



Assessment and Feedback Policy

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Prepared by	A Greenwood
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Assessment and Feedback Mission Statement

Assessment and Feedback will occur regularly, for a variety of purposes. We believe that verbal feedback and constructive marking of written work helps to raise standards. The core purpose is to allow students, teachers and parents to measure how well the students are progressing. Assessment allows teachers and other staff to track progress and plan intervention as well as issue rewards and praise as appropriate.

Equally importantly, assessment provides opportunities for feedback so that students 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 students 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 students are aware of their own progress and how they can improve.

Assessment will not always be solely carried out by teachers. Self-assessment is a key part of students' 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 students' abilities to learn from each other.

Summary of Expectations

Ideally, written work should be engaged with by the teacher and student, with feedback provided and/ or opportunities for self-reflection created, within three working weeks of being completed. This means that students will still remember the task and the process of completing the work, and feedback will be relevant to their current needs and skills. This also allows for targets to be acted on swiftly and for progress to be made more rapidly. This will not always be possible but remains a goal.

All subject teachers will ensure that:

- 1. Assessment is carried out regularly, in line with the needs of the subject and the frequency of lessons.**
- 2. Feedback is meaningful and specific.**
- 3. Students work towards a formal summative assessment, resulting in a data harvest every term relating to Creating Futures Pathway.**

Aims of marking

- To be focused on learning objectives/success criteria
- To provide oral and written feedback, as appropriate
- To provide the teacher/support staff with an evaluation of the effectiveness of the lesson/ unit/ scheme of work to enable learning, supporting curriculum development#
- To confirm that the learner is on the right track and suggest areas for improvement. Suggestions for improvement will act as 'scaffolding'
- To ensure that students understand their achievements and know what they need to do next to make progress
- To provide alternative solutions if a learner continues to fail in a given task or type of task
- To give students time to act upon the feedback given by the teacher or another student
- To help set the next piece of work with other information to adjust future teaching plans
- To provide a record of a student's progress
- To help parents understand strengths and areas for improvement in their child's work.
- To actively engage students with the learning process.
- To support the development of students' knowledge and skills.



- To allow teachers to track the progress of individual students and plan accordingly.
- To ensure that students have sound literacy and numeracy skills.
- To make students more independent.

We believe:

- Outstanding teaching includes teachers actively and regularly using formative and summative assessment to guide students.
- Formative assessment and student feedback are vital to student learning.
- High challenge and expectations from all teachers is essential to ensure that we maximise student potential.
- Assessment and feedback allow teachers to diagnose individual strengths and weaknesses and enable them to plan effective programmes of study.
- Student marking and response time (SMART time) is part of the learning process of students and must be given adequate time within lessons for it to be meaningful.
- Assessment and feedback must require students to work harder than teachers.

We expect:

- Students' work in all subjects to be marked and assessed **regularly and thoroughly, in line with this assessment and feedback policy**. Departments will agree their marking tolerance, but this must not exceed 3 weeks.
- Learning aims and evidence criteria **to be clear and shared** with students during each lesson.
- Success criteria to be shared with students during preparation for formal assessments.
- Assessments **to be set regularly**, which allow students to demonstrate their understanding and/or level of skill, and which provide evidence to the teacher and the school.
- SMART time to be included in lessons in all subject areas, and evidence to be produced for work scrutiny.
- Peer and self-assessment to be a regular part of learning.
- Teachers to be able to provide accessible evidence of their marking, assessment and feedback – evidence to be available at all times.



Type of marking	Frequency	Expectations
<p>Formative marking</p> <ul style="list-style-type: none"> • Comments • Subject targets • Additional work • Improvements • Corrections • Literacy • Numeracy • Verbal feedback • Student response 	<p>Regular and consistent. In line with the needs of the subject and the frequency of lessons.</p>	<ul style="list-style-type: none"> • Teacher feedback written in green and student response written in purple. • Key pieces of student work in exercise books/student folder/portfolio/e-portfolio assessed using Assessment at Newsome sticker • Evidence of verbal feedback (stamp or VF in margin). • Evidence of SMART time, purple pen for pupil progress • Evidence of literacy marking using Pride in our Work at Newsome.
<p>Summative marking</p> <ul style="list-style-type: none"> • Pathways or grades • Progress towards target • Assessment at Newsome Sticker • Student response • Exam paper • Quantitively assessed out of / 	<p>All subjects</p> <p>Once per half term or at the end of a unit of work. Must provide evidence for the data collections as detailed on the Recording, Reporting and Assessment calendar.</p>	<p>All Subjects</p> <ul style="list-style-type: none"> • One formal written assessment per half term. • Marking is thorough and detailed including formative comments. • Teacher marking done in green and student response done in purple. • Assessment at Newsome sticker completed by teacher and student. • Evidence of literacy marking using Pride in our Work at Newsome. • Target and working level/grade clearly shown on front of book using CF target sticker. • Clear curricular targets for improvement which relate to success criteria. • Student response shows clear understanding of next steps. • Where student expected standard has not been achieved, evidence that work has been improved.



Appendices

1. Assessment at Newsome sticker.
2. Pride in our Work at Newsome sheet marking code.
3. Recording, Reporting and Assessment Calendar.
4. Work Scrutiny Evaluation Sheet
5. Work Scrutiny Guide