



Garstang Community Academy: Internal Assessment, Marking and Feedback Policy

Rationale

Summative and formative assessment allows teachers to track student progress and provides information which assists them to plan how to help pupils make further progress.

Summative assessment enables us to report accurate information to parents, set targets for the future, identify students for early intervention, formatively adapt the curriculum to improve the teaching of specific concepts/topics.

Formative assessment methodology is proven to give students more control over their learning, helping boost motivation and ultimately improve their performance. It helps learners to see what they are aiming for and understand what they need to do to achieve those aims.

Effective feedback in assessment is vital. John Hattie's research shows that feedback is one of the most impactful factors on student achievement, with an average effect size of 0.79 – twice the average effect of all other schooling effects (as discussed in *Visible Learning*, 2011). To have a positive effect, feedback must be task-focused, timely, specific, clear and unbiased.

This policy will ensure that:

- Assessment, marking and feedback contribute to improving progress and raising the attainment of all students
- Assessment, marking and feedback meets the needs of all learners and provides constructive feedback to students
- Assessment information is used formatively to improve curriculum planning for future learning within subject areas.
- Assessment information is monitored and analysed robustly by teachers, subject and senior leaders, and appropriate intervention strategies are devised as a result of this analysis.

Assessment and Marking

Subject Leaders have accountability for ensuring that the agreed subject specific Assessment, Marking and Feedback policy is adhered to within their department. Evidence of formative assessment and 'other' marking must be visible in student's exercise books, whereas summative assessments could be held in files in school. If 'formative' feedback is provided for a 'summative' assessment, then the feedback and subsequent 'gap-fill' must be evident in students exercise books. All teacher feedback **MUST** be responded to by students.

Students are expected to self or peer mark the vast majority of their classwork in their exercise book under teacher guidance.

Formative assessments must feature:

- Teacher feedback to students with a WWW (what went well) comment and an EBI (even better if) target/activity/question/task
- Teaching/learning activities to address the weaknesses or misconceptions identified by the teacher when marking the formative assessment and writing the EBIs
- A 'gap-fill' activity, task or question to enable students to demonstrate improved understanding and progress towards the 'EBI'.
- All students complete the gap fill activity
- The success of the completed the gap-fill activity is monitored by the teacher
- Where necessary, the teacher updates/adjusts the SOLs based upon findings from the formative assessment task

Summative assessments must feature:

- A cumulative element to ensure space retrieval and the retesting of specific topics/ key ideas previously identified as an area for improvement
- Students receiving a teacher marked script, a total score and/or percentage and a progress indicator. Years 10 and 11 should also receive a GCSE grade if appropriate to the assessment e.g. a mock exam.
- An analysis by the teacher to identify general WWWs and EBIs (weaknesses in understanding or application and misconceptions) to feedback to the department /SL
- Reteaching of identified EBIs is planned and delivered prior to the next summative assessment
- Where necessary, the teacher or SL updates/adjusts the SOLs based upon findings from the summative assessment to improve the quality of future learning.

Subject Specific Assessment Structure

English	<p style="text-align: center;">Per Full Term</p> <p>Two formative assessments with WWW / EBI / Gap Fill Task/ Gap Fill Task completion checked by the teacher.</p> <p style="text-align: center;">At least two pieces of 'other' teacher marking As much self and peer-marked work as possible.</p> <p style="text-align: center;">Per Academic Year</p> <p>Two summative assessments / exams cumulative in nature, timetabled by the subject leader to coincide with the calendared Data Collection dates. Students receive their teacher marked scripts with a total raw score mark or percentage (and grades in Y10/11).</p>
Maths	<p style="text-align: center;">Per Full Term</p> <p>Two formative assessments with WWW / EBI / Gap Fill Task/ Gap Fill Task completion checked by the teacher.</p> <p style="text-align: center;">At least two pieces of 'other' teacher marking As much self and peer-marked work as possible.</p> <p style="text-align: center;">Per Academic Year</p>

	<p>Two summative assessments / exams cumulative in nature, timetabled by the subject leader to coincide with the calendared Data Collection dates. Students receive their teacher marked scripts with a total raw score mark or percentage (and grades in Y10/11).</p>
<p>Science: Years 7,8 and 9.</p> <p>Individually for Chemistry, Biology and Physics in years 10 and 11)</p>	<p style="text-align: center;">Per Full Term</p> <p>Two formative assessments with WWW / EBI / Gap Fill Task/ Gap Fill Task completion checked by the teacher.</p> <p>Two pieces of evidence of a ‘whole-class feedback activities’ which students must respond to. As much self and peer-marked work as possible.</p> <p style="text-align: center;">Per Academic Year</p> <p>Two summative assessments / exams cumulative in nature, timetabled by the subject leader to coincide with the calendared Data Collection dates. Students receive their teacher marked scripts with a total raw score mark or percentage (and grades in Y10/11).</p>
<p>Computing Science</p>	<p style="text-align: center;">Per Full Term</p> <p style="text-align: center;">KS4</p> <p>Two formative assessments with WWW / EBI / Gap Fill Task/ Gap Fill Task completion checked by the teacher.</p> <p>Two pieces of evidence of a ‘whole-class feedback activities’ which students must respond to. As much self and peer-marked work as possible.</p> <p style="text-align: center;">KS3: Term 1 & 2</p> <p>One formative assessment with WWW / EBI / Gap Fill Task/ Gap Fill Task completion checked by the teacher.</p> <p>Two pieces of evidence of a ‘whole-class feedback activities’ which students must respond to. As much self and peer-marked work as possible.</p> <p style="text-align: center;">Per Academic Year</p> <p style="text-align: center;">KS4</p> <p>Two summative assessments / exams cumulative in nature, timetabled by the subject leader to coincide with the calendared Data Collection dates. Students receive their teacher marked scripts with a total raw score mark or percentage (grades in Y10/11).</p> <p style="text-align: center;">KS3: Term 3</p> <p>One summative assessment in term 3 which is cumulative in nature. Students receive their teacher marked scripts with a total raw score mark or percentage.</p>
<p>Geography</p>	<p style="text-align: center;">Per Full Term</p> <p style="text-align: center;">KS4</p> <p>Two formative assessments with WWW / EBI / Gap Fill Task/ Gap Fill Task completion checked by the teacher.</p> <p style="text-align: center;">At least two pieces of ‘other’ teacher marking As much self and peer-marked work as possible.</p> <p style="text-align: center;">KS3</p>

	<p>One formative assessment with WWW / EBI / Gap Fill Task/ Gap Fill Task completion checked by the teacher.</p> <p>At least one piece of 'other' teacher marking As much self and peer-marked work as possible</p> <p>Per Academic Year</p> <p>Two summative assessments / exams cumulative in nature, timetabled by the subject leader to coincide with the calendared Data Collection dates. Students receive their teacher marked scripts with a total raw score mark or percentage (and grades in Y10/11).</p>
History	<p>Per Full Term</p> <p>KS4</p> <p>Two formative assessments with WWW / EBI / Gap Fill Task/ Gap Fill Task completion checked by the teacher.</p> <p>At least two pieces of 'other' teacher marking As much self and peer-marked work as possible.</p> <p>KS3</p> <p>One formative assessment with WWW / EBI / Gap Fill Task/ Gap Fill Task completion checked by the teacher.</p> <p>At least one piece of 'other' teacher marking As much self and peer-marked work as possible</p> <p>Per Academic Year</p> <p>Two summative assessments / exams cumulative in nature, timetabled by the subject leader to coincide with the calendared Data Collection dates. Students receive their teacher marked scripts with a total raw score mark or percentage (and grades in Y10/11).</p>
French	<p>Per Full Term</p> <p>KS4</p> <p>Two formative assessments with WWW / EBI / Gap Fill Task/ Gap Fill Task completion checked by the teacher.</p> <p>At least two other pieces of 'other' teacher marking As much self and peer-marked work as possible.</p> <p>KS3</p> <p>One formative assessment with WWW / EBI / Gap Fill Task/ Gap Fill Task completion checked by the teacher.</p> <p>At least one piece of 'other' teacher marking As much self and peer-marked work as possible</p> <p>Per Academic Year</p> <p>Two summative assessments / exams cumulative in nature, timetabled by the subject leader to coincide with the calendared Data Collection dates. Students receive their teacher marked scripts with a total raw score mark or percentage (and grades in Y10/11).</p>

<p>Creative Arts</p>	<p style="text-align: center;">Per Full Term KS4</p> <p>Two formative assessments with WWW / EBI / Gap Fill Task/ Gap Fill Task completion checked by the teacher.</p> <p style="text-align: center;">At least two other pieces of ‘other’ teacher marking As much self and peer-marked work as possible.</p> <p style="text-align: center;">KS3</p> <p>One formative assessment with WWW / EBI / Gap Fill Task/ Gap Fill Task completion checked by the teacher.</p> <p style="text-align: center;">At least one piece of ‘other’ teacher marking As much self and peer-marked work as possible</p> <p style="text-align: center;">Per Academic Year</p> <p>Two summative assessments / exams cumulative in nature, timetabled by the subject leader to coincide with the calendared Data Collection dates. Students receive their teacher marked scripts with a total raw score mark or percentage (and grades in Y10/11).</p>
<p>Business Studies</p>	<p style="text-align: center;">Per Full Term KS4</p> <p>Two formative assessments with WWW / EBI / Gap Fill Task/ Gap Fill Task completion checked by the teacher.</p> <p style="text-align: center;">At least two other pieces of ‘other’ teacher marking As much self and peer-marked work as possible.</p> <p style="text-align: center;">Per Academic Year</p> <p>Two summative assessments / exams cumulative in nature, timetabled by the subject leader to coincide with the calendared Data Collection dates. Students receive their teacher marked scripts with a total raw score mark or percentage (and grades in Y10/11).</p>
<p>Design Technology (Food, Resistant Material and Textiles)</p>	<p style="text-align: center;">Per Full Term KS4</p> <p>Two formative assessments with WWW / EBI / Gap Fill Task/ Gap Fill Task completion checked by the teacher.</p> <p style="text-align: center;">At least two pieces of ‘other’ teacher marking As much self and peer-marked work as possible.</p> <p style="text-align: center;">KS4 Per Academic Year</p> <p>Two summative assessments / exams cumulative in nature, timetabled by the subject leader to coincide with the calendared Data Collection dates. Students receive their teacher marked scripts with a total raw score mark or percentage (and grades in Y10/11).</p> <p><i>Exceptions: In Y11 for the Autumn and Spring terms, for both Food and Resistant Materials, coursework is a large part of the delivery. Assessment in each will be summative in terms of the coursework marking and grading each term. The Autumn Y11 mock summative will take place as other subjects during that term. In Summer term of Y11, both will do a summative mock at</i></p>

	<p><i>the start of the term, give WWW and EBI feedback on this and gap-fill the EBI, followed by teacher validation of the gap fill.</i></p> <p>KS3 – per rotation block One formative practical assessment with WWW and EBI.</p> <p>One summative assessment with WWW / EBI Gap Fill / Gap Fill completion verified by the teacher.</p> <p>As much self and peer-marked work as possible where applicable.</p>
Physical Education	<p>Per Full Term KS4 Two formative assessments with WWW / EBI / Gap Fill Task/ Gap Fill Task completion checked by the teacher.</p> <p>At least two pieces of ‘other’ teacher marking As much self and peer-marked work as possible.</p> <p>Per Academic Year KS4 Two summative assessments / exams cumulative in nature, timetabled by the subject leader to coincide with the calendared Data Collection dates. Students receive their teacher marked scripts with a total raw score mark or percentage (and grades in Y10/11).</p> <p><i>Exception: Y11 Autumn HT2 – no formative piece as students will be following the PEP plan as part of the course.</i></p> <p>Years 7, 8 and 9 Verbal feedback at the end of each half-term based on practical assessment.</p>
Religious Education	<p>Term 1 & 2 KS3 One formative assessment with WWW / EBI / Gap Fill Task/ Gap Fill Task completion checked by the teacher.</p> <p>At least two pieces of ‘other’ teacher marking As much self and peer-marked work as possible</p> <p>Per Academic Year One summative assessment in term 3 which is cumulative in nature. Students receive their teacher marked scripts with a total raw score mark or percentage.</p>

All BTEC and CAMNAT vocational courses follow the assessment and marking procedures set out in those specifications.

Exceptions:

- Life Skills lessons in Years 10 and 11 (which include PSHE, Citizenship, Careers and Religious Education) follow a lesson by lesson self-assessment and teacher end of topic validation assessment program.
- Games lessons in Years 10 and 11 have no assessment.

SSE

There are scheduled times for Subject Leaders and Senior Leaders to conduct 'marking and feedback' quality assurance and self-evaluation activities across the year as set out in the school self-evaluation calendar to ensure marking and feedback policies are being adhered to and that the quality of assessment and marking is of the standards we would expect.

Responsibilities

• Teachers

- To implement this policy in line with agreed departmental structures.
- To identify students who are not meeting targets via assessment data and to adopt appropriate intervention strategies to track and support students, including communicating with parents outside normal reporting windows.

● Subject Leaders

- To embed the policy within their subject area.
- To monitor assessment, marking and feedback across their subject area through the SCP and SSE processes.
- To feed back to teachers on their marking, feedback and assessment practices
- To advise on policy review and development.
- To use assessment information formatively to adapt SOLs and plan future learning
- Monitor and analyse summative assessment data
- To lead on departmental intervention strategies
- To take appropriate action when targets are not being met and or strategies are not effective to improve staff and student performance.

SLT/Assistant Headteacher (Assessment)

- To monitor the implementation of this policy by Subject Leaders via SCP and SSE processes.
- To quality assure summative assessments to ensure the rigour of these allows the assessment policy to be fully validated in terms of the quality of data outcomes.
- To support Subject Leaders in constructing and implementing appropriate intervention strategies to enable all students to make at least good progress.
- To take appropriate action when targets are not being met and or strategies are not effective to improve staff and student performance.

Assistant Headteacher (Assessment)

- To review the impact of the policy on practice.
- To lead on policy amendments.
- Line manage the Exams Officers and SENDCo to ensure the successful implementation of all internal exam arrangements, processes and operations in school.

● Headteacher & Deputy Headteacher (Raising Standards)

- To hold the Assistant Headteacher for Assessment to account for the implementation and impact of this policy.

● SENCo

- To keep accurate records of additional diagnostic assessments which have taken place for SEND students.
- To communicate any relevant additional data to teaching staff
- To identify students who are entitled to examination access arrangements and liaise with the Exams Officers to ensure these arrangements are facilitated

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