



# **The Downland Federation**

## **Assessment and Feedback Policy**

**Date established: March 2017**

**Date of last review: July 2016**

**Date of next review: July 2018**

### **Quality Assurance**

Faculties and subjects should be engaged in a cycle of meetings to moderate their assessment processes and ensure consistency. Faculty and subject reviews should support the accuracy and effectiveness of the assessment process.

The Downland Federation is committed to the safeguarding and welfare of its students and young people.

**Status:** Non-statutory

## **PURPOSE**

The purpose of this policy is to set out clear expectations and guidelines with regard to the assessment of students' work so that:

- there is a consistent approach across all subjects to assessing of students' work, in whatever form
- highly effective assessment across all subjects leads to rapid and sustained student progress
- all staff are provided with detailed guidance on how they should assess and mark students' work
- students' work is assessed in a manner which:
  - i. values the work they have done and the effort they have made;
  - ii. provides constructive feedback which recognises what they have done well and how they can improve;
  - iii. monitors their progress and provides prompt feedback, which in turn encourages completion of work on time and to a good standard
  - iv. involves the student in a dialogue about their progress and empowers them to move on.
- teachers are enabled to use the process and outcome of assessing work to monitor progress and inform future teaching and learning
- there is a clear understanding of the amount and type of marking teachers might typically undertake
- parents know what they can expect with regard to assessment and marking of their children's work.

**Consultation:** HOFs, Challenge for All Group, students, teachers

**Relationship to other policies:** Well-Being, Curriculum, Teaching & Learning, Home Learning, Performance Management, Able, Gifted & Talented, SEN

## **Appendices:**

Appendix	Content
1	Information for Parents/Carers on Assessment
2	Guidance on Dialogic Marking and Green and Purple Pen Use
3	Useful Marking/Feedback Strategies
4	Literacy and Other Marking Codes
5	General Guidelines for Supporting Assessment
6	MFL Marking Codes
7	Primary School Marking Codes

## **ASSESSMENT PRINCIPLES**

### **Assessment will:**

- give reliable information to parents, teachers and students about individual progress
- support the effective learning of all students by enabling them to be fully involved in the learning process
- allow meaningful tracking of students towards projected outcomes and regular feedback to parents

- provide qualitative and quantitative assessment which is transferable and easily understood
- enable timely identification of students who are falling behind and those who are excelling
- be reliable and free from bias
- help drive improvement, closely linking assessment to improving the quality of teaching
- ensure feedback to students contributes to improved learning and is focused on specific and tangible objectives which ‘close the gap’ between learners’ current situation and where they need to be
- produce data that enables comparison against expected standards and reflects progress over time
- ensure the school keeps up with external best practice and innovation.

### **WHAT TYPE OF WORK SHOULD BE ASSESSED?**

- Written work, including class work: Regularly assess to ensure it has been completed to a good standard and understood.
- Home Learning: Assess as soon as practicable after submissions.
- Formal Written Assessment or Coursework: Assess using the relevant mark scheme.
- Oral work, including:
  - Discussions/debates: Assess contribution and team skills.
  - Oral contributions and presentations: Assess using mark scheme and effort scores.
  - Performance: Assess using mark scheme/success criteria.

### **HOW SHOULD WORK BE ASSESSED AND FEEDBACK GIVEN?**

The type, extent and detail of assessment will depend on the type of work the student is involved in.

- Teachers should mark in purple pen when a student response to marking is required.
- Students should mark in green pen when assessing their own or others’ work or when responding to feedback.

Assessment and feedback should be in the form that is most effective in helping a student progress, such as:

- ticking or signing/dating classwork to acknowledge it has been checked
- marks out of total, percentage, grades or scores for tests and formal assessments.
- dialogic marking with clear feedback and actions for improvement which the student must respond to using FAR tickets or the acronym FAR (Feedback, Action Response)
- verbal feedback – to an individual, group or class
- self and peer assessment/marking when appropriate – which should be initialled if written.

## **HOW OFTEN SHOULD WORK BE ASSESSED/MARKED?**

- Students have a right to expect that work produced is assessed regularly and feedback given. Year 5 to 13 students should receive regular formative (FAR) feedback.
- Formative and summative assessment, by the teacher, on work that best demonstrates progress where success criteria has been shared with students, should occur, as a minimum, once per half term at The Downs. (The same piece of work might be assessed both for formative and summative assessment.)
- KS1 & 2 books will be marked at least weekly and peer and self-assessment carried out appropriately for the age of the child.

## **Roles and Responsibilities**

### **Students will:**

- follow the guidelines for the presentation of work
- respond to and reflect on feedback using green pen
- meet deadlines for submitting work
- recognise that failure to meet deadlines could jeopardise final grades and might result in work not being assessed.

### **Parents/Carers will:**

- support the school's use of home learning
- ensure the Presentation Policy is adhered to
- encourage students to put 100% effort into work.

### **Subjects teachers or relevant support staff, such as TAs, will:**

- assess and mark students' work and give feedback in line with this policy, using purple pen to mark work where a student response is required
- keep a record of work in an appropriate and accessible format
- consult with students about what sort of assessment/feedback most enables them to progress and assess work appropriately to maximise progress
- give time for students to assess work and respond to actions
- make success criteria and expectations clear.

### **Middle Leaders will:**

- ensure all subject staff are aware of this policy and assess in accordance with it and agreed Faculty/Department expectations
- agree and apply any subject specific approaches to assessment and feedback and provide them as appendices to this policy
- monitor the quality of assessment across all members of the Faculty/Department on a regular basis to ensure that students are receiving appropriate feedback with maximum impact on learning
- report assessment data to the Senior Leadership Team through Line Manager meetings and SED to parents and students via the reporting system, ensuring that data is robust and reliable
- take steps to improve the assessment/markings of individual teachers where applicable, in consultation with Senior Leadership Team, with reference to Professional Standards. Take appropriate action where improvement does not take place, including link to Performance Management
- ensure regular moderation and standardisation takes place and all faculty staff are involved
- at The Downs create a portfolio of assessment and feedback exemplar material to share with staff
- utilise the key forms of feedback for progress in the subject.

**Senior Leadership Team/Line Managers will:**

- carry out regular sampling of assessment through work sampling, learning walks, book looks, student interviews and other Quality Assurance activities
- monitor quality of assessment through faculty reviews
- work with and support Subject Leaders and individual teachers to monitor/ improve quality of marking and feedback, with appropriate action where improvement does not take place, including link to Performance Management
- liaise with HoFs to track assessment.

**HOW WILL MARKING AND ASSESSMENT INFORM REPORTING?**

At the Primary schools all children from Year 1 have target grades in reading, writing and mathematics based upon them making at least 3 tracking points a year at KS1 and KS2. A range of teacher assessments, including reading age and spelling age tests, are used and student progress is assessed and monitored against the targets that this data provides.

All students at The Downs will have target grades based upon either or all of the following: end of Key Stage tests, CAT4 tests and internal baseline testing. Students' progress will be assessed and monitored against the targets this data provides.

The information and data gathered regarding students' progress will be used to make judgements on current attainment and projected grades on the school progress reports. Staff have a responsibility to ensure this data is accurate as these reports will be used to analyse student progress on an individual, class, subject and year group level. The assessment recorded will also be used to set up interventions for any students falling below expected target attainment and providing extra opportunities for those achieving beyond target expectations.

**Note:**

**Please refer to the appendices for further guidance**

