



WHOLE SCHOOL POLICY FOR ASSESSMENT & FEEDBACK

LONG STRATTON HIGH SCHOOL

Policy Consultation & Review

This policy outlines the procedures for assessment within the school. It is accessible from the school website and is available on request from the school office.

This policy will be reviewed in full by the Standards Committee every two years. This policy was last reviewed and agreed by the Full Governing Body in February 2020. It is due for review in February 2022.

Signature

Headteacher

Date: Feb 2020

Signature

Chair of Governors

Date: Feb 2022

Rationale

At Long Stratton High School we believe that good quality assessment and feedback is a vital part of the teaching and learning process. This document sets out the School's guidance for assessment so that staff and departments can incorporate these features into their planning. Our approach to assessment and feedback is evidence based and informed by research, particularly the work of Daisy Christodolou, Evidence Based Education (Coe and Kime) and the findings of the Education Endowment Foundation.

Principles of Assessment

Assessment serves three fundamental purposes:

1. To help students learn
2. To help teachers respond more effectively to the needs of the students
3. To provide relevant and accurate information about learning for students, parents, teachers and other relevant stakeholders

Assessments should be designed and scheduled so that:

1. A broad curriculum content is covered across each Key Stage
2. Key Stage 3 assessment must reflect an aspirational curriculum
3. Both summative and formative assessments are incorporated within the subject curriculum.
4. Formative assessment will be used to provide pupils with diagnostic feedback
5. Summative assessments reported at each data entry point will be informed by as wide a range of information as is possible.
6. Assessment should be cumulative in nature, generating information about the long-term learning of a pupil, rather than performance
7. 3 summative assessments will be completed in each year group per subject
8. At KS3, pupils will receive 3 FAR Marked pieces of work to respond to throughout the academic year
9. At KS4, pupils will receive 6 FAR Marked pieces of work to respond to throughout the academic year

Assessment Cycle:

Key Stage 3

At Key Stage 3, percentage scores are reported for each subject. This is presented alongside a cohort average and a previous percentage score, in order to give context to the figure. Data is entered termly (3 times per academic year).

Key Stage 4

At Key Stage 4, GCSE grading is reported for each subject. This is presented alongside their target grade for each subject in order to give context to the figure. Data is entered termly (3 times per academic year).

Feedback and Marking

Principles of Feedback:

1. Feedback takes many forms and those with the highest impact are the most immediate (often verbal and within the lesson) and should be given the highest priority.
2. Written marking is time consuming and must be done selectively as outlined below.
3. Feedback should be meaningful and motivating, prompting the pupil to improve
4. Feedback is only meaningful if pupils are given time and opportunity to respond to it.
5. Feedback should be clear, specific and accessible to the child
6. Feedback should provide sufficient challenge
7. Feedback should be based on thorough knowledge of a pupil's progress, including checking/reading their work.
8. Feedback is for the benefit of pupils and no other audience
9. Feedback should look to address key misconceptions in pupils' learning.

Forms of Feedback:

Teachers are expected to incorporate a range of feedback into their teaching and use this to adapt lesson plans, sequences of work and curriculum plans. This may take a variety of forms, including the following:

- Verbal feedback: so that pupils can take immediate action.
- Written feedback: using the FAR marking approach outlined in this document
- Flagging errors on work with red pen (see guidance below).
- Modelling: providing examples for pupils to emulate
- Peer and self-assessment: guided by the teacher so that pupils understand how they have progressed against specific criteria.
- Assessment feedback (formative and summative): for example, multiple choice questioning, quizzing and longer tests to help pupils identify their progress and gaps in their knowledge.
- Whole class feedback: giving an overview of common strengths and weaknesses. This may be done verbally or using a subject-specific sheet.

Expectations of Assessment Marking:

Teachers should heed the guidance of the Education Endowment Foundation, whose research concludes: "teachers should consider marking less, but marking better. Clearly, moving to a form of selective marking could substantially reduce marking workloads."

- The school insists that teachers are selective in their written marking. Written comments are only expected to be provided for the key assessments scheduled in the school's assessment policy.
- Written marking should use the FAR approach (outlined below)
- Written marking may take the form of a Whole Class Feedback sheet and that the sheet follows the principles of the FAR approach. See the exemplar template in appendix 1.
- Improvement and response time must be provided for pupils when they receive written marking (outlined below).
- The time an individual pupil spends responding to written feedback should outweigh the time it took the teacher to give it.

Minimum expectations of all other Marking

- To flag an error that needs improvement, teachers should underline it and use an ! to alert the pupil to the problem.
- It is not expected that every error is flagged, teachers should make a judgement and select those that will most improve a pupil's learning
- Teachers may choose not to write an explanation of any errors flagged. This places the emphasis on the student to problem solve and develop their editing skills. Pupils should have the opportunity in lessons to discuss this process.
- Work that is read/checked by the teacher should be used to inform their planning and teaching.
- Pupils should be regularly guided through peer/self assessments with a tightly focused success criteria (in green pen). For example, checking for specific techniques in a piece of creative writing.

The FAR approach (for assessment marking)

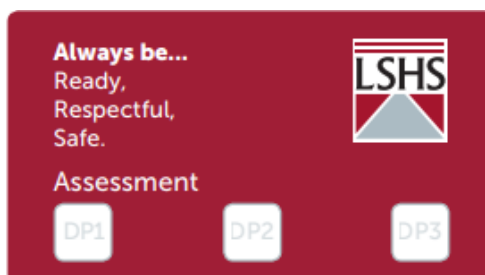
Written marking of assessments should use the acronym FAR (Feedback, Action, Response).

- Feedback – Next to an F for 'Feedback', teachers should provide a comment that summarises how well the pupil achieved the success criteria for the task.
- Action – Next to an A for 'Action', teachers should provide a specific action for the pupil to respond to. This ensures that pupils engage with feedback and have opportunity to improve. Actions set by teachers must demonstrate high expectations of pupils and provide sufficient challenge.
- Response – Next to the R for Response, pupils will complete their action which will be verified by the teacher. Teachers must communicate high expectations of pupils during this process and not accept substandard responses.

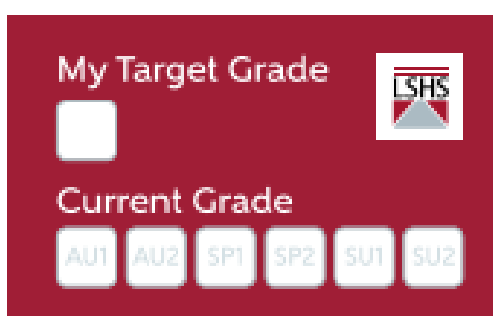
- **Department Practice for Recording Learning**

Marking should be in red pen so that pupils can clearly identify teacher marking. Pupils should use green pens for self and peer assessments to avoid confusion between their comments and those of their teachers.

At Key Stage 3, all books should have a sticker on the front, where they record their most recent assessment percentage. This should be completed in line with the assessment schedule.



At Key Stage 4, all books should have a target sticker on the front. This shows their target grade and records their summative assessment gradings. This should be completed in line with the assessment schedule.



Monitoring and Evaluation

To ensure feedback is occurring frequently, accurately and demonstrating impact it will be monitored throughout the academic year. This will be as part of the school's quality assurance process but the Head of Department or any Senior Leader has the right to request books at any time throughout the year.

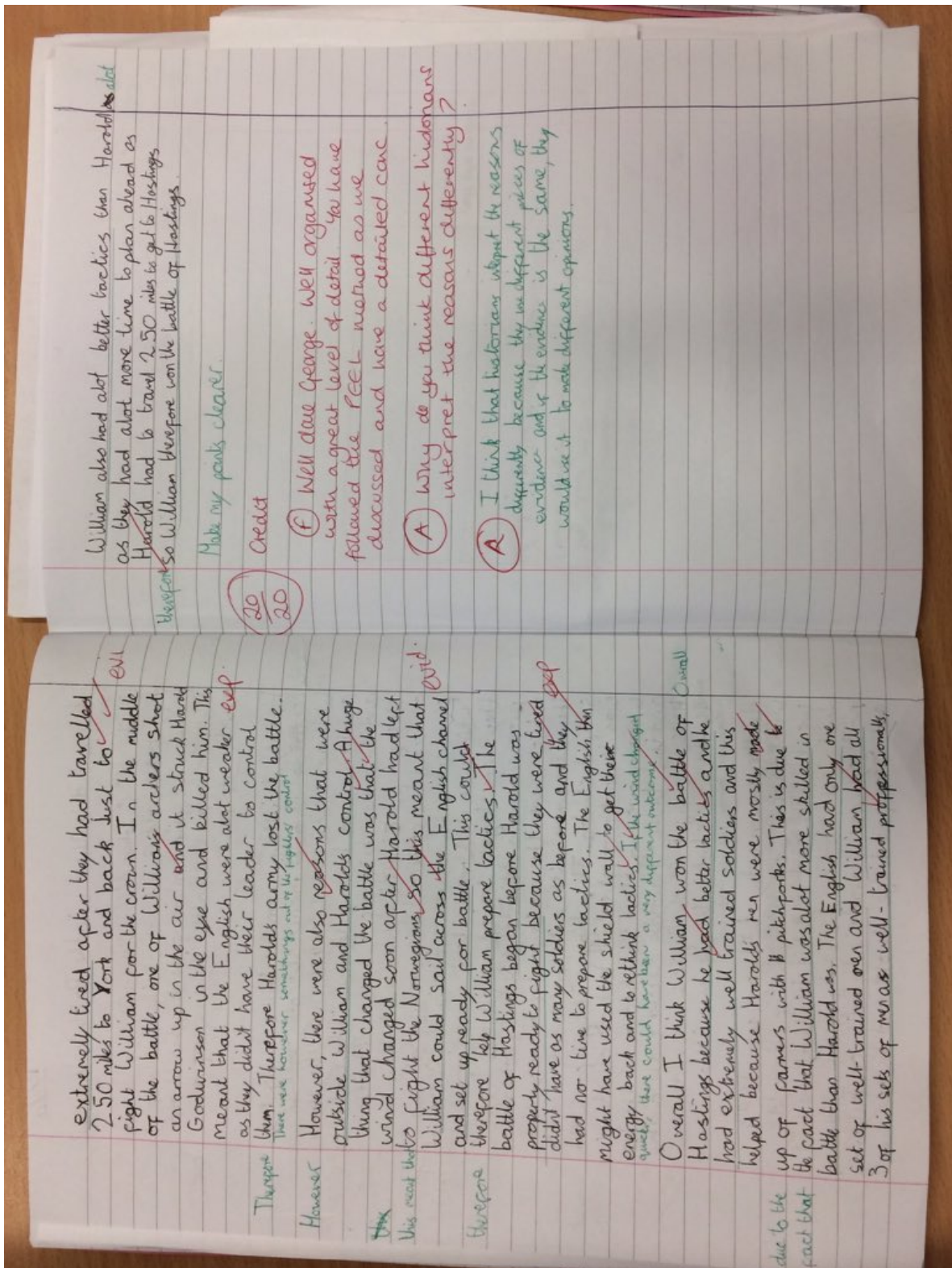
Lesson observations and learning walks will monitor the quality of feedback in all its forms within lessons.

Work scrutiny will monitor that teachers are marking according to this policy. Any assessments not completed in the book should be readily available at all times.

Teachers who fail to follow this feedback and marking policy will be failing in their teachers' standards and their contractual obligations to the school and therefore necessary sanctions could ensue.

The calendared monitoring will be carried out as part of the quality assurance process and will be coordinated and recorded by the curriculum leader of the department and they may be accompanied by the line manager or a member of SLT.

Appendix 1: Example of FAR Marking



WHOLE CLASS FEEDBACK:

Praise:

Missing/Incomplete Work:

Presentation:

Misunderstandings:

Examples of Excellence:

Spelling and
Grammar:

ACTIONS: