

POLICY DOCUMENTATION
GREAT SCHOOLS ARE CONSISTENT SCHOOLS



POLICY	Assessment, Feedback & Reporting
RESPONSIBILITY	Principal
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PRINCIPLES

Providing effective feedback is a key aspect of formative assessment and can lead to significant gains in attainment. Implemented correctly, effective feedback can increase scholars' performance by an extra nine months in a school year. One study even estimates that the impact of rapid feedback on learning is 124 times more cost effective than reducing class sizes.

At Dixons McMillan we harness the power of feedback to increase scholar learning, by ensuring that feedback causes cognitive rather than an emotional reaction – in other words, feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the scholars; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to assist scholars in becoming the engine for their own improvement.

Feedback can be about the learning activity or the *task* itself, about the *process* of the task or activity, about the student's management of their own learning or their *self-regulation* or about them as individuals (e.g. "good girl"). Research suggests that feedback is best directed at the *task* and *process* level. Research suggests that it should be:

- About challenging tasks or goals (rather than easy ones).
- Given sparingly (i.e. needs to be meaningful).
- More focused on what is right than what is wrong.
- As specific as it can be and, if possible, compare what they are doing right now with what they have done wrong before.
- Encouraging and should not threaten self-esteem.

AIMS

- To help scholars to rewrite/improve their next piece of work (editing).
- To correct errors (proof reading).
- To grade the work (examining).
- To check that the work was carried out (monitoring).
- To set targets (coaching).
- To mark all class work and homework and return it to scholars within the given time frame.
- To consistently adhere to the Academy's marking codes, system, expectations and ethos.

PRACTICE

Overview

Scholars will receive feedback in different forms; teachers will use their professional judgment to decide what method is most effective to engage scholars to act on their next steps. Feedback methods within a lesson and across a series of lessons will include:

- Verbal feedback (whole-class, small groups, one-to-one).
- Written feedback.
- Self and peer feedback.

Written feedback

There are three types of written feedback that all teachers will undertake:

1. Proof reading and editing student's written work, this marking will identify and target basic literacy and numeracy skill in order to raise basic literacy and numeracy levels across all areas of the curriculum (see appendix 2).
2. Monitoring scholars work, ensuring that errors, misconceptions and technical inaccuracies are identified and dealt with. Ticks will be used to show where responses are accurate. Symbols are used to show error and / or misconceptions.
3. Examining and coaching takes the form of diagnostic comment-only marking. Regular marking using Academy sticker for key pieces of work identified within the scheme of work. This marking clearly identifies successes and next steps in scholars' work, linked to learning intentions and standards. This marking should be applied to any substantial / sustained pieces of work. Comment-only marking does not preclude the giving of marks or grades to an assignment. The teacher can record the marks he/she awards to each assignment and use them to build up a picture of summative achievement for the scholar.

All scholars can expect to receive 1 & 3 at regular intervals during the Academy year; the frequency of which will be identified by the Head of School (HoS) and specified in schemes of work. For lesson-based project work, which carries over several lessons, scholars can still expect to receive frequent and regular marking and guidance on their progress over the course of the lessons.

Verbal feedback

Verbal feedback is important because it is a quick and effective method of providing feedback to scholars. Scholars can act upon verbal feedback instantly to correct work and act on identified next steps.

There are three main ways of delivering verbal feedback to scholars:

1. Large-group verbal feedback. This should be used to address common misconceptions across a large number of scholars. It is likely this will be used after a whole-class response activity. It will allow the teacher to respond immediately to any technical inaccuracies.
2. Small-group verbal feedback. This should be used to address a small number of scholars who share a similar next step and who would benefit from additional input and support to help them to address this next step. This strategy would be particularly useful when scholars are working in small groups.
3. Individual verbal feedback. This should be used to address a specific next step with an individual scholar. The scholar is likely to need a highly tailored explanation to understand how to act upon a next step.

Self and peer feedback

Self and peer feedback allows scholars to apply success criteria to identified and appropriate pieces of work. When done effectively, it can raise scholar self-confidence and instigate powerful peer-to-peer support. These feedback methods should only be used when:

- Scholars understand what success of a task looks like.
- Scholars have acquired the skills to identify successes for a particular activity.
- Trust underpins the learning culture that has been created.

Marking

We recognise that the frequency of feedback / marking is dependent upon the number of times scholars are seen during a school week. Schemes of work will identify key pieces of work to be assessed; these should be returned to scholars within 7 days. When scholars are completing an extended lesson-based project over several weeks, scholars can still have the expectation that they will receive formal checking, assessment and guidance as they work through the project.

Homework-based cycle projects will have clear guidance on how the project will be marked / assessed for content and skills appropriate for the age and stage of the scholar. Scholars are expected to hand in their homework before 8am into their appropriate homework box on the day that it is due. There will be a clear outline of requirements and exhibition-based assessments that track scholar growth and progress, quality of work, and academic depth in the learning goals.

Heads of School have responsibility for ensuring the feedback / marking in their subject area/s is appropriate, consistent and in line with scheme of work expectation. Teaching staff / those responsible for marking are responsible for ensuring they follow the policy as outlined by the Academy and their HoS.

Roles and responsibilities

The teacher with overall responsibility for the class is responsible for the consistent, appropriate, frequent and regular marking for all scholars within the group, in line with Academy policy.

The HoS will have responsibility for ensuring marking is consistent, appropriate, frequent and regular across the department. They will undertake a work scrutiny at least once per cycle (every 13 weeks). This may be in the form of a 'drop-in' during lessons, a collection of a sample of books / folders or through lesson observations linked to quality assurance.

The HoS must ensure that schemes of work clearly identify an appropriate number of activities which teachers will assess and provide scholars with specific task-related feedback.

Senior leaders will quality assure all schemes of work to ensure that an appropriate number and range of activities have been identified to be assessed which will generate scholars' successes and next steps. During performance walks and on tours, senior leaders will check that department expectations are being followed.

Progress checks and report writing

Scholars must be given opportunities throughout the year to complete summative assessments, as well as sustained and substantial pieces of work that allow them to demonstrate the skills, knowledge and understanding required to attain in the subject. HoS's are responsible for ensuring this takes place.

During each cycle (3 per year; 13 weeks) subject 'review lessons' are used at the end of each cycle to consolidate learning and to ensure that all scholars are clear about how to make progress towards their subject next steps during the next cycle.

Families will receive a progress report at the end of each cycle (3 times a year); the marking the scholar has received will be reflected in these. The percentage, PRAG or grades given in progress reports will reflect the student's performance in the end of cycle summative assessment. Every half term parents/carers receive either a highly personalised written report, a face to face meeting or a telephone call home. Scholars are actively encouraged to contact their teachers for support and feedback in the evenings and at weekends via the Academy email system or through twitter.

Every scholar has a one-to-one performance appraisal meeting with his or her advisor at the start of each cycle (3 times a year). Advisors use DEAR time and mid-cycle review meetings to check that scholar commitments are being acted upon.

Cycle assessments and end of year examinations

Scholars sit cycle assessments in each subject usually in weeks 6-8. The cycle assessment not only assesses what has recently been taught, but it tests from previous topics from previous cycles or key stages, to ensure that scholars are developing their retention and recall skills. The end of year exams happen in examination week/s in cycle 3. Scholars will sit some of their examinations in a formal setting such as the Sports Hall to ensure scholars have practice of sitting a formal exam in a formal setting.

The cycle assessments are developed and sat in line with the following considerations:

- The assessment allows more able scholars to access higher grades to enable them to make purple progress and beyond
- The range of Assessment Objectives (AOs) and marks allocated to them reflect the GCSE or A Level specification's weightings and coverage
- The language and format of the cycle assessment mirrors that of a GCSE or A Level paper; still ensuring that scholars with low reading ages can access the examination
- The conditions in which the paper is sat reflect either the GCSE or A Level conditions, or is scaffolding scholars towards enabling them to succeed in the exam in these conditions by the time they sit their GCSE or A Level examinations

APPENDIX 1: FORMATIVE ASSESSMENT

(Extracts taken from 'Embedded Formative Assessment', William 2011)

What, exactly, is formative assessment?

The regular use of minute-by-minute and day-by-day classroom formative assessment can substantially improve scholar achievement. Although many different definitions of formative assessment have been proposed, the essential idea is simple. Teaching is a *contingent* activity. We cannot predict what scholars will learn as a result of any particular sequence of instruction. Formative assessment involves getting the best possible evidence about what scholars have learned and then using this information to decide what to do next.

There are five key strategies of formative assessment:

- Clarifying, sharing, and understanding learning intentions and criteria for success.
- Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning.
- Providing feedback that moves learners forward.
- Activating learners as instructional resources for one another.
- Activating learners as owners of their own learning.

The big idea is that evidence about learning is used to adjust instruction to better meet scholars' needs – in other words, teaching is adaptive to the learner's needs.

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarify and share learning intentions.	Engineering effective discussions, tasks and activities that elicit evidence of learning.	Providing feedback that moves learners forward.
Peer	Understanding and share learning intentions.	Activating scholars as learning resources for one another.	
Learner	Understand learning intentions.	Activating scholars as owners of their own learning.	

APPENDIX 2: MARKING CODES & PRESENTATION EXPECTATION

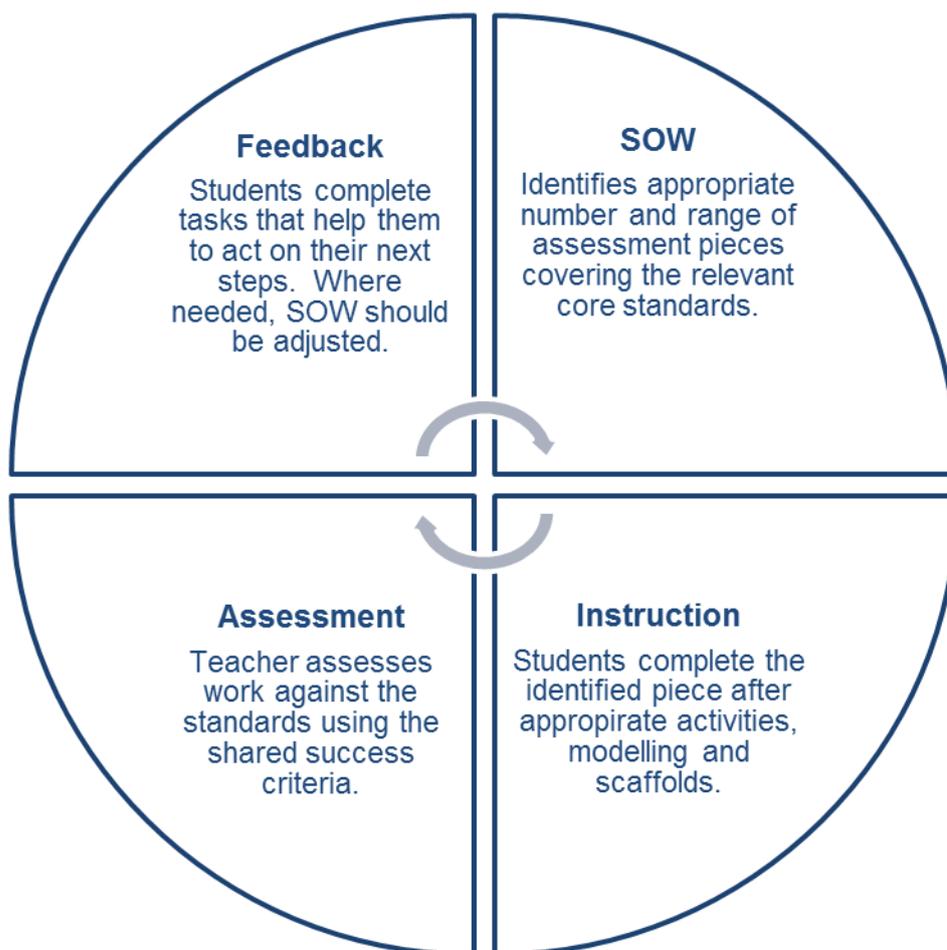
Literacy and numeracy marking policy and symbols are used:

- P Incorrect punctuation
- SP Incorrect spelling
- ~~~~ Sentence is unclear
- // New paragraph needed
- IES Incorrect use of the equal sign
- SIP Sketch in pencil
- RI Rounded incorrectly
- OOO Order of operations
- STBS Same to both sides
- SYM Show your method
- STU State the units
- IUC Incorrect units chosen
- RTQ Read the question
- UAC Use a column
- UAG Use a grid
- UAT Use a table / T-chart

Academy presentation policy is applied to setting out work:

- Black ink at all times.
- Date in margin and underlined using a pencil and a ruler.
- Title underlined using a pencil and a ruler.
- Diagrams, drawings, graphs etc. to be completed in pencil.
- Teacher comments / corrections in red ink.
- Peer / self-assessment in green ink.

APPENDIX 3: MARKING CYCLE AND STRATEGIES



Strategies for making feedback manageable and meaningful:

- Always share success criteria with scholars before they complete pieces of work.
- Pre-populating marking stickers with common successes and misconceptions.
- Using codes and symbols for scholars to identify key successes and next steps.
- Ask scholars to highlight evidence to support the agreed success criteria.
- Mark books in seating plan order to speed up the giving out of books.
- Get scholars to proof read their own work and show their corrections before they hand their work in.
- Ask scholars to highlight the part of their work which they found most challenging to indicate where they would like the teacher to focus their attention on most.
- Ensure next steps are supplemented with appropriate strategies to enable scholars to improve