

THE WEALD SCHOOL ASSESSMENT AND FEEDBACK POLICY

Approved by Teaching & learning Committee on:	10 November 2022
Next review date:	November 2025
Signed by Chair of Committee:	

THE WEALD SCHOOL

ASSESSMENT AND FEEDBACK POLICY

Assessment

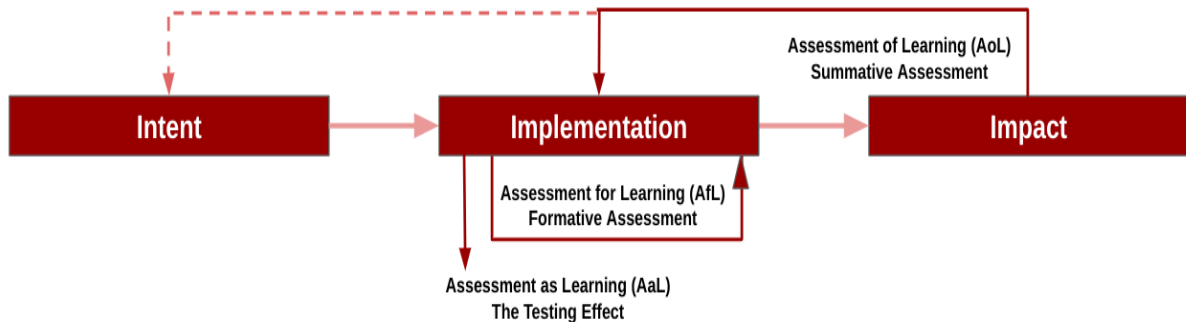
The role of assessment in the curriculum

‘Teachers use assessment to check pupils’ understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.’ (Ofsted, May 2019)

We use assessment to infer how much students know, remember and can do (‘mastery’) of the intended curriculum in each subject.

We use assessment in two ways:

1. **Formative assessment** - The purpose is to improve student performance. It finds and fixes errors, mistakes and misconceptions with quick, course-correcting feedback. It is most effective in small curriculum areas to diagnose what is known, remembered or can be done. This is best done as close to the point of performance as possible, when teachers and students can respond.
2. **Summative assessment** - The purpose of summative assessment is to prove student performance. We use it to make claims about how students are performing against one another and how far they are progressing against curricular end points. As summative assessments are, by design, complex and require students to combine many components from memory, in timed conditions, they are less effective to pinpoint the causes of individual student underperformance. They are useful to compare student performance and to respond on a curricular level.



We aim to balance our use of these two types of assessments, so that formative assessment gives students a ‘daily diet’ of feedback, whereas summative assessments happen only twice a year in all Key Stages. We spend the majority of the time on formative assessment and responsive teaching as this reflects its potential impact on student outcomes.

Whole School Approach to Assessment:

Formative Assessment

- All work produced by students - including verbal contributions - will be used by teachers to assess the learning that has taken place in a multitude of ways; a ‘daily diet’ for students.
- Teachers should plan many ‘teachable moments’ which ‘hunt’ for misconceptions so that they can be caught and corrected.

- A teacher's secure subject pedagogical knowledge will support them in knowing and navigating common misconceptions in specific areas of the curriculum.
- Department meetings and subject CPD will focus on developing subject pedagogical knowledge and the use of formative assessment in each subject's 'best basics'.
- Whole school CPD will focus on developing our range of [responsive teaching](#) and [RED review](#) methods.
- This supports student self-regulation through regular reflection on and response to their own performance.
- Larger pieces of work/performances which combine several components at the end of a series of lessons would be formative (e.g. a final piece/essay or unit test).

Summative Assessment:

- For most subjects these will take place twice a year in all year groups.
- They will assess the curriculum cumulatively up to that point in the Key Stage.
- They will be sat in timed, unseen exam conditions, which are standardised (the same for all students) as far as possible (especially when in classrooms).
- For carousel curriculums (where students rotate around areas within a subject - e.g. PE or Design/Food Technology), this may not be possible until the end of a year/Key Stage.
- Students' access arrangements must be in place - seen [here](#) and staff liaise with the Exams/Inclusion teams. Timings must allow for extra time.
- At KS4/5 the nature of assessments should reflect the nature of final assessments in each subject and will include GCSE or A Level past paper questions.
- At KS3 the nature of assessments will be aligned with the curriculum (see [guidance here](#)). This might mean they include a range of assessment types, which aren't reflected in their final assessment in later years (e.g. timed, recall, long, short and/or multiple choice responses etc - see [guidance here](#)).
- KS3 assessment will not include GCSE questions or marking criteria.
- All summative assessments will be given a % score, which will be reported in tracking. This should be derived from total marks of a minimum of 40 (to create a sufficient comparative spread between student performance).
- At various points in each Key Stage, these % will be converted into an attainment grade (at KS3 - Mastering, Working Towards Mastering or Beyond Mastery, at KS4 9-1 and at KS5 A*-U). The methodology for this conversion will be centralised. Despite limitations to the validity of these grading claims, they help inform students' next steps decisions.
- Summative assessments allow us to compare students' performance and report their progress (via a green/yellow colour) on tracking.
- Grades should not be provided (beyond a rough guide) at other assessment points.
- For subjects who have a heavy practical weighting, summative assessment %s may reflect marks from ongoing practical assessment. This should reflect comparable work by students.
- For BTEC subjects, the % reported may reflect completed NEA, modular exam results or a combination of both, depending on where tracking falls in the year.

Feedback

Feedback is essential to learning and a powerful pedagogical tool that can:

- double average student progress (Hattie)

- increase learning by eight months (The Sutton Trust)
- help lower achieving students most (Wiliam)

The fundamental purpose of feedback, like anything else we teach, is that students are able to do it increasingly well, without us. Feedback builds self-regulation and self-efficacy. Repeated and revisited feedback should encourage students' metacognition; to plan, monitor and evaluate their own work, so they can close their own gaps in the future. This requires careful teacher explanation, modelling and review, which involves students. Teacher time is best deployed in planning these opportunities and then fading feedback over time. "It is more important that feedback improves the student, than improves the task." (Wiliam)

We have decoupled formative and summative assessment. Feedback should largely focus on finding and fixing common errors and misconceptions from formative assessment.

Summative assessments should be marked to provide a percentage. Providing detailed feedback on summative assessments, it is not the most efficient way to change in individual student performance. We would provide summary whole class feedback, but shift practice and workload as below.

Focus your time and thinking on this	Instead of this
<ul style="list-style-type: none"> ● Noting down any common misconceptions or areas to revisit in your planning. ● Noting down any student/s who will need particular responses. ● Noting down anything to change/add about your lesson or the department resources in the future. ● Doing something about it in lessons with students. ● Talking to your teams about how you can all help students learn the curriculum better. ● Planning your responses and formative assessment to check it! 	<ul style="list-style-type: none"> ● Marking regular past questions/similar with diagnostic feedback (switch to WCF!). ● Marking summative assessments with lots of comments and questions to improve each answer (just give a mark to compare). ● Looking at every student's book/work and writing similar comments on them all (use codes instead!). ● Looking at every student's book/work (sample mark!). ● Taking books home (live mark and review in lessons). ● Spending time focused on what grade/level/band work fits (just focus on what needs to improve!).

How we feedback:

Feedback on formative assessment will be:

- frequent
- specific (an action - [see 5Rs](#))
- on a narrow area (no more than 1-2 foci)
- referenced with several (not just top) model answers
- followed by prompt practice (applied in new contexts, not just correcting that work)
- free from grade references (which negate feedback)
- given and reviewed in the context of previous feedback (to feedforward)
- done with students (self is more effective than peer), engaging them in the causes of their performance.
- used to internalise and automate students' future error recognition and self-correction.

"The only important thing about feedback is what students do with it" (Wiliam).

Teachers should regularly provide feedback on work that will have an impact on student performance, but are not expected to respond to every piece of work. Feedback can take many forms and should be a balance of the types listed below. Whilst individual written feedback can be effective, often, the time it takes delays feedback being responded to, which reduces its efficacy. Therefore teachers should use a range of methods to reduce workload and increase impact; ‘mark’ less and feedback more.

“What we know, from all the research, is that the real time moments, live in the classroom, matter so much more in terms of anticipating, avoiding and correcting misconceptions. Even if you gave written feedback after every lesson, which is just not possible, but if you did, it would still not be as good as responsive teaching.” (Harry Fletcher Wood.)

	1. Whole class feedback	2. Individual feedback	3. Live Marking or Modelling	4. Feedforward	5. Self-regulating feedback
A	Review all students’ work with no marking, except on a whole class feedback sheet which notes successes, misconceptions, mistakes etc. This sheet is copied and given to all students who find and fix feedback which applies to them.	Quick and quiet verbal feedback to individuals - which may be a few students each lesson, to ensure coverage over time.	Live marked work by the teacher as they move round the classroom - targeting a few students each lesson to get to them all, over time.	Future spaced retrieval practice on the key points from feedback. This prevents feedback overload and checks long term retention, over short term performance	Elaborating feedback - asking students to say out loud what the feedback was and why it would improve their work. This checks if they have understood the feedback and allows them to rehearse, before implementing it.
B	‘Five minute’ flick of a sample of books, noting common problems which are then used to plan the future response to and act on the feedback.	Code feedback where students go back, reflect on and improve their coded area.	Live marking using the visualiser or on screen for typed work on Google Classroom of one piece of work or a selection. Students then go back, reflect on and improve their work.	Subsequent, spaced practice is planned to set up the same misconceptions to check if errors persist over time	L.I.F.T. (learner initiated feedback technique). Students request feedback with a question or indicating an area of low confidence or misunderstanding. The teacher only feeds back on those focus areas (see summary p.6).
C	Where the same mistake occurs among many students (within a lesson or when reviewing work) the teacher re-teaches an aspect. Students then correct or edit their work before further practice.	Symbol or dot annotation in the margin while students are working or between lessons. Students go back, reflect on and improve their coded area.	Modelling will be used in lessons as a form of feedback to guide students through a process before they submit or edit their work or complete further practice.	Students revisit previous work and write a target or checklist of things to do/avoid - see these templates .	Teachers explicitly and repeatedly explaining, modelling and reviewing self and peer assessment so students can become successful at it.
D	Markbooks for misconceptions which record misconceptions or areas for development, rather than marks or grades. These are responded to in teacher planning.	Circled or highlighted errors, which students have to work out what is wrong with them and respond.	Students completing comprehension questions on model answers, rather than always reviewing them verbally.	While students practise, they have to identify where they have made an improvement from previous feedback and feedback is only given in relation to that. This shows if they have understood and can act on feedback.	Students should self assess low stakes quizzes or multiple choice questions; “the best person to mark the test is the person who just took it.” (William) Teachers can review scores and respond.
E	Some whole class feedback is delayed, so that this can be given on isolated elements and delivered over a sequence of lessons. This should be on common areas for development and provide practice in new contexts.	Students should be taught the difference between proofreading (error spotting for mistakes) and editing (improving or correcting misconceptions) and guided on which is needed when.	Good Work Galleries can model a range of successful models. This can invite peer written or verbal feedback (kind, specific and helpful) which is then acted upon.	Generic editing checklists can be provided to students to use in future practice. Students can also add their personal repeated mistakes by checking old feedback.	Delayed feedback allows students time to proofread and re-edit the work after they think it is complete. Editing checklists can support this. (It makes your own writing ‘strange’ by leaving a gap before review.)

Quality Assurance of Assessment and Feedback

Quality Assuring Formative Assessment

Formative assessment will be quality assured in the following ways:

- Lesson visits during ‘support walks.’
- Lesson visits during Curriculum Reviews by Subject Leaders, TLR holders and SLT Line Managers.
- Student voice (including during lesson visits).
- Work scrutiny, including as part of Curriculum Reviews - where possible in discussions with students and their work.
- ‘Messy markbook’ reviews and discussions in department meetings with Subject Leaders.
- Teachers are accountable to be able to discuss, with specificity, how students are progressing in the curriculum and which common errors require future response. These discussions will take place largely at department meetings.
- Subject Leaders will direct teachers on how best to record this in ‘messy markbooks,’ which can take many forms.
- These discussions will not focus on all teaching responses (there would be too many and most of them would have already been resolved), but on those issues which are consistent (across many students) or persistent (despite attempted responses).
- This will allow teaching teams to respond in their collective curriculum implementation (and sometimes their intent) to ensure the curriculum has its intended impact for current and future cohorts.

Quality Assuring Feedback

We will not ‘check’ feedback against a list of requirements as this may mean we focus on its superficial, surface features; rather than its impact on learning.

Evaluation of feedback will be framed around three key questions and monitoring will take place in the same ways as QA for formative feedback (above).

1. Do students know, remember, understand or can do more as a result of the feedback?
2. Is this sustained, so mistakes, errors and misconceptions lessen over time, rather than being repeated?
3. Is this, in part, because students are more able to self-regulate feedback; by spotting and correcting mistakes and errors independently?

Quality Assuring Summative Assessment

- Assessment creation will be peer reviewed with other Subject Leaders and SLT Line Managers/ACZ to ensure they are fit for purpose.
- The marking of summative assessments must be moderated and standardised before they are reported in tracking.
- The results of summative assessments will be recorded/monitored by the Subject Leader (e.g. through shared markbooks) as well as reported in tracking.
- Summative data will be reviewed by Subject Leaders and TLR holders with SLT line managers and Heads of Year and through RSL at KS4 (STC) and KS5 (ZSO). This will focus on supporting students:
 - who attain very low assessment %s
 - whose rank drops significantly meaning their progress is ‘yellow’ (see ARR guidance)