback and DIRT activity identified by the teacher. To highlight the progress of students, and to provide a way of them seeing the improvements that they have made, students may wish to complete DIRT work in a different colour. When books are next collected in for marking, the teacher should take time to acknowledge students' response to feedback and check that the gap in learning has been closed.