



Marking Feedback & Assessment Policy

Key Document Details

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Assessment is a continuous process and feedback over a period of time should allow students to make significant progress.

This policy aims to ensure that assessment explains to students how they are achieving, what they need to work towards and the steps and strategies needed to further improve. Our principles of assessment and feedback are based on the research by the education endowment foundation at <https://educationendowmentfoundation.org.uk/>

Types of Assessment

At Devides School we recognise assessment is a complex process and may take many forms, this includes formative and summative assessment practices outlined below:

- Whole class discussion and questioning
- Individual 1:1 conversations and verbal feedback
- Group feedback in performance-based subjects
- Tracking of students' work as it is being completed
- Live marking of classwork in lessons
- Peer and/or self-marking under guidance from teacher and against set criteria
- Use of retrieval practice via DNA tasks/low stakes retrieval tasks
- Use of home learning tasks/quizzes
- Formal marking of key tasks and assessments, including mock exams

Knowledge Checks

All subjects to carry out formative assessment at least once every two weeks. (This may be less frequent if subjects at KS3 only have 2 periods per fortnight of contact time). This formative assessment will be used to assess areas of misconceptions and inform next step teaching / future planning. In many cases this formative assessment will be a knowledge test or exit ticket that can be quickly marked and recorded in Arbor. These can be generated using online quizzes, DNA recall tasks, exit tickets etc. and can be student, teacher or peer marked.

Intent: An opportunity to check on recent learning and assess understanding in order to provide feedback to the student and to adapt the curriculum to address knowledge gaps and/or concepts that have not been fully understood. This should focus on A01 content in each curriculum area and could be focused around keywords

Implementation: 15-20 minutes in class focusing on A01 style questions. We would encourage departments to avoid relying on one style of review.

- Knowledge checks in class
- Online knowledge quizzes
- Vocabulary checks
- Short exam style questions
- Key word definitions
- Performances, presentations or demonstrations

Impact: Teachers will use the outcome of the assessment to inform reteach, challenge and curriculum adaptation within their classroom.

Curriculum Leaders: Quality assure the knowledge checks, review results at teacher and class level to inform curriculum developments and discuss with SLT link.

Progress checks

At KS3 all core subjects to complete a written assessment each 6-week term, all foundation subjects to complete a written assessment 3 times a year. At KS4 and 5 progress checks are complete each 6-week term for all exam subjects. Assessments must:

- Include extended writing (not relevant if subject is purely practical based)
- Be teacher marked with feedback e.g., next steps and green panned by students as they review and reflect on this assessment
- Include synoptic content from previous assessments or areas of misconceptions observed from formative assessments

Implementation: 30-40 minutes in class

This could take the form of:

- Exam style question/s
- Knowledge checks with short exam questions
- Extended writing
- Longer or group performances, presentations or demonstrations (it is expected that all students will have the opportunity to be assessed across a range of skills, including some written review points in practical subjects)

Impact: Teachers will use the outcome of the assessment to inform reteach, challenge and inform the curriculum within their classroom.

Curriculum Leaders: Quality assure the Progress check before and after it is set, review results at teacher, class and subject level to inform curriculum developments, process to discuss with your SLT link.

Assessment weeks

All subjects to complete formal assessments, where this is possible this will take place in exam halls. Students will need support with revision resources and use of knowledge organisers in the lead in to this assessment. Students will receive feedback via Question Level Analysis completion to target areas for improvement. Assessment weeks will replace progress checks at this point in the assessment schedule. Question level analysis reports will be produced to students and parents.

Intent: An opportunity for students to put into practice over an extended assessment their approach to independent learning order to review their understanding and develop the skills needed to achieve their potential in summative assessments. This information should be used to inform feedback to parents and to consider curriculum adaptation and intervention both in class and in planned additional sessions.

Implementation: 45–55-minute assessments

This should take the form of:

- Exam style questions
- Exam style assessments

Impact: Teachers will use the outcome of the assessment to inform reteaching, challenge and curriculum development within their classroom.

Curriculum Leaders: Quality assure the progress checks before and after it is set, review results at teacher, class and subject level to inform curriculum developments and to discuss with your SLT link.

Other Points

Please note that marking of progress checks/assessment week tasks is the only marking expected to be completed by staff. Checking of books should take place live in class to ensure high standards are maintained. This will support a healthy workload for all staff but also ensure there is regular student feedback that informs progress.

Home learning will be monitored and checked but does not have to be teacher marked.

Key principles of assessment

- Assessment leads to responsive teaching/informs planning to improve learning.
- Provide formative feedback to students on next steps and celebrates progress that has been made.
- Students respond meaningfully to feedback in green pen.
- Students have high quality revision materials that are easily accessible to all.
- Key tasks and assessments have synoptic aspects to ensure progress over time is assessed not just performance on recent unit.
- Produces valid assessment data for A Level/GCSE grade, meaning a flightpath model is adopted at KS3.
- Feedback is provided in an efficient manner to manage staff workload (for example use whole class feedback sheets).
- Question level analysis and personalised learning checklists are used to provide specific and targeted feedback to staff, students and parents in KS4 and 5 on key exam-based assessments.

These will be used by faculties upon practice and research from our core teaching and learning principles and strategies from Making every lesson count (Allison and Tharby), Walkthru's (Sherrington and Caviglioli) and How to Teach like a Champion (Doug Lemov).

Student Comment:

It is the expectation that students will take responsibility for commenting on their learning (Green Pen) in lessons. This may include correcting work as well as any response to teacher feedback. As well as ensuring that the skills/content developed in the lesson are explicit and framed by the student these comments support further evidence of progress over time and include 'model' answers.

As a guide, five areas of directed learning can be used as student response activities to be completed in green pen;

1. Redraft; Re-do: Go back and edit and improve certain areas of your work Useful for: Longer question answers, improving clarity and reinforcing specific areas of feedback

2. Rehearse or Repeat: Go back and practice again and again to master specific skills Useful for: Knowledge recall, memorising key facts or quotes, improving technique in practical performance

3. Revisit and Respond: Go back practice answering more similar questions Useful for: Adopting an alternative perspective, giving a direction/focus for student to address, checking own work for errors, linked to model answers

4. Re-learn, Re-test: Go back and make sure you understand previous learning Useful for: Addressing misconceptions, building confidence, consolidating learning

5. Research, Record: Go back and develop your work with deeper insight and wider references Useful for: Extending understanding, checking mastery, linking ideas/concepts, developing resilience and independent learning.

Student Targets:

All students should know their target grade in all subjects. Regular cycle reports are shared with parents and carers. An end of Year progress grade (called PG grades) will provide an assessment of what the student is predicted to achieve at the end of year/ key stage. Whilst it is not necessary to 'grade' every piece of work, students must be made aware of their progress grade and this must be taken into consideration when planning/setting work so that it provides appropriate challenge.

Presentation of student work: (Brilliant Basics)

Students are expected to present neat and well organised written work. 'Brilliant Basics' (e.g., use of ruler, titles, dates underlined etc) should be evident in all work, and appropriate consequences issued if this is not done consistently.

Quality Assurance:

As part of the evaluation of assessment and quality of feedback (inc. Student Response) 'book looks' will be led by Faculty Leaders and SLT at regular intervals throughout the academic year.