



HODGE HILL GIRLS' SCHOOL

"Educating tomorrow's women today"

Assessment, Reporting and Recording Policy

| Document Information | |
|-----------------------------------|-----------------------|
| Role of person completing review: | Assistant Headteacher |
| Approved by: | FGB |
| Date approved: | 27.06.2022 |
| Date of next review: | Sept 2023 |
| Additional notes: | |



HODGE HILL GIRLS' SCHOOL

"Educating tomorrow's women today"

Hodge Hill Girls' School Assessment, Feedback and Marking Policy

The Assessment and Feedback policy is intended to support the quality of education at Hodge Hill Girls school by:

- Ensuring that feedback leads to progress in students' learning, that they know and remember more.
- Ensuring that the potential of all students, regardless of background or starting point, is maximised.

The Principles of Assessment at Hodge Hill Girls' School:

Assessment is:

- integral to teaching and learning
- based on the belief that all students have the potential to improve and achieve
- underpinned by a clear purpose that is stated and understood
- a process that actively involves learners
- drawn from a wide range of evidence to provide a complete picture of a student's achievement
- a process that provides feedback to inspire hard work and practice.

The Purpose of Assessment:

There are three distinct purposes:

Diagnostic – to monitor how well a student is learning and to identify difficulties so that appropriate help and guidance can be provided to ensure progress is made.

Formative – the on-going process in which students' positive achievements can be recognised, discussed, and recorded. It will be used by teachers, together with their students, to identify areas for improvement and plan the next appropriate stage of learning. This is Assessment for Learning (AfL) in practice

Summative – to provide a picture of the overall achievement of a student at regular intervals throughout the year.

Monitoring and Review

All teaching staff will ensure that summative assessments are conducted during assessment weeks* and that diagnostic and formative assessment takes place regularly in lesson. All summative assessments will be followed by Dedicated Improvement and Reflection Time (DIRT).



HODGE HILL GIRLS' SCHOOL

"Educating tomorrow's women today"

Heads of Faculty and Subject Leaders will monitor assessments across departments ensuring that diagnostic and formative assessment takes place regularly in lesson and assessment benefits pupils learning.

The Senior Leadership Team will include monitoring of assessments as part of their scrutiny of the curriculum and pupil work.

Assessment and feedback will be commented on as part of any external reviews.

*Where possible, this might not be possible for classes on rotation.

Reporting and Recording Assessments

While assessment is continuous and an integral part of good teaching in all lessons, summative assessment should be recorded by teachers. Individual staff should keep records of performance and Faculty/Subject Leaders should have central records of evidence for their department. Summative assessment grades should be recorded accurately and correspond to the relevant programme of study. Summative assessment data is collected whole school three times a year and uploaded into SISRA Analytics, and used, by teachers and support staff to analyse student progress. As part of a spiral curriculum summative assessments must be designed to be appropriate to the stage of learning being assessed. All summative assessments will be followed by Dedicated Improvement and Reflection Time (DIRT).

Reporting to parents/carers takes place verbally through parent/carers consultation meetings once a year. However, formal reporting in writing is through a variety of formats

- Interim Progress reports
- End of Year Report
- Publication of GCSE results

All school reports are completed via SIMS, which can be accessed in school or from home. Subject/Faculty leaders are responsible for ensuring comment banks are up-to-date and accurate, these should be sent to the Data Manager at least two weeks before Full Reports are due to start, as per the school calendar, or when requested. Subject/ Faculty leaders should ensure that all their team are meeting formal reporting deadlines.

KS3 Reporting to Parents: Formal reporting at KS3 on progress will notify parents/carers if their child is above, on or below track.

KS4 Reporting to Parents: Formal reporting to parents/carers at KS4 will be based on individual minimum expected grades (MEG) at the end of year 11. The MEG will be based on average prior attainment at KS2 or GL assessments at the start of year 7 if the cohort were unable to sit their SATs when they were in KS2.



HODGE HILL GIRLS' SCHOOL

"Educating tomorrow's women today"

Students with Special Educational Needs (SEND) - The Learning Support faculty conducts key diagnostic testing for identification of students with Special Needs on entry to the school. Such tests include reading age assessments in September and March, DRA (Diagnostic Reading Analysis) Test, EAL reading, speaking writing and listening tests. Students with learning needs will be given appropriate support. Support for the assessment of SEND pupils can be sought from the SENCO and Learning Support Team.

Marking and Feedback

"Excessive focus on marking books mean that other things do not get done. Things that make a difference to learning, such as planning." – Mary Myatt

Marking everything, or writing lengthy comments in books, has little to no impact on learning. We recognise that time is better spent looking at work and providing feedback to pupils, in a variety of ways, with the sole intention of adapting our planning to move the learning forward. This is the most effective way of enabling students to make progress.

Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided later.

Students' work will be of much better quality when they know it has been looked at and we must ensure that students' work is checked for understanding and that pupils know that this has happened.

At Hodge Hill Girls' School, our feedback will:

Be impactful

- Feedback should make a difference to how teachers teach and how students make progress.
- Future lessons will demonstrate that the teacher is aware of misconceptions and/or gaps in a learners' knowledge and that the teacher has planned learning experiences to support students in closing gaps and making progress.

Address misconceptions.

- Progress will be evident in future work.

Be connected

- All feedback will be linked to learning
- Feedback will be linked to the skills, knowledge and understanding as set out by the National Curriculum and/or Exam Specifications.
- Feedback will be used to inform the planning of future lessons.

Our Visible Consistencies

- Students will use **red** pens to improve their written work.
- Students will use **red** pens to conduct self-assessment.



HODGE HILL GIRLS' SCHOOL

"Educating tomorrow's women today"

- Students will use **red** pens to conduct peer assessment.
- Teachers will use **green** pens to give written feedback on students' learning.
- A teacher should only write in a student's book if it is going to impact on progress.
- Any homework is clearly labelled in books

Delivering Feedback

At Hodge Hill Girls' School we deliver feedback to pupils in the following ways:

Verbal feedback: Teachers should circulate lesson regularly and provide timely, personalised feedback that enables a student to develop their knowledge, skills and understanding.

DIRT time: All summative assessments will be followed by Dedicated Improvement and Reflection Time (DIRT). DIRT allows students to reflect/act upon the comments that have been written, as feedback. Therefore, ensuring the feedback is being put to use and is supporting the progress of students. DIRT time is completed by the pupils in red pen so they can see the improvements they are making. It is SMART and focused, so pupils can see and understand how to make progress. Subject/Faculty Leaders should monitor the quality of DIRT time to ensure that it complements the assessment process and embeds pupil reflection and progress.

Low stakes knowledge testing: These provide regular feedback to students' and the teacher on recall practice.

Marking

Marking is not the same as feedback and in line with government recommendations we have eliminated ineffective marking which places an excessive burden on teacher workload and does not benefit the student. Student work will be monitored in the following ways:

Book/progress looks: These will take place regularly and will enable a teacher to have an overview of the quality of work completed by students in a lesson, identify common misconceptions and plan the focus of the next lesson. In practical subjects without books staff will complete a progress look rather than a book look. Teachers will provide regular feedback to their department on their book looks and the Subject/Faculty Leader will record this feedback.

Actions following book looks include:

- Reteaching.
- Revisiting model work.
- Engaging with common errors.
- Revising the process.
- Further practice.
- Whole class feedback



HODGE HILL GIRLS' SCHOOL

"Educating tomorrow's women today"

Deep marking: Summative assessments are marked using a clear mark scheme/ success criteria checklist. All summative assessments will be followed by Dedicated Improvement and Reflection Time (DIRT). This feedback is placed in books and students' complete DIRT time in red pen in order to see the improvements they have made.

Homework: Homework will be monitored by staff who will RAG this on Class Charts so that there is a clear whole school picture to see if pupils are engaging with homework. At KS3 the burden of marking for staff will be low as most homework will be assessed using the many learning platforms that the school subscribes to in order to support student learning.

Monitoring and Review

All teaching staff will ensure that feedback takes place regularly in lessons and that book looks are also conducted regularly.

Heads of Faculty and Heads of subject will monitor feedback across departments ensure that that book looks are conducted regularly.

The Senior Leadership Team will include monitoring of feedback as part of their scrutiny of pupil work.

Feedback will be commented on as part of any external reviews, learning walks or observations.

If there is an issue with the feedback the school will provide support to help staff improve. (See appendix A for flow chart).

Appendix A – Book Look flow chart

