



ASSESSMENT & FEEDBACK POLICY

Policy adopted by the Governing Body of The Wordsley School	
Date adopted by the Governing Body	8th March 2023 - CS2 meeting
Signed by the Chair of Governors	I Grsovenor

This Policy will be reviewed in the Summer term following a whole school review of marking. Mar 2023

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

Our school's mission is to provide an outstanding and enjoyable educational experience for everyone in our Wordsley community. In order to achieve this, we create a learning environment that is both challenging and motivating, promoting high levels of aspiration and achievement for all.

Assessment is an integral component in driving pupil progress. Firstly, it guides teaching and learning, assisting teachers in planning for the needs of all pupils by reviewing the progress that they have made. It also arms pupils with the information and guidance that they need to enable them to make rapid and sustained progress from the moment they join us in Year 7. Finally, through communicating this effectively to parents/carers, they are equipped to support their child to achieve their aspirations.

1. Assessment is at the heart of teaching and learning.

- a. Assessment provides evidence to guide teaching and learning.
- b. Assessment provides the opportunity for pupils to demonstrate and review their progress.

2. Assessment is appropriate.

- a. The purpose of any assessment process should be clearly stated.
- b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate.
- c. Assessment should draw on a wide range of evidence to provide a complete picture of pupil achievement.
- d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents/carers and teachers to plan future learning.

3. Assessment is fair, honest and is inclusive of all abilities

- a. Assessment outcomes are conveyed in a transparent way to assist pupils with their learning.

4. Assessment is ambitious.

a. Assessment places achievement in context against nationally standardised criteria and expected standards.

b. Assessment objectives set challenging expectations for learners.

5. Assessment is consistent.

a. Assessment judgements are moderated by experienced professionals to ensure their accuracy.

b. A school's results are capable of comparison with other schools, both locally and nationally.

6. Assessment outcomes provide meaningful and understandable information for:

a. pupils in developing their learning

b. parents/carers in supporting children with their learning

c. school leaders and governors in planning and allocating resources; and

d. government and professional bodies.

At The Wordsley School, we believe that assessment feedback motivates and inspires a belief that more can be achieved.

4. Assessment approaches

At Wordsley, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning outcomes, and identify areas in which they need to improve
- **Parents/Carers** to gain a broad picture of their child's strengths and areas for development, and what they need to do to improve.

Marking and Feedback

Marking pupils' work is a fundamental aspect of the professional standards expected of all teachers.

Pupils should be able to, through teacher feedback, have a better understanding of how they are doing and where they need to target their efforts to progress further. This fosters a sense of responsibility for their own learning. An important element of marking and feedback is to acknowledge the work a pupil has done, to value their efforts and achievements and to celebrate progress. Marking and feedback should stretch every child to reach their full potential.

Marking should always be conducted with the purpose of benefiting the progress of each pupil and informing both the teacher and pupil of their next steps. It is essential that marking is as efficient and impactful as possible.

The expectation is that the basic principles of this policy should be applied consistently across the school.

The following minimum expectations are clear, however, it is recognised that marking and feedback needs to and should look different in different subjects. As such, each department has its own 'Detailed Marking and Feedback Policy', outlining what detailed marking looks like for pupils in that subject. This policy must be applied consistently across the department.

Department policies will form the starting point of any pupil work monitoring which is conducted.

Policy Into Practice

Marking will include the following:

Acknowledgement Marking

This will be provided by a teacher dating the work which has been marked (the use of 'Checked by your Teacher' stamp is optional). It is only to be used when checking notes, diagrams, plans etc., and should not replace detailed marking.

Verbal Feedback

Teachers provide ongoing verbal feedback, whether this consists of regular questioning of individuals/groups or providing guidance during lesson time. Practical subjects may wish to record when verbal feedback has taken place in order to ensure that pupils record and act upon such feedback.

Teachers/pupils should use the letters 'VF' to highlight occasions where verbal feedback has been given.

There is no expectation that evidence of this sort of teacher response will be seen in all marking.

Detailed Marking

Teachers should give careful consideration as to which pieces of work they will mark in detail. Detailed marking should result in feedback which pupils think and act upon. This is a written learning dialogue between a teacher and an individual pupil. It is important that pupils take ownership of the feedback and provide a high quality response to any target/action set. Time should be given within a lesson for pupils to read and respond to the detailed feedback they have received.

Teachers should ensure that pupils are meeting the target(s)/carrying out the actions which have been set. Targets may be set as homework; what is important is the clear expectation that pupils take ownership to move their learning forward. Targets set as part of detailed marking may not always be instantly measurable; they may be for instance, a skill developed over a period of time. The progress of pupils will be considered when assessing the impact that marking has on pupils' acquisition of skills and knowledge. **All detailed marking should be dated by staff.**

Departmental Expectations

CALs (Curriculum Achievement Leader) are expected to monitor marking and feedback in their departments each half term, and if appropriate, set in place an action plan to ensure the Marking and Feedback Policy is consistently applied. SLT (Senior Leadership Team) will support/accompany CALs in monitoring marking and feedback in the departments they line manage as part of a regular line management meeting schedule. Sharing good practice of marking and feedback should be a regular feature of department meetings.

Teaching and Learning

Whole class feedback

Teachers are positively encouraged to use whole class feedback to discuss the results of detailed marking. This supports a whole class discussion about elements of good work and any misconceptions.

Pupils are able to receive personalised feedback without the need for the teacher to write the same target/action for several pupils. Whole class feedback should demonstrate that pupils have clearly identified their next steps and responded to the feedback received.

Peer and Self-Assessment

Peer and self-assessment are useful methods of formative assessment. Where peer and self-assessment are used, the teacher should ensure pupils perform this competently and reflect upon their feedback. Peer and self-assessment does not replace detailed marking.

Marking for Literacy

In order to support pupils' Literacy in all subjects, the following expectations apply:

- Errors in the omission (or misuse) of capital letters should be highlighted when teachers are marking in detail (or more frequently if appropriate). Pupils should be reminded to start sentences with a capital letter and use them for titles and proper nouns.
- Spelling errors of key words, homophones and those related to the KS3 Spelling Focus Programme, should be highlighted in marking. Where appropriate, pupils could rewrite the corrected word 3 times or use it in a sentence.

Literacy errors could be the focus of 'improvement' actions and could be completed as homework tasks or classwork tasks as appropriate.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve

- **Parents/Carers** to stay informed about the achievement, progress and wider outcomes of their child across a period.

Non-exam Assessment (NEA)

For some subjects this is a required element of the GCSE course and as such will follow the marking guidelines provided by the Examination Board.

Summative Assessment

Frequency of summative assessment:

Core subjects – KS3 and KS4 4 to 6 times per year

Option subjects – KS4 4 to 6 times per year

Foundation subjects – KS3 Once per term

Summative assessments at KS3 will be assessed against the relevant GROWTH pathway as Making Expected progress (ME), Less than Expected (LE) or Exceeding Expected progress (EE). At KS4 this could be a combination of grades 9-1, a percentage or marks awarded:

- **Exceeding Expected** – Indicates a higher level of knowledge, understanding and skills than that of their Growth Pathway at that particular time given what has been taught.
- **Making Expected** – Indicates pupils have mastered the knowledge, understanding and skills of their Growth Pathway thus far
- **Less than Expected** – Indicates there are elements within the knowledge, understanding and skills required of their Growth Pathway that have not been fully grasped to date. Pupils will have received feedback (either verbally or outlined in the marking of their work) from subject teachers as to what actions they need to take to address this.

Internal examinations

Each year group has an exam window (see school calendar). Results from these exams are reported as ME, LE, EE at KS3 and a percentage at KS4.

Timings

Timely feedback is extremely important; pupils want to know how well they've done and effective teaching relies on identifying individual pupil strengths and areas for further development. Marking which occurs too long after work has been completed has little if any impact on the progress pupils make. Timings are flexible; for instance, when teachers are involved in marking exam papers for a class, it would be acceptable for books to not have been marked at the same time. Marking should be completed in line with the following timings:

Core and Option Subjects at KS4

Detailed marking is to be completed after every 8 lessons or every 2 weeks, with acknowledgement marking and verbal feedback, as appropriate, in between.

Written Foundation subjects

Detailed marking every half term, except for subjects with 2 lessons per week. For these subjects, detailed marking should be completed twice within the half term.

Acknowledgement marking will be expected, as appropriate, in between the detailed marking.

Practical foundation subjects

Detailed marking every half term. Acknowledgement marking and verbal feedback will be expected, as appropriate, in between the detailed feedback.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents/carers** to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4.

5. Collecting and using data

All data collected must have a clear purpose and result in an impact on pupil outcomes; it must also be manageable and meaningful to all stakeholders. In view of this central aim, the following has been put in place:

- Teachers and departments will collect purposeful data that is relevant to monitoring pupils' learning and informing 'next steps'; this will be formative and summative as appropriate
- Whole school data is collected in 3 data drops per year and this is used to inform reporting to parents/carers as well as monitoring and planning any necessary intervention it is always collected via Sims and analysed by the Data Manager and SLT before being cascaded to CALs and HOH (Head of House)
- Attainment data, as well as conduct data, is also used when conducting lesson observations, planning CPD (Continual Professional Development) and informing Line Manager meetings between CALs and SLT
- Data will be used for monitoring attainment and conduct over time
- Appropriate data will be reported to Governors and the LA (Local Authority).

6. Reporting to Parents/Carers

In any academic year, a pupil will receive:

- Three Performance Summary Reports (with the exception of Year 11 who will have two)
- One Parents/Carers Meeting; at Key Stage 3 this will be face to face with the Form Tutor but, at Key Stage 4, it will be virtual with individual subject teachers.

Performance Summary Report

Parents/Carers will receive 3 Performance Summary reports during the academic year. The timings of these will depend on the year the pupil is in. Please see Table 1.

The reports are Data only reports and will not contain any comments from staff. For each subject, the report will contain data on a pupil's;

- Current progress towards expectations based on evidence from lessons, work completed and the professional opinion of the teacher
- Attitude to learning
- Behaviour
- Homework
- Behaviour and Achievement Points
- Subject analysis grid
- QR Code to link to SatchelOne

There will be no Form Tutor comment included in this report and pupils will be expected to set clear actions for improvement when discussing the report with parents/carers. It is expected that parents/carers will discuss the report with their child in conjunction with their work and feedback from subject teaching staff.

Performance Summary Report - Linked with Parent/Carer/Teacher Consultations

Parents/Carers will receive one Performance Summary Report during the year as shown in Table 1. This report forms the basis for the consultations with form tutors in KS3 and individual subject teachers in KS4. The timings of these take into account the dates of the annual examinations for pupils in that year.

The report will be issued on attendance at the meeting; at Key stage 3, this will be 15 minutes before the meeting with the Form Tutor. The 15 minutes has been allocated to enable parents/carers to read the report and discuss it with their child. During the meeting with the Form Tutor, clear actions will be set based on the report. Parents/Carers will be sent a letter prior to the meeting to prompt them to spend time looking at their child's work - we feel this will also inform discussion at the face to face meeting.

At Key Stage 4, reports will be posted prior to the Subject Parents/Carers' Evening where parents/carers can spend time reading and discussing the report with their child before meeting virtually with individual subject teachers.

Table 1 - A Summary of the Reporting Procedure

Year Group	Performance Summary Report - Linked to Examinations	Meeting with Form tutor	Meeting with Subject Teachers	Performance Summary 1	Performance Summary 2
7	July	October & July	N/A	October	April
8	April	April	N/A	January	July

9	January	January	N/A	April	July
10	May	N/A	May	January	July
11	January	N/A	January	March	

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

Appropriate understanding and knowledge of assessment is central to the effectiveness of a purposeful and meaningful assessment structure. In view of this, the following has been put in place to ensure all staff have a good understanding of assessment theory and practice:

- All new members of staff, including ECTs (Early Career Teachers) will receive assessment training as part of their induction programme
- A targeted CPD programme supports the implementation of the Assessment Development Plan which is led by appropriately trained Assessment Lead Practitioners
- All staff have access to assessment CPD, when requested, and CPD is also targeted for particular staff as appropriate
- The school has a Learning Champion whose key focus is on assessment, including research, theory and good practice; these outcomes and learning is fed into the school CPD programme.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils

- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

10. Monitoring

This policy will be reviewed annually by the SLT lead for Assessment. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Senior and Middle Leadership are responsible for ensuring that the policy is followed.

Senior Leaders will monitor the effectiveness of assessment practices across the school, through:

- Lesson Drop-Ins
- Book/work scrutinises
- Moderation
- Line Manager Meetings
- Data Analysis

11. Links with other policies

This assessment policy is linked to:

- Non-examination assessment policy
- Examination contingency plan