HINCHINGBROOKE SCHOOL

Inspiring Excellence   Fulfilling Potential   Developing Character

Policy Statement

on

ASSESSMENT AND FEEDBACK

ASSESSMENT AT HINCHINGBROOKE SCHOOL

1   Introduction

At Hinchingbrooke School, we are committed to using assessment to inspire excellence and fulfil potential in our students. We acknowledge that assessment covers four key areas - attainment, progress, attitude and potential, and we use a range of methods to assess each of these at numerous points in a student's time with us. Any assessment activity will help learning if it provides information to be used as feedback, by teachers, and by their students, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged.

2   Aims of the Policy

This policy seeks to:

- Outline the importance of assessment and feedback.

- Ensure that all staff use assessment according to any schedules and instructions issued by the school and/or by their department, to provide timely monitoring of student attainment and progress, potential and attitudes, to inform teaching and to provide feedback on all aspects of student performance for students themselves, their parents and other stakeholders as required.

- Ensure that all students have access to regular and timely formative feedback to clarify their next steps in learning and identify strengths and weaknesses in their current performance.

- Ensure the assessment guidelines issued by examination boards or other similar bodies are followed as applicable.

- Ensure procedures meet auditory and regulatory requirements.

3   Assessment and the Teachers' Standards

All teaching staff are expected to adhere to the Teachers Standards, introduced on 1 September 2012. The following guidelines on assessment are contained within the standards, which state that a teacher must;

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on their teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.

- Use relevant data to monitor progress, set targets and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

4 Our approach to assessment

• Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that students are making expected progress.

• All staff will be regularly trained in our approach to assessment.

• We have a senior leader who is responsible for assessment, and we regularly review our approach, methods and evaluation of assessment.

5 Our purpose in using assessment

• Assessment serves many purposes, but the *main* purpose of assessment in our school is to help teachers, parents and students plan their next steps in learning.

• We also use the outcomes of assessment to check and support our teaching standards and help us improve.

• Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.

6 Our assessment procedure and practice

• We assess students against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a student is expected to know and be able to do.

• Assessment criteria are derived from the school curriculum, and from syllabus details and specifications produced by exam boards.

• Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what students are normally expected to have mastered by the end of each key stage.

• The achievement of each student is assessed against all the relevant criteria at appropriate times of the school year. Termly assessments are recorded on Bromcom, but more regular assessments are recorded in individual teacher's mark books, according to an agreed timescale, to satisfy monitoring and evaluation practice, and to provide timely information for teachers, students and parents.

• In Key Stage 3 (Years 7-8), each student is assessed at appropriate half termly points as to whether they are 'red', 'amber' or 'green' in a specifically defined set of skills and criteria relevant to the subject and scheme of work. Each student has a cumulative 'step' on the 1-9 scale used at GCSE in each subject throughout their time in Years 7-8. For students who have not yet reached the 'step 1' standard, a series of transition steps are used (TR6, TR5 and TR4).

• We use this information to provide work of appropriate challenge for those who are reaching the highest steps, and further support where students are struggling to master a particular skill or set of skills - either in lessons, in extra sessions or both.

• In Key Stage 4 and 5, formal assessment is carried out using grades as prescribed by the relevant examination board and syllabus, at regular agreed points. 'Fine' grading (+/=/-) is used to enable the

school to see how close to grade boundaries students are. We make use of assessment to help with differentiation and to ensure interventions are appropriately targeted.

• Assessment judgements are moderated by colleagues in school to make sure our assessments are fair, reliable and valid.

• Assessment will be either formative, or summative, or both. Formative assessment is diagnostic, and is used to to modify teaching and learning activities to improve student attainment. Summative assessment provides a snapshot of attainment at a particular time, and tends to reflect what has already been learnt. (See Appendix 2 for definitions).

• Teachers will also use Assessment for Learning in their teaching, including building opportunities into lessons to assess how well students are meeting learning objectives, how well they are progressing in their learning, and to develop students' ability to self-assess and peer-assess work against proscribed criteria.

7 Our use of assessment

• Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their students and classes.

• Teachers use this data to plan the learning for every student to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that students identified as vulnerable or at particular risk in this school are making appropriate progress and that all students are suitably stretched.

• Information from assessment is communicated to parents and students AT LEAST on a termly basis. Parents and students receive rich, qualitative profiles of what has been achieved and indications of what they need to do next.

• We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, attitude and attendance.

• We use the indicators of potential (from NGRT tests, CAT tests and FFT estimates) to set challenging targets for students, and we review these targets regularly to ensure that they are consistent, achievable and provide a suitable goal for each student in each subject.

• We use attitudinal assessment (in Lesson Monitor, and from PASS tests) for a variety of purposes, including to provide appropriate support and intervention, to keep parents and other stakeholders informed of students attitudes to learning, and to support the work of tutors, class teachers, Heads of Year in planning and effecting the pastoral programme.

• We use assessment of attainment over time to measure the progress that students are making in each year group, and to modify our support and teaching programmes as necessary.

8 Tracking of assessment outcomes

• All departments have a central record of assessment grades for all groups taught (Doddle in KS3).

This assessment record should cite the specific needs of the students (including EAL(English as an Additional Language), SEN (Special Educational Needs), Ethnicity, LAC (Looked After Children), PP (Pupil Premium)), prior attainment such as CATs, NGRT scores, KS2 SATs, KS3 Exams or GCSE results, and school targets to enable finer analysis of vulnerable groups.

All departments have a tracking sticker which GCSE students fill in with their grades for each assessment. This is kept by the student and stuck into their exercise book or assessment folder. Doddle is used to track progress in skills with student and parental portals. All exercise books and folders must have the expectation sticker in place.

• Tracking will enable subject staff, Heads of Department, Heads of Year and the student to know their progress in any given subject and how to improve. Patterns of attainment shown by tracking will be used to inform Department SEFs and Development Plans.

• All teaching staff, and appropriate support staff (for example Teaching Assistants are expected to be proficient in assessment in their own subject(s). This is essential to ensure that assessment is accurate, consistent over a range of students and over time, and fairly applied. It is the responsibility of Heads of Department to ensure that there is appropriate training in assessment for all teaching staff in their department. This will be via departmental handbooks, online resources including exemplar materials, clear guidance for staff and students on how pieces of work are assessed, and assessment practice (including moderation) as a feature of departmental meetings.

Further guidance

Specific information about assessments, including subject specific guidance, can be found in departmental handbooks. Teachers should ensure that they are familiar with the specific details of their departmental assessment and marking procedures, as well as the general guidelines within this policy.

FEEDBACK

9. Introduction

This section of the policy must be read in conjunction with the preceding section, as assessment and feedback are interlinked and are a key part of improving standards and quality of learning.

10. School Feedback Principles

The EEF Teaching and Learning toolkit shows that good quality feedback has a high impact on student progress. In order for this to be the case our whole school approach should encompass the following guiding principles:

1. The purpose of giving feedback is to improve and develop the student and is not a means of making teachers accountable as this adds to workload and has questionable impact.
2. Feedback and assessment of students' work should be frequent and timely.
3. Feedback should not create a culture of dependency on a teacher judgement.
4. Feedback given should value students' effort and acknowledge their individual achievements.
5. Feedback should be specific and constructive advice for improvement in language that can be understood by the student.
6. Feedback should challenge the student and enable them to 'think hard'.
7. Feedback should engage the student in order to allow them to take responsibility for their own learning, leading to self driven goal setting.
8. Feedback should inform students how to take the next steps in their learning.
9. Teachers should use information gathered from assessment to adapt teaching and inform our planning.
10. Opportunities for students to reflect on, understand and respond to feedback must be embedded as a part of the assessment process.

11. Departmental Assessment and Feedback Policy

It is expected that subject leaders will:
- Write a Department assessment and feedback policy (no more than one page) that meets the requirements of their subject and supports the whole school approach as detailed above to provide clear guidelines for teachers within their team
- Decide what pieces of work in each year group will be assessed and when in line with the school's assessment calendar
- Ensure that all teachers in their department assess students' work and learning by consistently following the department policy
- Ensure that teachers in their department keep accurate records of assessments through the use of Doddle at KS3 and tracking spreadsheets at KS4
- Report to their Head of Faculty as a part of the assessment and feedback monitoring process

12. WWW/EBI/Feed Forward

• Heads of Departments are responsible for ensuring that there are lists of WWW and EBI statements available for all staff in their department. There are suggestions for these in Appendix 2, but each department should add subject specific examples to these. Teaching staff should refer to these when completing their detailed marking, but should also use their own statements if the piece of work necessitates this.

• As a general guide, students should have at least TWO WWW and EBI points on their work that is marked in this way.

• These comments must refer to the next level/grade criteria to enable students to make progress.

• Students should be given time in the lesson they receive the feedback to work on the EBI comments – for example, this could be in the form of redrafting a paragraph, re-doing a calculation or set of figures or similar. The purpose is to allow both teacher and student to check that the students understands the feedback and learns from it. (This is known as 'Feed Forward'). This should be clearly labelled in the exercise book as 'FF' or 'Feed Forward'.

12. Literacy and Numeracy

• Staff are expected to mark work for both literacy and numeracy. For literacy there is a literacy marking code which all staff should use for consistency (see Appendix 1). For numeracy, comments should be made which are appropriate to the subject being marked.

• Staff will display a copy of the literacy code in their teaching room, and make reference to the copy in the student's exercise book.

14. Monitoring of marking

• Work scrutiny takes place on a regular basis, and is co-ordinated by a designated senior leader, with support from the relevant administrator.

• The purpose of work scrutiny is to check that students are receiving regular feedback and a way of gauging the quality and effectiveness of the curriculum, as evidenced by their books and/or folders. All teachers are expected to adhere to the guidelines contained in this policy, and work scrutiny is a mechanism for checking that this is happening in all subjects and year groups.

15. Further guidance

Specific information about marking, including subject specific guidance, can be found in departmental handbooks. Teachers should ensure that they are familiar with the specific details of their departmental assessment and marking procedures, as well as the general guidelines within this policy.

APPENDIX 1 – LITERACY MARKING CODE

1. The following literacy codes are used;

sp   spelling is incorrect

g   grammar is incorrect

p   punctuation is incorrect

?   doesn't make sense

C   capital letter incorrect

/   new sentence

//   new paragraph needed

APPENDIX 2 –TYPES OF ASSESSMENT

Assessment may take the following forms;

Assessment *of* Learning is used to determine a student's level of performance in a specific area of a subject, or at the conclusion of a unit of teaching and learning. This information is useful to track student progress and to allow accurate reporting, and is usually summative in nature.

Assessment *for* Learning is different. It should occur as a regular part of teaching and learning, and information gained from this can then be used to shape the continued teaching and learning process. This is usually formative in nature.

Formative assessment occurs throughout every lesson and can take many different styles. It is used to check progress and understanding. Formative assessment enables the student to learn better, and its impact is deepened when students can engage in a similar, self-reflective process. Assessment is only formative if students act on the advice given.

Summative assessment summarises student learning at some point in time (end of a unit). Most tests are summative, and this becomes most useful (and formative) when the information is then used to shape the continuing teaching and learning process.

APPENDIX 3 – EXAMPLES OF WWW/EBI COMMENTS

The following examples of WWW/EBI/FF are taken from the Year 8 RE assessment

What Went Well?

1.You use good vocab to **describe** what it means to be a human being	2.You correctly **identify** religious and other ideas in the images	3.You **describe** some religious ideas about why humans are here
4.You **explain** how some of the images differ from each other in their view of humans	5.You **explain** the view of humanity shown in one or more pictures	6.You **explain** religious ideas about why humans are here in detail
7.You use your knowledge to thoughtfully **compare different ideas** about humanity	8.You are able to **compare** and **analyse** the ideas shown in the pictures	9.You **analyse** the differences between scientific and religious views
10. You are able to **show the link between** beliefs about humanity and the way we live our lives	11. You show that you **understand** the impact of different views of humanity	12.You **show awareness of important questions** about humanity raised by these images

Even Better If…….

A… you used a wider range of vocabulary	B… you made more specific references to the key religious and scientific ideas	C… you explained what one religion teaches about humanity
D… you went into more detail about the differences between the images	E… you explained more about the meaning of the symbolism in the pictures	F… you made more detailed reference to religious beliefs about humanity
G… you compared different theories about what it means to be a human being	H… you compared and analysed some of the ideas in the pictures	I… you analysed why some of the images of humanity differ from each other
J… you explain how our beliefs affect the way we live our lives	K… you explained why there are different ideas about what it means to be human	L…you identified further questions and areas of investigation raised

Feed Forward

ffA Draw a spider diagram of key vocabulary + the meanings that you could have used	**ffB** Write a list of the four pictures including the key religious and scientific ideas shown	**ffC** Make a list describing what The Bible says about human beings
ffD Bullet-point three differences between the images	**ffE** Briefly explain three symbols from any of the pictures	**ffF** Write a short paragraph explaining what Christians and Hindus believe about human beings
ffG Bullet-point three comparison points different ideas about what it means to be human	**ffH** Bullet-point three comparison points between the ideas shown in the pictures. Why are they the same or different?	**ffI** Write a short paragraph explaining why some of the images of humanity differ from each other
ffJ Make a list of four ways our beliefs about ourselves might affect the way we live	**ffK** Write a paragraph explaining why there are different ideas about humanity – give two specific examples from the images	**ffL** Write three questions that the four images raise that could be researched further.