



## Assessment and Feedback Policy

### Rationale

In order to realise our aims of encouraging students to achieve excellence in all aspects of school life and a community of learning, this school has an assessment and feedback policy. This policy supports our aims to:

- Promote good progress and outcomes by students
- Allow teaching to respond to the strengths and needs of all students
- Make accurate and productive use of assessment

It is the responsibility of every teacher to understand and apply the methods of assessment used within their Department and to seek advice from the Faculty Leader with regard to recording and reporting. This is a collaborative policy, produced in consultation with middle leaders and is non-prescriptive. Departments should have the freedom to use an appropriate assessment method relevant to each task and based on shared good practice observed across the school.

It is, however, important that the assessment method provides the necessary feedback to every student to enable them to understand their progress and what is required for them to progress further. This is an important part of the learning process and forms an essential part of the dialogue between teacher and student and informs the planning of lessons.

### Key Principles

1. All students will know their subject target grade.
2. All departments will use a range of assessment methods to measure progress and identify targets for improvement. This will include formal assessments, peer and self-assessment as well as through teacher questioning, discussion and observation.
3. Formal assessments will be used to supply assessment data for inclusion in the calendared data rounds supporting an holistic view of each student's attainment and progress.
4. A Growth Mindset approach will be used by departments and it is not always necessary to use levels/grades on every item of assessed work. Assessment for Learning (AfL) techniques for oral and written feedback should be utilised using positive reinforcement.
5. Students must have the opportunity to comment and act upon any feedback. Time should be allocated in lessons, or in a homework task, for this to take place. It is expected that the student engages with the teacher feedback and their response should be evidenced. Departments should develop their own approach on how this is best implemented. This is essential to make assessment a productive dialogue between teacher and student.

6. Written feedback should have a positive comment on what was done well and why followed by a specific target for improvement. Student responses should be completed in a coloured pen.
7. Detailed verbal feedback should be acknowledged with a student comment where necessary.
8. Students should be supported in the development of their literacy and/or numeracy where appropriate.
9. Homework should be set as per the homework timetable and assessed as appropriate. SIMS should be used as a means of recording if students do not complete homework.
10. Good work and effort should be rewarded using the school achievements and rewards system. There should be evidence of this in students work.
11. All staff should keep a record of the progress of individual students. These records should show the results of a range of homework, classwork and assessment tasks and should form the basis for reporting attainment and progress to parents, Faculty Leaders and SLT.

### **Monitoring and Evaluation**

It will be the responsibility of the Head of Faculty to ensure that all teachers within their faculty are using assessment methods in line with this policy. This will be completed through a single work scrutiny exercise within faculties, in the first term. Where necessary ongoing support and monitoring will be provided by the head of faculty through lesson observations, periodic monitoring of work and discussions with students.

It is the responsibility of the SLT to continue to support this monitoring process.

### **Review**

Faculty meetings will be held which will give staff the opportunity to review the implementation of this policy within departments.

Curriculum Leaders meetings will provide opportunity for this to be shared with senior and middle managers.

### **Literacy Learning Points (included in staff planner)**

All errors to be circled at word level and 'zigzag' underlined at sentence and paragraph level.

Abbreviations of SPAG-spelling punctuation and grammar:

**Sp** – spelling error

**Errors will be circled**

**E** – poor expression or grammatical error

**P** – punctuation error

**Cp** – capital letter error

**// or NP** – new paragraph

**L** – poor presentation/layout/no under-lining etc.