Wells-next-the-Sea Primary & Nursery School
& Alderman Peel High School
A Specialist Sports College

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APHS Assessment and Feedback Policy

Marking and implementation of this guidance is the responsibility of **all** teachers. It is part of the Teacher Standards:

Teachers Must:
Make accurate and productive use of assessment

1. *Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements*

2. *Make use of formative and summative assessment to secure pupils' progress*

3. *Use relevant data to monitor progress, set targets, plan subsequent lessons and give pupils regular feedback, both orally and through accurate*

The importance of effective marking and feedback

Feedback, both verbal and written is an essential aspect of teaching. The Sutton Trust defines Feedback as the most effective way of improving the rate of learning. Effective feedback:

- Informs the teacher of the level of understanding a child or group of children have.
- Informs the teachers learning plans.
- Informs the child of errors.
- Informs the child of how to improve to avoid the same error or misunderstanding again.
- Provides the opportunity to correct errors and misunderstandings.
- Informs the teacher that errors and misunderstandings are now learned.
- Marking, particularly that by the teacher emphasises the importance of QUALITY work and motivates children to take pride in all their work.

Principles

- Feedback and assessment is professional, informative and regular.
- Students understand the principles of feedback and how it should be used to make further improvements.
- Feedback and assessment should encourage learning and enjoyment of the subject.
- Feedback and assessment should wherever possible be compared to grade criteria.
- Marking must follow school expectations to be effective / meet teacher standards(see The importance of effective marking and feedback (above).

Assessment codes and marking literacy

Spellings, punctuation and grammar should be corrected using the codes below.

Guidance:

1. If the student has obvious difficulties with spelling do not correct each word so that the sentence is nothing but green ink.
2. As a priority correct subject specific vocabulary first then common errors that are not subject specific (considering point 1).
3. Write the correct spelling as near as possible to the error, indicate Sp in the margin.
4. Expect all students to write out their correction three times.
5. If you feel the student would benefit from seeing the corrected word in context ask for the sentence to be rewritten.

✓ - Correct

X – Incorrect (to be corrected by the child)

P - Punctuation mistake (to be corrected by the child)

C – Capital letter mistake (to be corrected by the child)

Sp – Spelling mistake (to be corrected by the child three times)

GR – Grammar/sentence structure mistake (to be corrected by the child)

// - New Paragraph needed here

(2)AP – Achievement points given

Oral feedback

Teachers should systematically and effectively check students' understanding orally throughout the lesson in order to assess progress and deal with misconceptions. They should provide students with quality targeted feedback.

Peer and Self assessment

Peer and self assessment strategies are to be encouraged as part of the day to day assessment of work. This is to:
- Ensure students develop their own learning through the assessment of their own and others work.
- Develop familiarity with the assessment criteria
- Reinforce student awareness of the standard at which they are working

In order to clearly demonstrate progress and ensure marking reflects learning NOT presentation there must be clear expectations of students regarding the following.

Children MUST:
- Date all work
- Write the title and underline it
- Write the date and underline it
- Put single line through errors and not scribble them out
- Use a ruler to draw all straight lines
- Use a pencil for all graphs & pictures
- Label Homework so it is clear what work was homework
- Respond to teachers marking and feedback
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- Teachers must demand that children cover any of their books that have graffiti on the front cover.

LEADERSHIP RESPONSIBILITIES

HOD/DOLS's

- Ensure this policy is consistently followed by all staff members they line manage.

- To complete own audit once per half term at random, by selecting students and requesting books from the students to ensure all teachers are meeting all aspects of this policy at all times.

- Address any issues with individual staff providing support as required.

Senior Leadership Team

- Conduct thorough unannounced quality assurance checks. Issues will be raised with the HOD / DOL

Practical strategies to increase impact, enable more effective learning and reduce teacher workload:

Key to a feedback policy	Possible problem	Possible solution
Students should have time to use the feedback that they are given to close the gap. This can take place during dedicated improvement time or on occasions as homework Feedback must be provided and used to enable learning to occur, otherwise there is no point in providing it at all	Lack of time due to the need to move on and cover specification content The lack of student time outside of lesson	Dedicate 5/10 minutes to lesson following the return of homework or completion of major task to act on feedback after books/files are given back Set 'closing the gap' as homework Students can answer questions in class to gain more immediate feedback while the teacher marks over their shoulder Ask students to focus on correcting issues with the previous task in the next task
Students are coached on how to respond when feedback is given and how to self/peer assess effectively	If this does not happen then the directed improvement time will have little effect	Time spent early on 'training' students how to respond to feedback will pay off in the long run

Instead of…	The teacher…	The student…
Writing annotations in the body of a piece of work and giving an overall comment	Only writes annotations in the body of work Or Only writes an overall comment	Writes an overall review highlighting two strengths and one area for improvement Or Annotates areas of the work where the areas of strength are apparent and where improvements need to be made Or Highlights specific areas of the work that they want feedback on. (The teacher then only provides detailed feedback on this part)
Writing extensive comments	Only gives one/two strengths and areas for improvement	Works to close the gap on the issue/s identified
Writing 'well done you have…' next to good aspects of the work	Puts a double tick next to the best parts of the students' work	Adds the reason for the double ticks
Correcting every spelling mistake	Uses the annotation 'Sp' when a word is incorrectly spelt	The closes the gap by writing the correct spelling
Writing the same explanation on every piece of work when the same mistake is made by many students	Goes over the question in class	Writes the comments themselves and closes the gap
Giving work back to the learners before moving onto a different topic straight away	Spend time one on one with them going through it Allow them time in class to act on the feedback and ask for more if necessary	Values receiving feedback and engages with it to close the gap. Writing feedback on work becomes a useful process
Giving detailed feedback on every question	Only provides really detailed feedback on the work that will make the biggest impact to their learning of that topic Can just agree with the self/peer comment, or change it if necessary	Provides self/peer feedback before handing it into the teacher

Maths

- In Year 11 we will provide THREE opportunities (October, January and March) for students to have a practice / mock / trial examination in the school hall under proper examination conditions. Teachers will mark these exams, go through them in detail in class and provide students with a Marking and Feedback Form (MFF) which highlights any areas of weakness so enabling students to focus their subsequent revision effectively.

- In Year 10 students will have at least TEN unit tests conducted in class. These will be either peer or self-assessed with MFFs (as described above) and a teacher comment. The results will be collated in the specially designated department spreadsheet which tracks progress using the Pearson Step Scale 1-12. Year 10 will also sit a formal in the hall which will be marked in detail by the teacher and another MFF provided.

- In Years 7 to 9 students will have FOUR opportunities for formal assessment (in the form of a class test) at October half-term, Christmas, Easter and end-of-year. These are all marked by the teacher with MFFs provided. Additionally, comparative diagnostic graphs will be produced, displaying anonymous pupil performance across sets and year groups. Staff will use this information to inform judgements about set moves which will be discussed at department meetings at the relevant time.

- We will use MyMaths to set relevant homework, based on the topics being studied, on a half-termly basis equating to one per week. This provides immediate feedback for the students and enables staff to monitor completion rates as well as levels of success. Teachers will inform parents on a half-termly basis (through an agreed standard letter) of any issues arising through non completion or unsatisfactory progress. Performance in MyMaths can be discussed at parents' evenings. Teachers may set additional homework at their discretion should they feel that additional intervention is required.

- An overarching expectation is that ALL STUDENT WORK must be marked or assessed. To this end teachers will go through the answers to classwork at Key Stage 3, whilst at KS4 students are expected to develop responsibility for assessing their own learning and so are encouraged to check solutions as they progress through work. Students should be expected to signpost their level of understanding and confidence for each topic that they cover. Teachers will indicate that they have looked at students' books regularly and they will provide a brief written comment indicating any necessary next steps every two to three weeks.

English

Years 7-10

1. All teachers are to ensure that they produce one summative and one formative piece of assessment per half term. These will be marked in line with the English Department mark scheme (in English Dept. Handbook.)

2. Each summative piece of assessment, produced in exercise books, will be given feedback highlighting areas of strengths and foci for improvement. This will link to the focus AO only.

   <u>Timeline for marking</u>: Prior to the end of term formative assessment.

3. Each formative piece of assessment, produced on lined paper, will be given feedback on designated sheets (available in English Bookstore) which will highlight areas of strengths and foci for improvement. This will link to the focus AO(s) only.

   <u>Timeline for marking</u>: Marked and Purple Pen'd carried out by the end of the first week of each half term.

4. Each half term, each year group is to do one piece of peer marking. This should be targeted on key AO foci, with identification of their strengths and areas for how to improve presented by peers.

5. All pieces of formative assessment will be marked out of 24 and scores to be entered into the department tracking system. Marks to be awarded in line with English Dept. Mark scheme (in English Dept. Handbook.)

In addition:

KS3
There will be an end of year test, based on the new style exams for KS4, which will be marked and returned to pupils by the end of the first week in Autumn 1. Targets for the forthcoming academic year, for areas of strengths and areas to focus on, will be written by the pupils.

KS4 (Currently year 10 (2015-16); hereafter, all KS4 pupils)

In Years 10 and 11, pupils will have incremental tests, as a result of no Controlled Assessments.

Year 10: End of Autumn – GCSE Language Paper 1 AND GCSE Literature P2 Shakespeare question only.
         End of year - GCSE Language Paper 2 AND GCSE Literature P1 Modern Novel/Drama question
         AND GCSE Literature P2 Poetry questions (on anthology and unseen poem)
   Year 11: End of Autumn – GCSE Language P1 AND P2; GCSE Literature P1 (Modern Novel AND 19th Century novel)
         End of Spring 2 – GCSE Literature P2 (Shakespeare and Poetry)

KS4 – Year 11 (2015-16 only)
   Pupils have completed 4 Controlled Assessments and 3 Speaking and Listening tasks (non-contributory but compulsory) for GCSE Language and 1 piece of coursework for iGCSE Literature. Pupils have been given opportunity to take further Controlled Assessments of different questions, for the purposes of improving their CA score. Feedback cannot be given; teacher guidance on weaknesses without seeing CAs has been adhered.
iGCSE Lit c/w has been given feedback, in lines with AQA QA Exam regulations, upto three times to improve their work.
Mock exams have taken place in Spring 1 and will again take place in Spring 2. Feedback will guide learners on their strengths and weaknesses, allowing them to revise key areas to help them gain enhanced exam strategies for their end of KS4 exams in June 2016.

Pupils Tracking their own progress

KS3 & KS4: Pupils to colour (blue, green, white, amber, red) in the progress stickers (on front of books) will allow them to ascertain their progress half-termly.

Science

POLICY UNDER REVIEW

All work will be marked with detailed written formative feedback provided for individual pupils every three weeks. This must include specific next steps for individual pupils.

MFL & Humanities

1. **Over-all procedures:**
   - The marking of students' work will be in line with the whole school policy as it is a vital part of teaching.
   - Marking should be positive and encouraging.
   - It is important to mark clearly and regularly.
   - Marking codes are to be used where an error occurs. The list of codes will be issued and explained to students, in order to help them understand what they have done wrong, why it is wrong and what to do in order to improve. This will also highlight any recurring problems, enabling the teacher to address these in class time where appropriate. All students should be given the opportunity to try and work out the correction for themselves, thus learning from their mistakes.
   - Our marking should also take account of presentation.
   - It is departmental policy that at least one piece of written work will be marked in detail per half-term, as well as a one which will be peer-assessed.

2. **MFL Procedures:**
   - To facilitate marking and assessing, Language teachers will use language-specific marking codes, tick sheets, marking grids (according to Key Stages), as well as relevant reward and correction stamps, including the "in order to improve you need to" stamp.
   - Peer-marking and assessing by students will be done in red.
   - Re-work, re-draft and self-corrections should be done in a different colour, in order to show what progress/improvement has been made.
   - Students will be encouraged to respond to marking.

3. **History Procedures:**
   - Assessment in the Key Stage 3 curriculum will be based around units of work which incorporate a mixture of formative and summative elements, planned around the final assessment point, drawing together students' understanding of substantive, as well as second order concepts. Not all of these assessments will be given formal, written feedback.
   - Students will be given "History Points" for formal assessments, based on their ability to engage with the specific concepts identified in each assessment. A specific mark scheme for each assessment will guide teachers in the awarding of "History Points".
   - Students will also have a totaliser which shows the number of "History Points" they have accumulated over the year. They should record each new assessment as an addition to this total score. As the points total continues over the year, it will hopefully be a system which rewards effort as well as attainment.
   - Teachers should record: the "History Points", the student's overall attainment, the student's effort.
   - Teachers will also need to provide feedback to students. This will include "History Points", a grade, a set of comments on areas of success and challenges, and an effort grade.
   - Students will need to make a record of their marks, including record their awarded points on the totaliser which should be stuck in the back of their book.
   - Assessment at Key stage 4 will follow the main school policy. Regular (at least each topic) GCSE questions to be set and marks recorded for tracking purposes. Feedback as KS3 but graded either A-U or 1-9.
   - Full policy to be found on Staff shared area.

4. **Geography Procedures:**

- To facilitate marking and assessing, Geography teachers will use whole school marking codes. Relevant reward and correction stamps will be used, as well as "in order to improve you need to" stamp.
- Peer-marking and assessing by students will be done in red.
- Re-work, re-draft and self-corrections should be done in purple, in order to show what progress/ improvement has been made.
- Students will be encouraged to respond to marking.
- All marks will be regularly shared with students, who will be encouraged to improve results and redo work at any time.

5. **Religious Studies Procedures:**
   - To facilitate marking and assessing, RS teachers will use whole school marking codes. Relevant reward and correction stamps will be used, as well as Bronze, Silver and Gold stamps, dependant on individual piece of work, linking to a series of steps.
   - Peer-marking and assessing by students will be done in red.
   - Re-work, re-draft and self-corrections should be done in purple, in order to show what progress/ improvement has been made.
   - Students will be encouraged to respond to marking (stamps requesting student response will be used).
   - All marks will be regularly shared with students, who will be encouraged to improve results and redo work at any time.

Performing Arts

Key Stage 3

Verbal Feedback

Verbal feedback is integrated into every performing arts lesson. Students receive feedback as formative and summative. Students are informed of their progress throughout the lesson and unit of work, and are seen to develop and apply feedback as a result of teacher intervention.

It is important for students to have oral feedback from the teacher working with them. The member of staff might initially talk to the student about how they have met the learning intention and then question the student about a specific part of the work. This may be to correct a student's understanding or to extend the student's learning. The immediacy of verbal feedback helps to support a student to make rapid progress over time.

Peer / Self-Assessment

Student's regularly give verbal feedback to peers to

- help understand principles
- develop practice further
- evaluate success of work
- give next steps for improvement

A variety of methods are used to support this method of assessment and this informs summative teacher assessment.

Written Teacher Feedback

This is only appropriate if stipulated in the unit of work that a written element is included and essential for learning. If written feedback is given, it can take the form of formative or summative and will be linked to the unit success criteria. Teaching staff will follow the APHS marking codes, where applicable.

Summative Teacher Assessment

Professional judgement is made based upon ability of individual student and expected progress. This is shared with the student through assessment board or in student planners. Students will have an understanding from success criteria shared in lessons how they can achieve their target band.
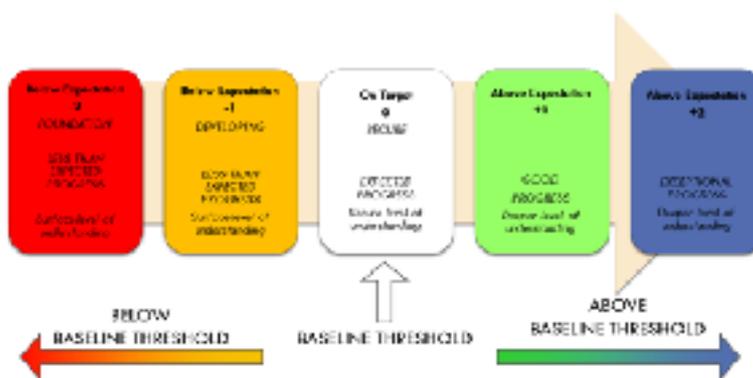
It is important that the feedback and assessment remains practical where possible with the target language of the subject demonstrable through the medium it is reflecting.

Key Stage 4

Written Work

Student's written work will be marked regularly using APHS marking codes, where appropriate. There will be 2 pieces of written work per half term, where students are working on theoretical elements of the course and it is necessary to extend this period of written work across a period of 4 – 6 weeks. If this is interjected with practical work, other forms of assessment will take precedence to support students learning and progress.

Music

End of unit listening and appraising tests are often used and will be peer/self or teacher assessed, depending on the learning objective of the task. Students will correct their own work, responding to verbal feedback in the lesson.

Peer / Self-Assessment

As KS3

Practical Verbal Feedback

Drama

Drama students keep a journal, where they respond to verbal feedback by writing the feedback and describing how they have responded. This is only if it supports the practical work, and not as evidence of feedback. The written work will not be assessed, as this is only a record of verbal feedback and the impact.

Music

When working on controlled assessments, students receive oral feedback sheet, with WW and EBI boxes, and agreed numbered targets for students to work through. When using Sibelius, evidence of progress is shown through printing scores and annotating either by student or teacher. When using sequencing software, evidence of progress is available through opening the software and reviewing previous versions, if available. Feedback sheets with show an indicator of progress against the exam success criteria.

Before any marking scrutiny is performed, it is advisable to discuss with the teacher the current unit of work and which assessment strategy is being applied and where evidence of progress is found – student folder, in teacher folder or on a computer.

Computer Science and ICT

Assessment for Learning in Computer Science and ICT, best practice will include:

- **Dialogue** – Written comments are ideal method for evidencing but always find time within lessons to speak to pupils on how they can improve their work.
- **High Expectations** – Students should also place high and realistic expectations on themselves. Teachers should always have high expectations of all students
- **Keep a focus on Learning Targets** – Avoid overloading with too many steps for improvement. Make steps stimulating, manageable and achievable.
- **Scaffolding** – Used to provide support to pupils to help learn new concepts. As the skills are developed, the support from the teacher is gradually removed, allowing tasks to be completed with less assistance.
- **Target Feedback** – Make making matter, use three stage: Peer, Self Assessment and Teacher Marking; Pupil responding to Feedback. Make the time to review feedback within the classroom routine as it will help focus minds on improvement. Dedicated improvement time should be a part of all lessons.
- **Review of your Marking** – Check through pupils work regularly looking to see whether they have progressed within the last couple of months. Is your feedback and other assessment strategies making an impact?
- **Celebrate Mistakes** – We learn from our mistakes. Encourage pupils to correct your spelling errors (deliberate or not!), and highlight common mistakes in a supportive way.

- **Make the Time** – Managing the time, allowing for DIRT time is going to be a challenge, but an essential part all activities. Discipline yourself to stick to timings to ensure this reflective, supportive and important process is done in as many lessons as possible – build it into your routine.

Key Stage 3

All folders/books – Documents /folders for program screenshots and books for notes

Teacher feedback at least once mid project – including opportunity for dirt comments and at end of project

Self-evaluation (Dirt) sheets

Work showing improvement following self-evaluation exercise.

Literacy and numeracy evidence

Progress tracker/Project Diary/assessment slides

Formal assessment – Termly topic tests, (if we are doing short topics after every topic may be too much). Marking and assessment of work, at the end of each project.

Topic test can be Teacher/student/ peer marked and dirt activity undertaken after each test.

Reports produced that provide feedback and encouragement for every student.

Marking expectations;

Teacher feedback every project

Progress tracked and accurately recorded.

DIRT activity mid project and after all major assessments

Homework set and marked regularly.

Key Stage 4

As per Key Stage 3 plus

All folders/books

Progress tracker/project diary for all theory topics, and coursework assessment tasks.

Formal Assessments

Half termly assessments on all theory topics covered since the start of the course. Focus of assessments will be bias towards recently covered topics but students must get use to the need to revise and answer examination questions. DIRT to focus on how examination questions are/have been answered in relation to mark scheme, and the detail/depth of student knowledge.

Marking/assessment expectations

Students must have clear and defined folders for all controlled assessment coursework. Access to times to this coursework must be strictly controlled, All exam board requirements/restrictions (such as no internet access) must be strictly adhered to.

Tracking of student progress during controlled assessments to be done outside of specific CA lessons and as regular as reasonably possible. Dependant on time constraints this can be student or teacher led activity.

All staff must work through all controlled assessment tasks before students , this provides insight into the issues and problems the students may face (topic or computer)and will provide a reference to mark for moderation purposes.

Student Intervention

Lessons adapted to meet needs of students, development of resources to meet specific needs and out of lesson provision.