



Scissett Middle School

Working together, respecting all, because everyone matters

Policy	Assessment, Feedback and Reporting Policy		
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Approver	Mr J Ingham	Signature	<i>J Ingham</i>

Objective of Policy

Assessment and feedback will occur regularly, for a variety of purposes. Assessment allows teachers to track understanding and progress, and to plan intervention or issue rewards as appropriate. Verbal feedback and constructive marking of work helps to raise standards for pupils. Marking and feedback should always be meaningful, manageable and motivating

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Assessment, Feedback and Reporting Policy

Overview

Assessment and feedback will occur regularly, for a variety of purposes. Assessment allows teachers to track understanding and progress, and to plan intervention or issue rewards as appropriate. Verbal feedback and constructive marking of work helps to raise standards for pupils. Marking and feedback should always be meaningful, manageable and motivating.

Assessment provides opportunities for feedback so that pupils know how to improve their work. In turn, this allows teachers to refine their planning so that weaker areas can be addressed through whole-class or smaller group teaching. Feedback and marking makes tracking of learning objectives and outcomes for individual pupils on a day-to-day basis manageable and feeds onto the next cycle of planning for teaching. It is also an extremely effective medium for ensuring that the pupils are aware of their own progress and how they can improve.

Self-assessment is a key part of pupils' learning, in order that they become reflective and conscious of their strengths and targets, as well as becoming aware of marking criteria. Peer-assessment is similar in its aims, with an added strength of promoting pupils' abilities to learn from each other.

Effective feedback and assessment must:

- Enable teachers to establish pupils starting points in their learning;
- Provide clear feedback to pupils which in turn will lead to pupils recognising the next steps in their learning and how to take them
- Build subject knowledge
- Help pupils to know and recognise the standards they are aiming for;
- Develop high standards of presentation and develop the pupils' pride in their work
- Ensure all pupils have their understanding assessed and receive feedback in such a way that consistently provides the best opportunity for rapid and sustained progress to be made
- Develop pupils' literacy and numeracy skills
- Promote self-regulation and resilience
- Promote confidence and the belief in every pupil that they can improve
- Allow both the teacher and pupils to accurately review and reflect on assessment data
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Teachers should use a mixture of formative and summative assessment:

Formative assessment – Shapes future action and allows for responsive teaching. Staff assess progress through the curriculum on a regular basis and provide developmental feedback to promote rapid and sustained progress.

Summative assessment – Over the academic year, this should sample a range of skills and knowledge to measure progress and retention within a subject.

Rationale

- Assessment for Learning principles underpin this feedback policy.
- Feedback is most effective when it focuses on the learning objectives and evaluates performance against the stated success criteria.
- Comments – be they written; verbal; teacher directed or peer directed, will be constructive
- Feedback is most effective when it is given regularly and promptly
- Written feedback will clearly identify targets/next steps for learning but this can be done in the most effective and efficient way identified by each subject.

- Work will be marked for Literacy content where possible. All pupils will be supported to improve spellings specifically but there is no set protocol for number and frequency in recognition of professional judgement and individual pupil need.
- Written feedback should never be given for the sake of it but be used to forward progress and inform planning.
- Teachers know best how to feedback most effectively in their own subject. Scissett Middle encourages staff to innovate and try new ways to give feedback to pupils.

Reasons for assessing and providing feedback

To show we value all learners and their work.

To show evidence of progress to pupils.

To inform future planning.

To ensure all pupils make maximum progress by learning from their mistakes.

To develop pupils (and staff) that are reflective, independent learners with a Growth Mindset.

To inform dialogue between pupils and teachers

Formalised Feedback should:

- Be constructive, at regular intervals, of high quality and in a variety of forms
- Always be given on extended pieces of writing
- Communicate success
- Point out areas to improve 'even better if', a question, challenge or target. Advice needs to be specific, achievable and clear
- Provide prompts and scaffolding which can be used to aid clarity
- Allow for some pieces of work to be peer or self assessed, whereby pupils will identify strengths or weaknesses of the work in line with the success criteria
- Be marked in purple pen by all staff, where appropriate
- Provide opportunities for pupils to respond to feedback using their green pen to enhance, improve their performance and demonstrate progress
- Include teachers revisiting improvements to maximise the impact on learning
- Not compare their work with another pupil except through constructive shared evaluation. Where a comparison is made, it should be with the pupil's own previous performance.

Marking Literacy

- All staff to use the same symbols in response to writing
- Every subject will maximise opportunities for extended writing where appropriate
- Pupils are taught how to write in an extended way in literacy based subject through the use of writing frames; modelled work and other strategies
- Pupils have access to tier three vocabulary for each subject
- Spelling tier three vocabulary in each subject is corrected and pupils are required to write the words out three times and record them in their vocabulary section in their planners

Literacy Codes

P = Error in punctuation

Gr = Grammatical error (sentence doesn't make sense)

C.L.= Error in capital letter

Sp. = Spelling error

// = New paragraph required

^ = missing word or phrase here

Teachers are expected to ensure that:

- Work is assessed regularly and in line with the department policy
- There is clear use of success criteria to aid effective feedback
- All feedback is understood by pupils
- There is evidence of progress over time
- Pupils are allowed time to respond to feedback and improve their work through DIRT
- They mark in purple pen
- Pupils respond to the written feedback in green pen

- They revisit pupil improvements to maximise the impact on learning and record ‘target met’ or redirect, as appropriate
- They consistently use the literacy marking codes
- They take every opportunity to develop extended writing skills
- Ensure the presentation of pupils’ work is neat and follows the school guidelines

Strategic Leaders are expected to ensure that:

- Departmental marking policy enables the whole school policy to be consistently implemented
- The impact of feedback is monitored
- There is evidence of progress over time for all teaching groups and all pupils
- Opportunities are given for extended writing in schemes of work in literacy based subjects
- Literacy is marked using the school codes and spellings are corrected and addressed by pupils
- Pupils are regularly given time to respond to feedback and to improve their work through DIRT

The Leadership Team are expected to ensure that:

- The whole school policy is consistently implemented
- That the impact of feedback is monitored and implement further changes as necessary
- Regular work scrutiny evidences progress over time for all teaching groups and all pupils
- Literacy is marked using the school codes consistently

Reporting

The whole school reporting system gathers data three times per year and reports this to parents.

KS2:

For English and Mathematics, pupils are given an Attitude to Learning (AtL) grade and a homework grade. They are also given a “currently working at” grade for Reading, Writing and Mathematics (B, WTS, EXS, GDS).

For foundation subjects, pupils are given a grade for Attitude to Learning, and a “currently working at” teacher assessment grade.

KS3:

For each subject, pupils are given Attitude to Learning and Homework grades, an end of year pathway target and in the first two terms and indication of “On Target”, “Below Target” or “Above Target” towards their end of year pathway. At the end of term 3, pupils are also given a pathway grade.

The reports for each subject will show the current grades for a series of assessment objectives, in order to allow parents to see how their child is progressing along their target pathway in that subject.