Assessment and Feedback Policy

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Reviewed by:	Laura Webb - Governor
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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

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

> The recommendations in the final report of the Commission on Assessment without Levels
> Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

3. Principles of assessment

At Excellence Girls Academy we believe that assessment supports each pupil in achieving their full potential through self-reflection and accepting personal responsibility. Pupils are given regular feedback on their learning so that they understand what it is that they need to improve on. This allows teachers to base lesson plans on detailed knowledge of each pupil. Assessment is vital for both the teacher and the student to have an accurate understanding of where they are along their educational journey as well as what they need to do to achieve their target grades. It is not an add on, it is central to effective teaching and learning.

Our principles of assessment are as follows:

> To use assessment as an integral part of planning, teaching and learning

> Regularly and consistently mark pupils written work in ways that highlight the strength and weakness

> To allow teachers to plan work that accurately reflects the needs of each child.

> Use assessments to support teaching and learning

> Enable our children to demonstrate what they know and what they need to do next to improve their work;

> To provide regular information for parents that enables them to support their child's learning;

> Provide the Headteacher/SLT and governors with information that allows them to make judgments about the effectiveness of the school.

At Excellence Girls Academy, we believe that high quality marking and feedback is also part of the assessment process and at the core of student progress:

> Marking informs teacher planning and intervention.

> Marking acts as an incentive to promote learning and further attainment, through a variety of

> strategies including enabling students to reflect on, develop, revise and correct their work.

> Motivating students by helping them understand what and how they are learning.

> Inform the student how well they are progressing, what they are doing well and what they need to do to make further progress. It should be a part of the learning process rather than an end point: that is more the role of summative assessment.

Definitions

> **Classwork** – written work and other work completed within the time of the lesson.
> **Homework** – written work or other directed to be completed outside of lesson time according to the homework policy. This is set regularly and consistently for all key stages.
> **End of term assessments** – common tasks for whole groups/cohort of students to particularly assess their understanding at the end of a term/unit. They are summative, judging student attainment and therefore progress made at a given point in time. They will inform school data monitoring and intervention by the department and whole school.
> **Self-assessment** – students complete a piece of work being aware of the success criteria. They then mark their own work according to these criteria and are able to identify positive aspect and areas for development.
> **Peer assessment** – Students are organised in learning pairs within an environment of mutual respect. Using success criteria and mark schemes they mark each other's completed work and note positive aspects and areas for development.
> **Teacher assessment** – formative assessment using a combination of acknowledgement of work using ticks and more detailed formative assessment using STEP/STELP which informs the teacher and student of learning progress and identifies targets to inform further progress.

4. Assessment approaches

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

We use 3 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 objectives, and identify areas in which they need to improve

> **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At Excellence Girls Academy, all teachers are expected to:

> Mark pupils' work regularly
> Give both positive reinforcement and to set targets
> Ensure that weaker students are given positive feedback
> Ensure that pupils understand how their work is assessed (i.e. the teaching of criteria)
> Ensure that praise and criticism are task-centred

Teachers should plan for marking when writing lesson plans and SOW. Planning a set criteria for studenttasks as will help reduce marking load and provide focus for comments.

Within each unit of work departments will identify a finite number of key pieces of work for more in depth, quality marking (These will not be the end of term assessments). These pieces of work will focus on the assessment of progress in relation to specific learning objectives or curricular targets.

High quality marking of key assessment pieces will make much more of a difference to students learning and outcomes than marking all of the notes and ticking every page. However, all work must be acknowledged (see Literacy codes) for obvious errors alongside comments e.g. using the WWW/ EBI / 2 Stars and 1 wish system.

Marking must be formative - grades should not be put on students' work next to a formative comment unlessit is part of a summative assessment.

All formative assessment will be carried out using the STEP approach (See Appendix 1).

Students must have time to reflect on and respond to any targets set by the teacher. Teachers must ensure that mechanisms are in place so that students have an opportunity to improve and redraft something based on the target set by teacher (See Appendix 2). Teachers need to decide whether this is done independently or in pairs etc. Students must be rewarded for achieving their targets.

Some work may be peer and self-marked by students under guidance form the teacher.

Marking for literacy must be implemented in all subject areas. (See Appendix 3)

No other abbreviations to be used.

The expectations for presentation of pupil's work, including DUMTUMS, should be shared with pupils at the start of each academic year.

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. All teachers are encouraged to mark in accordance to school marking policy.

Children are given verbal feedback on their work whenever possible. This is done usually when the children are working during the lesson although sometimes feedback is given on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, teachers write comments on the children's work during marking.

Teachers try to mark at least some work with children present so they may discuss the work. Written comments are given to children. These comments are not always aimed at the children; quite often it is useful to both parents and teachers.

When written or verbal feedback is given to a child, teachers relate this to the learning objective for the lesson. By doing so, it is made clear whether the objective has been met. If an objective has not been met, it is made clear why this was the case. In both cases teachers identify what the child needs to do next in order to improve future work.

We allow time at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

Subject Leads are expected to keep abreast of recent teaching theory and trends and to implement effective formative assessment initiatives in their department. The following practices should be considered:

- Examples of good work available to students (either general or specific to a particular task)
- Peer-assessment, self-marking, and spoof-assessment as methods for familiarising students withmarking criteria
- Use of written feedback without grades
- Setting up of opportunities for teacher/pupil dialogue
- Methods of ensuring that students read, understand and act upon the feedback given e.g. Directed Improvement and Reflection Time (DIRT), tracking of targets
- Ensuring that students have the opportunity to act on feedback given through programmes of study that allow re-drafting and the opportunity to do further tasks using the same subject skills or the same subject knowledge.
- Ensuring that there is evidence of progression as a result of target setting

At Excellence Girls Academy, we use our curriculum plan to guide our teaching. In this plan we set out the objectives and details of what is to be taught to each year group.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability level. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

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

When a student joins us at Excellence Girls Academy, we use the student's KS2 SATs scores as baseline data for English and Mathematics. In addition to the SATs scores, CAT4 Digital Assessments (Cognitive Ability Tests) are also taken by all year 7 pupils. If the SATs results are unavailable, the Mean SAS (Standard Age Score) is used.

We also carry out robust baseline assessments at the start of Y7 using Scholastic's STEPS (Strategic Targets for Educational Progress and Success) programme of subject specific tests designed to measure and assess directly for baseline placement on a grid.

According to their SATs/GL scores and baseline grades, we are able to establish students' starting points to help ensure that suitably challenging targets are set to progress students forward in each subject area.

Further assessments in Reading Comprehension (NGRT) and Spelling (SWST), as well as Dyslexia and Dyscalculia Screening, may also be conducted to gauge starting points. These are important in order to establish suitably challenging targets, monitor and track progress and highlight areas where intervention programs are needed.

Based on all the available data, each student is given a Minimum Expected Grade (MEG) for each subject which sets the target for each assessment and an end of year target based on this. Teachers also use these grades for differentiation purposes to support learning.

At Excellence Girls Academy, we recognise that grades are not always necessary and can be meaningless given the size/nature of the task, however, it is important for teachers, parents and students to know periodically how well the learning is going and what still needs to be done. Students need to be clear about what to do to progress from one level/grade to the next and equally should be clear about the expected progress they should be making through the key stage.

In order to support this process, we carry out 3 summative assessments throughout the year, one each main term. These are devised around age-related expectations at KS2, subject-specific grade descriptors in KS3, and in KS4 around the GCSE Assessment Objectives (AOs).

After every assessment, a grade will be awarded and students' progress will be reviewed on the progress grids and against their Minimum Expected Grade (MEG) for each subject. Expected progress is the equivalent to movement of one grade each year.

These assessments allow reporting to a range of stakeholders on both attainment and progress in all subjects studied at each key stage.

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 (KS) 4, and AS levels, A-levels and other post-16 qualifications in KS5.

5. Collecting and using data

Teachers should record all marks and grades either electronically or manually. Assessment data must be input into the student assessment tracking system once every term.

6. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Excellence Girls Academy recognises that AI has many uses to help pupils learn but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

> During assessments, including internal and external assessments, and coursework

> To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

> As a research tool to help them find out about new topics and ideas

> When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

7. Reporting to parents/carers

Parents/carers are given regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Parents/carers are encouraged to contact the school if they have concerns about any aspect of their child's work.

Parents/carers get the opportunity to meet their child's teacher in the annual parent's evening. At this meeting (which is held at the end of the summer term) we evaluate their child's progress over the academic year as measured against the targets set in the first term and any subsequent targets set.

Also, at this meeting we review their child's written report. During the academic year 2 reports are sent to parents regarding the progress of the students. During the summer term, parents/carers are given a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year and write individual comments on all subjects.

If parents are separated, reports should go to both.

8. Inclusion

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

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 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.

9. Training

The Headteacher is responsible for ensuring staff have access to continuing professional development opportunities on assessment.

10. Roles and responsibilities

10.1 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

> Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

10.2 Headteacher

The headteacher is responsible for:

> Ensuring 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

> Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

10.3 Teachers

Teachers are responsible for:

> Following the assessment procedures outlined in this policy

> Being familiar with the standards for the subjects they teach

> Keeping up to date with developments in assessment practice

11. Monitoring

All teaching staff are expected to read and follow this policy.

The Headteacher is responsible for ensuring that the policy is followed.

The Head of Curriculum will monitor the effectiveness of assessment practices across the school, through

moderation, lesson observations, work scrutinies and pupil progress meetings.

This document will be reviewed every year but may be reviewed and updated more frequently if necessary.

It will be reviewed by the Governing Body and approved by the Chair of Governors at every review.

12. Links with other policies

This assessment policy is linked to:

> Accessibility Plan
> Admissions Policy
> Behaviour Policy
> Child Protection and Safeguarding Policy
> Curriculum policy
> Data Protection Policy
> Equality and Diversity Policy

- Exams Centre Policy
- Exams Policy
- Exams - Appeals against Internal Assessments of Work Policy
- Exams - Conflict of Interest Policy
- Exams - Contingency Plan
- Exams - Controlled Assessment Risk Management Policy
- Exams - Non-Examination Assessment (NEA) Policy
- Exams - Contingency Plan
- Privacy Notice for Parents & Carers - Child's data
- Privacy Notice for Pupils
- RSE Policy
- SEND Policy and Information Report
- Supporting Children with Medical Conditions Policy

Appendix 1: The 'STEP / STELP' Marking approach

At Excellence Girls Academy, we aim to ensure that students receive regular constructive written feedback in each subject.

STEP is to be used for marking Formative Assessments, Self and Peer Assessment, includingHomework:

S = Strengths (what they did well)

T = Targets (what they need to do to improve)

E = Effort (will be either Excellent, Good, Satisfactory or Requires Improvement)

P = Pupil Response (their attempt to work on Targets set above)

STELP is to be used for marking Summative Assessments:

S = Strengths (what they did well)

T = Targets (what they need to do to improve, which should include at least 1 Literacy improvement targetfrom the Literacy Checklist)

E = Effort Level (this will be either E for Excellent, G for Good, S for Satisfactory or R for Requiresimprovement)

L = Level/Grade achieved

P = Pupil Response (pupils' response to target; attempt to work on target/s set above. A Green Pen must be used for this section in order to carry out any improvements and literacy corrections suggested by the teacher)

The Targets must ask students to do something e.g. re-write paragraph 1 using interesting adjectives and adverbs … add scientific terminology to this explanation. They must complete these tasks within the sectionto ensure they have thought about the teacher comments and tried to improve their work.

To gauge effort levels, please refer to the following:

E	**Excellent** – You have done more than was asked of you & have invested a great amount of time & effort in to your work
G	**Good** – You have done all that was asked of you & you have put a good level of effort into your work
S	**Satisfactory** – You have made a satisfactory effort and completed the task to the level that was required and no more
R	**Requires Improvement** – Your work is incomplete or has been rushed and shows little effort, care & attention. This work must be repeated/completed within one week returned to the teacher to be 'signed off.'

Some work may also be 'marked using WWW (What Went Well) and EBI (Even Better If…) or 2 Stars and a wish (2 good points with 1 target for improvement) alongside P which requires students to comment on how they did.

Teacher marking will be done in **red pen.** Peer-assessment and self-assessment and all P (Pupil Response) comments should be completed in **green pen** with PA or SA in the margin.

Appendix 2: Strategies for embedding effective marking and feedback

1. **Sharing learning objectives and success criteria:**
   - **Learning objectives –** Learning objectives will be shared with the students. Where appropriate these should be based on the language of Blooms Taxonomy to give students opportunities to progress from lower order to higher order thinking skills.
   - **Success criteria –** The purpose of tasks and the criteria in which different pieces of work will be marked will be shared. At the beginning of a longer more detailed task criteria should be expressed as 'All', 'Most', Some' so that they are understood by the student. These will be Levelled (KS3) or graded (KS4) wherever possible.

2. **Providing opportunities to assess learning in different forms:**
   - **Classroom discussions –** It is helpful to structure discussions with 'key questions' that have to be answered and managing them so that all students are given the opportunity to engage. This could be done through 'no hands up', 'lollipop sticks' or other strategies where all students are thinking about and answer and are chosen at random
   - **Questioning** – A range of different questions should be used to assess learning from lower order recall questions to higher order questions. To encourage longer answers and a wider variety of responses teachers should build in 'wait time' before expecting students to answer. Students should also be encouraged to question each other.
   - **Reviewing learning within a lesson** – Strategies should be used for students to reflect on their learning during a lesson and not just at the end.
   - **Learning checkpoints –** These should be built into a lesson at regular intervals so that students can give feedback and evidence to the teacher before moving on to the next activity.
   - **Practical assessment** – Practical assessment is often made through observation. Verbal feedback may be given following the 'FAR' approach or feedback may be recorded by the student or teacher using verbal feedback stamps.
   - **Written tasks** – Specific assessed tasks should be marked using the 'FAR' approach. The teacher or student giving the feedback will write comments next to an 'F' and an 'A' whilst the 'R' will be left blank for the learner to respond next to it. This may be during dedicated time the next lesson or set as homework. Where written feedback cannot be given in this way other methods which follow the same process will be agreed with SLT line managers.

3. **Providing feedback that moves the learner forward**

   'Formative assessment that does not lead to action on the part of the student is summative assessment'
   Dylan William

Appendix 3: Marking for Literacy

Literacy Objectives:

Setting literacy objectives in a lesson will ensure that the students' focus in on not just what they are writing but on how accurate it is. For example, setting an objective to 'spell three topic words correctly' through a piece of work will help their technical vocabulary, or asking for 'five clear and accurate sentences explaining the process' instead of 'write a paragraph explaining the process' will help them expand their writing capabilities.

Apply professional judgement when using this policy alongside the marking codes – remember small, measurable improvements are the key to raising individuals' literacy standards overall.

Some key principles in marking for literacy:

1. Make marking criteria explicit
2. Mark selectively
3. Prompt and praise
4. Expect active involvement from pupils
5. Develop a consistent approach, easily interpretable by pupils, teachers (and parents?) e.g. literacy target/spelling record in book?
6. Monitor and acknowledge corrections made

General aims and expectations of the marking for literacy policy in practice:

- Use the Literacy Marking Symbols
- Limit marking for literacy to up to five corrections per piece of work - any more than this may be demoralising and of little value – and provide the opportunity to make corrections.
- Limit spelling corrections to a maximum of three of these.
- Use your judgement – a weaker pupil may need some of these corrections given to them, but most pupils should be simply prompted to respond and correct themselves.
- Praise good vocabulary/interesting punctuation/sentence structures etc. and provide a literacy target based on any common errors.

Spelling:

1. Circle the error within the word.
2. Number the error in the margin.
3. Student's responsibility to write corrected words at the end of piece of work; give them time to revisit these corrections.

Use professional judgement:

- If the spelling error occurs at the start of the word it is unlikely that they will be able to find the correct spelling without help. Circle the mistake and write the corrected word in the margin. The pupil can then practise the spelling by writing the correct word at end of piece of work.
- Many spelling errors. Only circle the most common word errors, such as 'goes' or 'does'.
- Do not over-correct. Pointing out every spelling error can be counterproductive.
- If relevant (MFL etc. will find it is not), correct two common word errors and one subject specific spelling error.

Punctuation and Grammar:

- Circle/underline error.
- Where you feel further guidance is needed, correct the error or ask the student to revisit a sentence.

The following symbols will be used by teachers in their marking:

√ = Work seen

√ √ = Good work

√ √ √ = Excellent work. Well Done! Merit to be awarded

√ Voc = Good use of extended Vocabulary

^ = If a word has been left out or to show where to add more informationC = Capital letter is

missing or inaccurately used

* = To indicate that a comment has been made next to * below

Sp = Written in margin indicates that there is a spelling mistake in this line; if a word is underlined it is your job to find and learn the correct spelling and write this out several times.

// = Indicates where a new paragraph is needed

P = Indicates a punctuation mistake has been made. It is your job to find out what punctuationis missing and correct this.

Gr = Indicates that a Grammatical error has been made. E.g. An incorrect tense, subject –verb disagreement

W = Indicates a Word choice error / an inaccurate or inappropriate word has been used or amore effective word could have been used

? = Indicates that this part (underlined) is confusing

Literacy targets could be written as:

| Correct your spelling mistakes. |
| Find the missing or misplaced capital letters. |
| Put in the missing full stops. |
| Mark in where the paragraphs should be. |
| Re-write indicated short section at the end to improve the expression. |
| Add an extra point that you forgot to include. |
| Re-write indicated section using complex sentences. |
| Re-write following section to include a greater range of punctuation marks for dramatic effect. |

Literacy Non-Negotiables

1. Write in full sentences. Begin with a capital letter and end with a full stop.

2. Extend your sentences by using connectives.

3. Always use full sentences when answering questions.

4. Learn the spelling(s) indicated. Use LSCWC.

5. Spell key words correctly. Use posters around the room, a dictionary and yourliteracy booklet to help.

6. Remember that proper nouns begin with a capital letter.

7. Make sure you use paragraphs.

8. Make your work more interesting by varying the way in which you start yoursentences.

9. Focus on your handwriting so it is not difficult to read.

10. Remember to use question marks appropriately.

11. Use speech marks correctly by enclosing the words spoken into speech marks.

12. Do not start your sentences with because, this is a connective.