



Presentation, Assessment and Feedback to Pupils Policy

Applicable to:	✓	Astley Community High School
	✓	Seaton Sluice Middle School
	✓	Whytrig Middle School
Approval body:	Executive Headteacher	

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Executive Headteacher (JB)	31 January 2022	0.1	Initial draft based on separate SVF Feedback to Pupils and Presentation Policies (June 2019)
Changed by	Revision Date		
Head of School WMS (JS) Assistant Headteacher SEND & Disadvantaged ACHS/WMS (KL)	3 February 2022	0.2	Updated to incorporate SLT comments
LSG and Pathways cohort (MH, JE, AD)	22 June 2022	0.3	Updated to incorporate comments from LSG and Pathways cohort
Business Director (BW)	20 March 2023	0.4	Renamed and reordered following inclusion of existing Assessment Policy (June 2019)
Business Director (BW)	21 March 2023	1.0	Final approved version for publication
Business Director (BW)	23 May 2023	1.1	Replaced 'differentiation' with 'adaptive teaching'

1 Overview

1.1 This policy is based on the most recent research from the Education Endowment Foundation (EEF). Schools and faculties will decide what adaptations are needed to ensure best practice with regard to feedback whilst adhering to this policy.

1.2 This policy aims to ensure that:

- consistency in **presentation** helps pupils and others to access their work
- **assessment** demonstrates that teaching and learning are working well and that the children are benefiting from a deep and rich education
- **feedback** provides pupils with an evaluation of where they are currently (and specifically what they need to do to make progress) and supports teachers' understanding of where each pupil is at, to inform the planning of their teaching

1.3 This policy should be read alongside the federation's Teaching and Learning Policy.

2 Presentation

2.1 As a federation, we have agreed the following principles with regard to presentation of pupils' work:

- The date will be written in the margin (either numerical or full date) and will be underlined; if there is no margin the date will be written at the top of the page.
- The title will be written in full and underlined.
- Work should be written neatly in blue or black pen.
- Pencils will be used for drawing pictures, diagrams or drawings; any labels will be written in pen.
- If a mistake is made it will be corrected by drawing a neat line through it using a ruler.
- All straight lines will be drawn using a ruler and pen or pencil; if a line is curved it will be drawn using a pencil.
- Colouring in will be done with coloured pencils not felt tips.
- Pupils will not write, draw or put stickers on the front of their books unless instructed by their teachers.

3 Assessment

3.1 There has recently been a great deal of change in assessment. With this change comes a move to a far more sophisticated way of thinking about how we assess pupils and about how assessment sits within the curriculum. We want the federation and our schools' assessment systems to support the pupils' journey through the curriculum. We must design systems that reflect each pupil's achievement, as that is the achievement that has come about through the teaching in our curriculum.

3.2 This policy covers three areas with regards to assessment:

- The methodology we use to help us know how well our pupils are doing at the point they are at in the curriculum.
- What we are doing with that information to support better pupil achievement.
- How well we support pupil progress and deepen their knowledge in order to promote understanding and develop their skills.

3.3 As a federation, we understand progress to mean pupils knowing more and remembering more. Has a child really gained the knowledge to understand the key

concepts and ideas? And is this enabling them to develop the skills they need to master?

4 Aims of assessment

4.1 In our assessment processes we aim to gather information which will enable us to:

- evaluate and record the attainment and progress of each pupil and identify individual strengths and weaknesses
- provide an accurate representation of pupil achievement for effective use in evaluating and planning schemes of learning in departments and to inform whole school analysis of pupil progress
- evaluate our teaching effectiveness and to plan future teaching and learning experiences
- match work to the needs of individual pupils
- compare individual and school levels of attainment and progress with that of the wider school population
- provide reliable and regular information to staff, pupils, parents/carers, partner schools, governors and other interested parties about the progress and development of each child
- recognise and celebrate success
- identify and respond to underachievement

5 Effective assessment

5.1 We recognise and encourage the following as features of good assessment practice:

Promotes and Supports Learning

- identifies what pupils know, understand and can do
- enables consistent monitoring of pupil progress
- identifies individual learning strengths and weaknesses
- encourages progression in learning

Informs Teaching

- assists lesson planning
- informs review of content and skills
- promotes a variety of teaching strategies
- enables consistent monitoring of teaching progress
- encourages reflection

Is both formative and summative

- promotes a shared learning culture
- provides clear and regular feedback
- diagnoses learning difficulties and measures pupil performance
- identifies clear and shared targets for pupil progress
- promotes adaptive teaching by outcome
- provides effective and progressive pupil records
- informs regular reporting to parents/carers

Uses appropriate and diverse strategies

- is both formal and informal

- accommodates a variety of learning styles
- tests a range of skills
- encourages effective and standardised marking procedures
- is both qualitative and quantitative
- is carried out in a range of contexts

Recognises ALL pupil progress and achievement

- rewards progress, effort and achievement
- fosters motivation and promotes a commitment to learning
- creates opportunities for self direction
- fosters self esteem and social development

Develops the capacity for Self Assessment

- shares learning outcomes and assessment criteria
- gives sensitive and constructive feedback
- supports pupils in self and peer assessment activities
- engages pupils in realistic target setting

6 Assessment responsibilities

Senior Leadership Team

- sets challenging but realistic and achievable whole school targets
- ensures key data is available to all staff
- informs governors of targets, standards and achievement
- monitors assessment through classroom observation and work scrutiny to judge the standards in the departments that they line manage and, where necessary, put in place and support intervention strategies
- analyses tracking data and respond to outcomes

Faculty Leaders/Middle Leaders

- develop departmental policy which translates the whole school assessment policy into detailed requirements of the subject
- are aware of, and work towards meeting, departmental targets
- monitor that each teacher has access to, understands and makes effective use of key data to differentiate and provide appropriate feedback to parents, pupils and other colleagues in school
- produce formal assessments for each year group and ensure that pupils are given suitable prior warning/information regarding the time and nature of the assessment task in order to prepare appropriately
- ensure that teachers regularly mark work and provide appropriate feedback on successes and next steps in selected pieces of work
- ensure that all pupils have the opportunity to reach their full potential in their subject areas
- ensure teachers are sharing learning objectives with pupils every lesson
- ensure assessment tasks are differentiated to assist pupils' understanding
- ensure that all departmental staff complete tracking data at the appropriate time and this data is informed by assessment
- analyse data and implement intervention accordingly informing Student Progress Leaders (SPLs) and Heads of Year, SENDCo and parents/carers of any concerns
- use analysis of data as a diagnostic tool and to set targets for groups of pupils where appropriate

- coordinate the use of CPD/directed time to promote good assessment practice

Teaching Staff

- understand and appreciate the value and importance of assessment
- adhere to all departmental and whole school guidelines on assessment
- provide a range of assessment opportunities in lessons
- keep appropriate records in line with whole school and departmental policies ensuring that information is kept secure
- regularly mark work and provide appropriate feedback on successes and next steps in selected pieces of work
- ensure that assessment informs the learning of all pupils
- ensure that tracking data is produced at the appropriate time and is informed by assessment
- ensure that pupils understand what is being assessed and know how to improve
- use assessment results and target setting data to motivate pupils
- use available data on pupils to inform planning and personalisation of learning

Form Tutors

- are familiar with the Prior Attainment Profile of each individual in the tutor group
- engage in the assertive intervention process
- offer praise/support in response to academic information received
- communicate with Student Progress Leaders, Heads of Year and subject teachers with regard to praise/concern for individuals
- check that tutees are recording all homework in their diary

7 Types of assessment

- 7.1 We acknowledge that assessment should be formative as well as summative and must point the way forward in the learning process, for all pupils, as well as recording the point reached in any given area of the curriculum.
- 7.2 **FORMATIVE ASSESSMENT:** This type of assessment is at the heart of Assessment for Learning and gives children feedback on how they are doing and advice on what they need to do to make further progress. It is informed by decisions that teachers make every day which can help the teacher to plan the next stage in each child's learning. Formative Assessment depends on evidence and on interpreting that evidence. The things that children say, draw, write, construct or perform during the course of the school day are all sources of evidence on which formative assessment can be based. Formative assessment is ongoing. It promotes feedback/communication, identifies an individual's strengths and weaknesses. It tells them what level they are at and why and makes it clear what they need to do to reach the next level. At its heart is a target setting process, as such it provides information which can result in positive future development.
- 7.3 **SUMMATIVE ASSESSMENT:** This describes what level a pupil has reached at a specific point in time. Assessment information is summarised at particular times to determine achievement, for example at the end of a module of study or at the end of a Key Stage. It gives a standard or level of attainment at a particular time.
- 7.4 **DIAGNOSTIC ASSESSMENT:** Often linked to the outcomes of Formative Assessment. Diagnostic assessment is assessment for particular strengths and weaknesses. It helps to identify gifted children or children with particular learning difficulties. It is a method of assessment through which specific learning needs or difficulties may be identified in

order that the right support may be provided. This assessment should be used when and as deemed necessary by a teacher with regard to a pupil's progress in learning. The implementation of such assessment is usually discussed with the SENDCo. Results, information, and any strategies decided upon should be made available to all teachers of the individual concerned and should be shared with the pupil and their parents.

- 7.5 **SELF ASSESSMENT:** This is where pupils consider their own learning achievements. The process of self assessment should foster greater self awareness and raise self-esteem. It encourages pupils to take an increased responsibility for their own learning. This in turn should allow individuals to set their own future learning targets helping them to develop a clearer understanding of what they are expected to learn and how they can make progress. The sharing of learning objectives and success criteria are fundamental to successful self-assessment in raising standards of achievement.
- 7.6 **PEER ASSESSMENT:** This is a method of assessment where pupils assess the performance or achievement of other pupils. It requires pupils to think critically about the achievement of others whilst comparing their own achievement. It should be based on clear criteria which the children understand and which they apply to the work they are assessing. As such it should help pupils understand what achievement at different levels looks like and should help them give positive feedback to their peers as well as suggestions on how they could improve. Part of this process involves each individual gaining greater insight into the levels of progression within the topic/subject they are studying and what they need to do to make further progress. An example of this is the interactive learning wall used in some subjects.

8 Target setting

- 8.1 We believe that enabling children to realise their potential is fundamental. In particular, we acknowledge that ambitious target setting is critical if our pupils are to achieve the educational outcomes of which they are capable. Targets are at their most powerful when they are used alongside teachers' own assessment and monitoring of pupils' progress to inform what needs to happen in the classroom.
- 8.2 As part of our tracking process, we use targets and monitoring to:
- identify pupils who may have fallen behind and who need extra help to catch up
 - check that pupils are progressing at the rate needed to meet age related expectations
 - check that pupils are progressing at the rate needed to meet the targets that the school has agreed
 - ensure that all pupils make the progress of which they are capable
 - identify areas of teaching that may need improving
- 8.3 All pupils across all Key Stages will be given subject specific targets for all subjects that they follow. These targets will be driven by prior attainment data. Subject Leaders will decide how best to share this information with pupils in order to ensure that they can readily access the information.

9 Tracking

What is Pupil Tracking?

- Pupil tracking is a whole school procedure in place in all of our schools, for measuring and recording individual pupil information at regular intervals over the school life of the child

- Effective pupil tracking is a process which should be used in planning for improvement for individuals, groups of pupils and the whole school
- It is the essential prerequisite for personalised learning

Why do we do it?

- To provide appropriate and challenging opportunities for all pupils in order that they can be enabled to fulfil their potential
- To track and monitor progress of individual pupils/groups of pupils/cohorts against prior attainment
- To inform curriculum planning
- To provide an evidence base with which to identify priorities and set a range of targets
- To provide a system for receiving targets
- To help with smooth transitions from year to year/teacher to teacher
- To provide evidence of monitoring of progress for other interested parties e.g. parents/carers, governors, OFSTED
- To enable managers, middle and senior, to ascertain how the school/cohort is performing and how it can improve performance

Who is it for?

- All those concerned with the child's progress:
 - The child
 - Parents/carers
 - All teachers/adults working with the child
 - Senior Leadership Team
 - Partnership schools
 - Governors
 - External agencies
 - Local Authority

What do we do?

- Decide on a timetable for the tracking process
- Assess the children
- Collect the results and record them as a central system
- Analyse and interpret new results for individual pupils/groups of pupils/cohorts in the light of prior attainment
- Identify issues arising from the analysis
- Prioritise the issues according to need
- Plan actions to address priorities
- Evaluate progress

10 Feedback to pupils

10.1 As a federation, we have agreed the following principles with regard to feedback:

- All staff will lay the foundations for effective feedback.
- All staff will deliver appropriately timed feedback that focuses on moving learning forward.
- Staff will plan for how pupils will receive and use feedback.
- Formative and summative assessment will be used throughout the year.

10.2 Staff will also award merits and praise for good effort and contact home on a regular basis.

10.3 The quality of feedback to pupils, and the extent to which it leads to improvements in learning, will be monitored through a review of pupils' work, discussions with pupils and lesson observations.


What must happen	What this means	How will individual schools and faculties do this?
All staff will lay the foundations for effective feedback	<ul style="list-style-type: none"> • Before providing feedback teachers should provide high quality instruction including the use of formative assessment. • High quality initial instruction will reduce the work that feedback needs to do. • Formative assessment strategies are required to set learning intentions (which feedback will aim towards) and assess learning gaps (which feedback will address) 	<ul style="list-style-type: none"> • Success criteria and how to complete them and use them will be glued into all books. This is used over all years in Art and Technology. • Pupils to complete a WWW? and EBI sheet every new success criteria/LO. Conversations can be had about the WWW? and EBI to inform the next lesson.
All staff will deliver appropriately timed feedback that focuses on moving learning forward	<ul style="list-style-type: none"> • There is not one clear answer for when feedback should be provided. Rather teachers should judge whether more immediate or delayed feedback is required considering the characteristics of the task set, the pupil and the collective understanding of the class. • Feedback should focus on moving learning forward targeting the specific learning gaps the pupils exhibit. Specifically high quality feedback may focus on the task, subject and self regulation strategies. (improving the learners own ability to plan, monitor and evaluate their learning.) • Feedback that focuses on a learner's personal characteristics or feedback that offers only general and vague remarks is less likely to be effective. 	<ul style="list-style-type: none"> •
Staff will plan for how pupils will receive and use feedback	<ul style="list-style-type: none"> • Careful thought should be given to how pupils receive their feedback. Pupils' motivation, self confidence, their trust in the teacher and their capacity to receive information can impact feedback effectiveness. Teachers should therefore implement strategies that encourage learners to welcome feedback and should monitor whether pupils are using it. • Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning 	<ul style="list-style-type: none"> •

	can progress.	
Formative and summative assessment will be used throughout the year	<ul style="list-style-type: none"> Following any assessment the students will record the outcomes to ensure progress can be tracked. 	•
Staff will carefully consider how to use purposeful and time efficient written feedback	<ul style="list-style-type: none"> Written methods of feedback can improve pupil attainment and progress. However care must be taken to ensure positive effects, by making the feedback specific and relevant to the quality instruction that the pupils were given. Written feedback should not overly impact on teacher workload and this must be monitored. 	•
Staff will carefully consider how to use purposeful verbal feedback	<ul style="list-style-type: none"> Verbal feedback can improve pupil attainment and is more time efficient when used appropriately compared to written feedback. Staff should realise the effects of verbal feedback can vary and the method of delivery is not as important as having the above principles in place. 	•

11 Marking for literacy

11.1 Marking for literacy is an expected principle for effective feedback in all areas of the SVF curriculum.

11.2 Teachers will support the development of literacy by giving feedback and corrections of literacy errors. This will more than likely occur in the detailed marking/feedback, and teachers should use the symbols identified below to help do this:

	Around the first letter means a missing capital, or one that isn't needed
Sp	Around a word that a pupil should be expected to know - please do no more than five words in a piece of work; the pupil should write the correct spelling out three times
//	Means you need to start a new paragraph
^	Means there is a word missing from your sentence
?	In the margin means that you need to correct the expression
P	In the margin means that you need to check your punctuation