QUEENS' SCHOOL

Dare to be Great

Assessment, Feedback and Recording Policy

1. Introduction

At Queens' School we wish to ensure that all students receive clear, consistent, positive and constructive feedback about their work across all subject areas and to regularly receive information on the progress they are making. This policy gives general guidance to teachers about the assessment of students' work.

Effective assessment and feedback is an essential part of the education process. At its heart, it is an interaction between teacher and student: a way of acknowledging students' work, checking the outcomes and making decisions about what teachers and students need to do next, with the primary aim of driving student progress.

The 3 principles of effective marking are that it should be:

- Meaningful
- Manageable
- Motivating

2. Definitions

Assessment includes opportunities for teachers to assess students' work in a variety of situations for example:

- Under test conditions
- In group work
- Through oral work
- During practical tasks
- Homework.

Assessment is undertaken in two ways: assessment of learning (summative assessment) and assessment for learning (formative assessment).

Formative Assessment: these are given throughout the learning process, formative assessments seek to determine how students are progressing through a particular objective or topic.

Summative Assessment: These are given at the end of the year or a topic or a unit of work or another place within a Scheme of Work as deemed appropriate by the department. Summative assessments assess a student's understanding after learning has taken place.

Recording: includes selecting and retaining information about students' performance which may be used for teacher reference purposes or student target setting.

Reporting: refers to the way in which students/parents are informed about how they/their child is doing.

3. Assessment and Feedback

Assessment for Learning is based on the principle that the teacher and the students will know what has been learned in a lesson and how to continue to progress their learning. Students should regularly be given constructive feedback on their work and this will include written and verbal comments. This includes Strength, Target and ReAct marking. The formal and informal assessments of students' work is an integral part of good teaching and learning. Teachers need to be aware that they can acquire this information in a number of ways.

We encourage all our teachers to have a balanced approach and use a range of approaches to secure further student progress via the right form of feedback

Guidance from the leading expert on assessment, Professor Dylan Wiliam, recommends a balanced diet that he calls 'four-quarters marking.

3.1. What is feedback?

Feedback can take different forms: peer, self, teacher marking, or verbal. Great teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

3.1.1. Aims of Feedback
- To help students make progress;
- To provide strategies for students to improve;
- To give students time that is dedicated to enabling them to reflect upon their learning and ensure they make improvements;
- To inform planning and structure the next phase of learning;
- To facilitate effective and realistic target setting for student and/or the teacher;
- To encourage a dialogue to develop between student and teacher;
- To encourage students to have a sense of pride in their work;
- To encourage students to aim for perfect presentation;
- To correct mistakes, with a focus on Literacy skills.

3.1.2. Principles

- Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback;
- A dialogue, both verbal and written, should be created between teacher and student. When tasks are returned to students it is essential to allow ReACT time for students to read the comments and engage with the feedback;
- Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria;
- Peer and self feedback should occur regularly, but it needs to be well structured by the teacher.

3.2. Types and frequency of Feedback

Feedback should be regular and may take different forms.

3.2.1. Verbal Feedback
- This is the most frequent form of feedback;
- It has immediacy and relevance as it leads to direct student action;
- Verbal feedback may well be directed to individuals or groups of students; these may or may not be formally planned;
- This will happen in the vast majority of lessons.

3.2.2. Peer Feedback
- This is shown by research to be one of the most effective modes of feedback. Effective peer feedback needs to be effectively modelled by the teacher;
- Students will need time and practice to enable them to complete peer feedback effectively. This process will be clearly led by the subject teacher.;
- This will happen at least once every five lessons – either in written or verbal form.

3.2.3. Self Feedback
- As with peer feedback, students need a clear structure to help them identify how to assess against given targets;
- Teachers should share success and/or assessment criteria where appropriate;
- This will happen at least once every five lessons – either in written or verbal form.

3.2.4. Maintenance Feedback
- Maintenance marking may identify specific issues such as key words, literacy and presentation issues; students should act upon these;
- This should happen on at least a termly basis.

3.2.5. Summative Feedback

- A grade or mark established by the teacher based on an established, consistently applied marking criteria

3.2.6. Written Feedback

- Detailed written feedback will highlight where the student has achieved in line with department/exam board success criteria. This will be indicated by a **Success** comment
- It must also enable the students to improve. This will be indicated a **Target** comment
- The strength and target will inform a **ReAct** task, where the student responds to the feedback given: **ReAct: reread; extend; act; correct; target**
- This will happen at least in-line with the formal assessment map for each department; however, some subject areas may find it useful to do this more frequently;
- Teachers should ensure that written feedback is independently intelligible. Where coded or icon marking is used, this will therefore need to be decoded for the student.

3.3. Response to feedback

ReAact tasks must result in a response by the student, and time given over for this. The response must be an improvement in the work itself or an opportunity to improve in the next piece of work. In the latter case targets should be referred back to on starting the next pieces.

Teachers will mark in green and student corrections and response to the ReAct task in red.

Students should have an easily accessible form of tracking their progress to refer back to, for example, a collection of assessed work or a Personalised Learning Checklist.

3.4. Literacy and numeracy feedback

- It is important that everyone gives appropriate and targeted feedback. For students to take pride in their work they must realise that spelling, grammar and punctuation are important in all lessons and are essential for successful communication everywhere;
- Work , where appropriate, should be marked for literacy, with at least the first five errors being identified by the teacher for an extended written task. If using literacy codes for marking, these should be shared with the students.
- In addition, we should also be aware of how we can develop our students' numeracy skills within our subject areas. For example, concepts such as graphs, ratio, proportions etc. should be monitored accurately across the curriculum.

3.5. Formal Common Assessment

A formal assessment is written or practical assessment which is summatively assessed by the teacher against a mark scheme which is common across classes.

A common assessment is where:
- There is a clear (no more than 2 week) window when the assessment should be completed

- Students who missed the assessment have the opportunity to sit it (or something similar) or another piece of previously completed work can be assessed to give the student both summative and formative feedback.
- The assessment is time bound (e.g. 30 minutes to complete the task)
- Students are made aware that the assessment will take place at least a week in advance (to allow for revision where necessary).
- The level of control is consistent across classes
- Practical Assessment may require teachers to assess a practical element where students are summative assessed on work which has been prepared in advance (e.g. a performance, demonstrating aptitude in a sport) – in these cases, parameters of preparation time should be consistent and taken into account (e.g. the 30 minutes of preparation time is counted as part of the assessment, with the final product being summatively assessed).
- Practical assessment can be a group activity, but individual performance is assessed.

Examples of Assessment:

1. Short answer questions
2. Longer answer questions
3. Multiple Choice questions
4. Performance
5. Portfolio work, with a final piece being produced and assessed
6. Assessment of a group activity

Synoptic Assessment:

Whilst the majority of assessment is likely to be based on work that has been recently taught in class (topics, skills, knowledge), there should be elements which require students to demonstrate knowledge of elements of the course (topics, skills, knowledge) that require knowledge retrieval or recall from aspects which have been taught at other points (either within the year or the key stage). This is holistic assessment – e.g.:

- A task which requires application of skills explicitly taught under a different unit of work
- A task which requires application of knowledge explicitly taught under different unit of work
- A task which requires cumulative application of knowledge or skills
- This will often be covered in an end of year style assessment, or could be a section where previous learning is assessed within an assessment.

To support Heads of Department in creating Assessment Maps, the following should be used as a guide at Key Stage 3:

Lessons/ fortnight	Subjects	Min. Total Hours of Assessment	Suggested frequency	Hours of synoptic assessment*
2	Comp Sci, Music, Drama, Art, PRE	2.5 hours	Termly	30 minutes
3-5	Tech, PE, MFL, History, Geography	4 hours	Half termly	60 minutes
6+	English, Maths, Science	7 hours	Half termly	90 minutes

At Key Stages 4 and 5, the frequency of assessment is likely to be higher, and should meet the individual needs of the subject.

4. Recording

Each Department will have selected key assessments which will be recorded on a central departmental database. These assessments will be common to all students within a cohort; although, based on the professional judgement of Subject Leaders, there may be up to three tiers of assessments within each diet. The dates for these formal assessments will be published in advance and shared with students. Teachers are expected to record the raw marks of these assessments.

5. Target Setting

Targets are set using Fischer Family Trust (FFT) benchmarking data, using FFT20. If students achieve these aspirational targets, it would suggest the school is within the top 20 percent of school nationally. The benchmark data from FFT is then adjusted so that those who being targeted a very secure grade are challenged by giving a target grade in the next band up. Targets at GCSE are given as whole grades and are based on the FFT data released when students are at the end of year 9.

At KS3 individual Subject Leaders have created a flight path for their subject. This shows the rate of progress that is expected. Students' KS2 data has roughly been converted into the 9-1 grading system. Based on their FFT20 targets of a particular subject and their KS2 scaled in English, mathematics or the average of both, an individualised and subject specific flight path is created for the student. This forms an end of year (KS3) or end of key stage (KS4 and KS5) target for each student in each subject. Targets are shared with teachers, students and parents.

6. Reporting

Raw marks of the key assessments are equated to the 9-1 grading system (with additional grades added of T5, T6 which identify students working towards grade 1 at KS3). This mirrors the knowledge, understanding and skills needed for the GCSE 9-1 grades. At KS3 fine levels are used, with a "-" indicating that this grade is insecure and a "+" showing very secure knowledge at this level. The grade thresholds for assessments are set by Subject Leaders, based on their knowledge of the GCSE grades in their subject and the content of the assessment. As more assessments are completed, a cumulative grade is created, which weights assessments in line with subject specific demands. At GCSE, as with the final exam, whole grades are used.

6.1. Key Stage 3

Reports will be issued for both students and parents at least twice within the academic year. Reports will highlight whether students are working at, above or below their target based on their starting points. They will also include end of year targets and current working grades. Attitude to Learning scores will also be reported.

6.2. Key Stage 4

Teachers will enter, at least twice a year, a currently working at grade, an end of KS4 predicted grade or a mock result grade using the 9-1 GCSE grading system or alternative Btec and technical award levels. Assessment Reports will be issued for both students and parents seven times within the Key Stage.

6.3. Key Stage 5

Teachers will enter, at least twice a year, a currently working at grade or an end of KS5 predicted grades for all students.

7. Monitoring

Heads of Departments are responsible for ensuring that their policies are being followed and that there is consistency within their department areas. Monitoring will include checking teacher mark books, students' exercise books, department tracking sheets etc. The accuracy of the marking of summative assessment is also key, and Heads of Departments should conduct regular standardisation and/or moderation. Heads of Departments also need to ensure that data relating to prior achievement is used systematically to inform lesson planning and differentiation. Marking, feedback and assessment will also be monitored through departmental and whole school quality assurance programme such as learning walks and work scrutiny.

8. Evaluation

Heads of Department will need to regularly discuss their Marking, Feedback and Assessment policy within the department to ensure that it provides adequate guidelines. The minutes of team meetings should show evidence of these discussions. At the classroom level, Subject Leaders will need to seek students' opinions about their understanding of their own progress and to evaluate whether the departments policies are working well.

9. Policy review and development

All the teaching staff at Queens' School have a role in ensuring this policy is consistently implemented. However, it is the specific role of the Assistant Headteacher and Governors to ensure that this policy accurately reflects the needs of the students and is effectively implemented in practice. Review of policy and development may be based on:

- Feedback from teaching staff.
- Specific and focused book sampling and work scrutiny of students.
- Lesson Observations.
- Data, tests and reports.
- Student Voice.
- Parent Voice.

It should be reviewed in line with the School Improvement Plan, release of examination results and changes to national frameworks.

10. Linked Policies

- Teaching and Learning Policy
- Home Learning Policy

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Queens' School (Bushey) Ltd (registered number: 076506090)

Appendix: Effective AFL

1.   Introduction

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Assessment for Learning is also known as formative assessment.

2.   Assessment for Learning Strategies

Research has identified a number of classroom strategies that are particularly effective in promoting formative assessment practice.

- The strategic use of questioning

Questioning is used not only as a pedagogical tool but also as a deliberate way for the teacher to find out what students know, understand and are able to do.

- Effective teacher feedback

Effective teacher feedback focuses on established success criteria and tells the students what they have achieved and where they need to improve. Importantly, the feedback provides specific suggestions about how that improvement might be achieved.

- Peer feedback

Peer feedback occurs when a student uses established success criteria to tell another student what they have achieved and where improvement is necessary. Again, the feedback provides specific suggestions to help achieve improvement.

- Student self-assessment

Student self-assessment encourages students to take responsibility for their own learning. It incorporates self-monitoring, self-assessment and self-evaluation.

- The formative use of summative assessment

Summative assessment is a necessary aspect of education. Formative use can be made of summative assessment, both before and after the assessment event.