Assessment, Feedback and Improvement Policy

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Version	Date	Amendments
V1		First issue.
V2	09/07/2021	Version updated for annual review.
V3	23/11/2021	Annual review time adjusted
V4	22/11/2022	Annual review – deferred to March 2023 LGB meeting
V5	21/11/2023	Annual review.

Contents

1. Introduction and Rationale

Effective assessment and feedback is an essential part of the education process and is crucial in advancing student progress and outcomes. Research evidence around Feedback show that its effect on learning is significant Education Endowment Foundation's (EEF) Teaching and Learning Toolkit estimates that effective feedback can add 8 months of impact to a student's learning.

Ridgewood High School recognises the workload concerns that accompany marking and this policy is underpinned by the three recommendations of the Independent Teacher Workload Review Group that marking should be meaningful, manageable and motivating.

It is recognised that teachers will develop a wide range of assessment techniques to support their pedagogy and that assessment will vary according to the subject being taught and the age range of the students.

There will be clarification in the difference between formative assessments and summative assessments: formative assessment produces a consequence for the teacher or learner; summative assessment judges the extent of pupils' learning of the material being assessed.

The Purpose of high-quality Assessment and Feedback at Ridgewood High School is:

- To help pupils to know and understand where strengths are and what they can do to improve their learning.
- To encourage students to take responsibility for their progress and advance their engagement with their learning.
- To allow teachers to be responsive having gained information about a student's knowledge understanding and skills and to what extent they have fully mastered the important content being assessed, including any misconceptions.
- To help the teacher to plan future learning activities to help students make better progress and adapt their teaching in response to assessments.
- To report progress to parents.
- To allow staff at the school to plan extra support for individuals or groups of students.

To allow leaders at the school to evaluate how its practices impact on learning.

Microsoft Teams

Students may be set work to complete remotely in the event of a school closure or partial school closure. In this circumstance, assessment may be set online for students to complete. Teachers will use professional judgement in how this assessment is marked given the potential inconsistencies in its completion.

2. Expected practice at Ridgewood High School

2.1 In-lesson assessment

Assessment should be carried throughout the learning process by the classroom teacher. This assessment can be achieved through a variety of activities, for example: questioning, exit tickets, mini-white board activities, verbal feedback, performances and fact tests.

The effectiveness of this type of assessment and the impact that it has on student progress will be evaluated during lesson observations, learning walks and progress meetings.

2.2 Individual feedback and marking- expected teacher engagement with student books

The frequency of marking and feedback will be affected by the subject and the amount of curriculum time a subject has. As minimum teachers are to engage with student books every three weeks. It is important that books are looked at regularly (as defined in Faculty policies and agreed by Line Managers) and that *Beautiful Books* compliance checking is part of teacher engagement with student books.

The feedback should:

- Be linked to the Key Stage 3 rubric or exam board specification criteria.
- Identify strengths and a key area for development (beyond improving literacy).
- Give students opportunity to respond to the feedback that has been given to improve their learning.
- Develop literacy skills where appropriate. It is important students are given responsibility for correcting the most relevant spelling, punctuation and grammar errors. This is outlined in our 'Beautiful Books' expectations.

It is worth noting that diagnostic feedback does not always have to take the form of a full written comment in each student's book. Diagnostic marking of formative assessments can take the form of a whole class feedback sheet or overview grid. For example, during the process of engaging with student books, teachers could diagnose five key things that the students in the class need to do better. Teachers could then create a grid or populate a whole class feedback sheet which clearly details for students what these key areas for improvement are and what they mean. When engaging with individual student books, teachers can indicate which key improvement point each student needs to work on.

Although regular checking of student work is vital to ensure that students are maintaining high standards, there is no need for teachers to make a formative comment on every piece of work that a student does.

There is a recognition that verbal feedback is an appropriate method of giving feedback as long as it achieves the points in paragraph 2.4 (there is no need for a teacher to record in the student's work that verbal feedback has been given).

In acknowledgement of a healthy work-life balance teachers should not need to spend excessive time marking students' work. If this is the case, teachers should re-evaluate their marking routines and expectations to eliminate unnecessary workload burdens. Any teacher with ongoing concerns about workload issues surrounding marking should speak to their line manager so that support can be given.

To ensure that feedback is making an impact on progress there will be work reviews (by Faculty Leaders (FLs) and SLT) throughout the year.

To enable teachers to accurately assess what students can do independently Teaching Assistants are to use the following codes to indicate the level of support students have received with written tasks.

2.2 Teaching Assistant Support Codes (TASC):

HS   Heavily Supported

SS   Some Support

I   Independently completed

D   Dictated

C   Copied

N   Notes

PW   Peer Work

2.3 Key assessment tasks- formative and summative

Formative assessment tasks will be planned into schemes of work at various points through a topic before the key summative assessment task for the topic. The formative assessment will be followed up with a '*To Do'* lesson where teachers address misconceptions and global errors and students are given the opportunity to correct misunderstandings or fill in knowledge gaps either individually, in groups or as a whole class.

2.4 Diagnostic marking

It is important for student understanding that there is a consistency of language across all faculties. Diagnostic marking allows students to understand errors/ misconceptions and know how to improve.

'Marking *should be more work for the recipient than the donor.'*   (Dylan Wiliam)

Diagnostic marking should therefore use the following terminology.

- **WWW What Went Well** – praise / acknowledgement for successful aspects of the work linked to the success criteria.
- **To Do** - A **task** specific to the work set to further challenge or correct an area of misconception. This should be linked to an aspect of the success criteria.
- **Student response** - the learner's response to the task set.

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3. Student response

If pupils simply use class time to provide superficial responses, then this is unlikely to improve outcomes.' (EEF, Marking review April 2016)

The '*To do'* lesson should always occur after formative assessment marking and may also occur following summative assessment marking. The *To Do* task should enable the student to substantially and visibly transform the piece of work. Correcting a spelling or a couple of sentences whilst often necessary is not a sufficiently challenging '*To do'* task. There should be a key learning point in the *To Do* and this should be linked to the task's success criteria.

- It is strongly recommended that students make amendments/ re-drafts in a green pen, this ensures that they, and their teachers can clearly identify where improvements have led to more successful outcomes.
- Improvements could be completed in either class time or homework. The teacher needs to check that these improvements have been made (triple marking however is not a requirement).
- Reminding students of their targets for improvement before they complete a similar piece of work in the future is a helpful way of ensuring students are focusing on their areas for improvement. This could be done by ensuring students write their target at the top of their next piece of marked work to remind them of the area of improvement they need to focus on.

Summative assessments should be identified in all schemes of work. They should take place at the relevant point in the sequence of learning, and they will measure the progress a student has made against our Key Stage 3 subject specific assessment rubric or Key Stage 4 course criteria. Although these tasks should be summative in nature, they also give a valuable opportunity for students to improve their learning. The frequency of these assessments should match the curriculum in the particular subject and be agreed by Line Managers.

The features of key summative assessment tasks at Ridgewood High School are:

- Students will be made aware/given the assessment criteria for the task.
- Students will be given time and direction from the teacher to revise or prepare for the assessment, preferably with the aid of a Personal Learning Checklist including key word list.
- The assessment (or a modified version of the assessment) will be taken by all students in the cohort under similar conditions.
- For KS4, the assessments should match GCSE style assessments as far as is possible. For KS3 assessments will be designed to enable students to demonstrate the skills and apply knowledge as detailed in each subject's KS3 assessment rubric.
- Students will be given feedback reminding them of where they are on the rubric.
- Standardisation and /or moderation by faculty staff should take place to ensure there is consistency in assessment.
- Levels at KS3 and grades at KS4 will be recorded on the central faculty tracking area on SIMS
- Students in KS4 will sit Pre-Public Examinations during their study.

Faculty Leaders or members of the faculty leadership will discuss the levels (KS3) or the grades (KS4) that students achieve with individual teachers during scheduled progress meetings across the year. Time will be given for staff to prepare for these meetings as part of the normal meeting cycle.

4. School data collection

The underlying principle behind the collection of progress data at the school is that it is inputted once and used in many different ways. Reporting to parents, curriculum monitoring and identifying students for improvement or additional support are examples of how the data will be used.

Data for reporting to parents will be collected according to the published school assessment calendar. After the data collection is complete it will be uploaded to analysis software which all staff will have access to; SISRA & ALPs.

The information that is required may vary from time to time but principally it will be:

4.1 Progress data

- KS3: where a student is performing on the KS3 rubric and what their end of KS3 target is.
- KS4: a 'Current Working At' grade and a 'Projected Grade'.
    - CWA – where a class teacher thinks at student is performing at the moment of assessment.
    - Projected – where a class teacher thinks a student is likely to be assuming the current levels of effort and progress are maintained.

4.2 Student profile data

- Attitude to learning description - this includes a student's attitude towards independent study.

It is vital that deadlines are met in uploading this data to SIMS and Faculty Leaders should ensure that data is uploaded for all students by the calendared deadline.

5. Continuing professional development

Through CPD the school will seek to ensure that all teachers and school leaders are kept up-to-date with developments in assessment practice and provide opportunities for teachers and school leaders to develop and improve their individual understanding and practice as needs arise.

6. Useful references

Eliminating unnecessary workload around marking: Report of the Independent Teacher Workload Review Group
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf

EEF Teaching and Learning Toolkit (Feedback)
https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/

A marked improvement? A review of the evidence on written marking April 2016 (Education Endowment Foundation)
https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf