



Assessment and Feedback Policy

At Stockland Green School assessment and feedback procedures are intended to support the work of learning in the school by

- Ensuring effective feedback leads to student progress.
- Ensuring there is an interaction between teacher and student in order to driving student progress thus maximising the potential of all students

The Teachers Standards

S:6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure learners' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback.

Summative assessment is the assessment of learning and refers to assessment at a particular phase, year or stage. The purpose is to use the information in a formative way (see assessment dialogue sheet appendix 1) to support tracking of students' progress, reporting, evaluation, planning and target setting.

Use of assessment data

To achieve expected progress over five year, Leadership Group links and Heads of Faculty will plan their curriculum to ensure students will make age related progress year on year to ensure trajectory towards their End of Year and End of Year 11 target grades. The targets are challenging rather than estimates of future performance. Please see whole school target setting for further guidance on target setting.

Heads of Faculty, Subject Leaders, House Leaders should work where necessary with class teachers in reviewing the data after each capture in order to inform future teaching and learning. There should be a minimum of four subject assessment points throughout the year which feeds into whole school data captures which will be collected at least once every term for all subjects. When data is collected for students **the current working at grade should be provided, referencing the 0 to 100 scale for year 7 to 8 and using GCSE grades for 9 to 11. This is defined as: the grade of level of performance that the student most commonly demonstrates.**

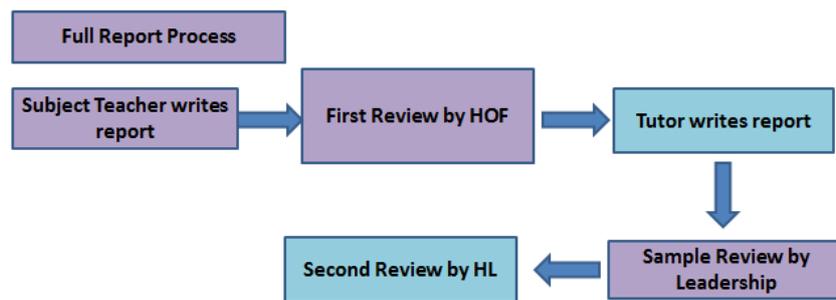
It is the responsibility of the classroom teachers to ensure that the assessment data that they generate informs future planning, intervention and evaluations. Interventions should be put into place as a result of these analyses in order to ensure that all students are supported to make further progress.

Reporting (See Reporting Calendar)

Assessments should provide regular and accurate information on the students' current attainment. Such information should be recorded onto the electronic mark book via Go4Schools (G4S), set up by each department. At Key Stage 4, each assessment is often weighted to reflect the subject specific GCSE specification. This is a live system that allows each department and subject area to continuously be able to track and monitor students' progress in line with their target levels and highlights when personalised intervention is appropriate.

Leadership Group with Heads of Faculty monitor the reporting structure and share responsibility for ensuring all students progress and appropriate intervention is applied under the coordination of the Deputy Headteacher. This information is used to communicate with parents their child's current attainment, target grade and where appropriate where their child can improve, the data is in the form of five interim reports and one full report. The quality assurance of reports is as follows:

Staff QA Process to ensure future effectiveness



Interim Data:

Interims reports will be completed between 3 and 5 time a year by subject teachers through G4S. The target grade is pre-set using available data and the WAG grade (currently working at- based upon summative assessments in the mark book, that are weighted- each department will be different according to weightings) is automatically inputted using the information entered by the teacher into the electronic mark book.

Full Report Data:

Full reports are completed once a year (for each cohort taught) by subject teachers through G4S. The target grade is pre-set using available data and the WAG grade (currently working at- based upon summative assessments in the mark book, that are weighted- each department will be different according to weightings) is automatically inputted using the information entered by the teacher into the electronic mark book. Staff are required to enter a current grade with a quality, detailed comment and a target should be written to summarise the concern and how the student can improve in the subject to work towards their target grade.

Marking

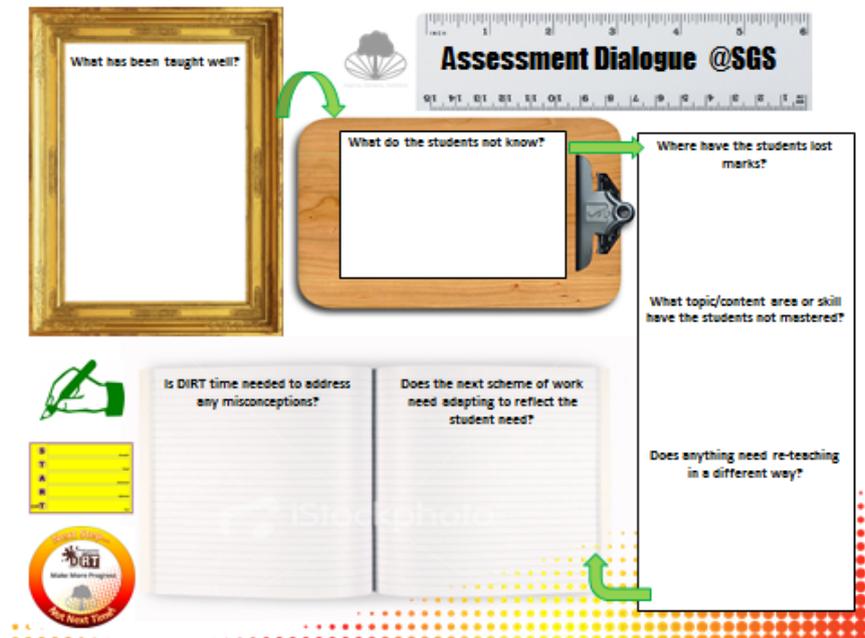
Formative assessment (assessment for learning) this supports ongoing, day-to-day learning and planning. This will help to inform teacher decisions for the tracking of student progress. Marking (sometimes referred to as feedback) should be meaningful, manageable and motivating (see appendix 2).

Each faculty area should have a consistent approach to the correction of work and HoF are expected to ensure high standards and consistency by regular training and monitoring. However, there are certain things that as a whole school must happen:

1. Students work should be marked every three weeks or every 10 lessons, whichever is sooner
2. Students should receive feedback using a STAR(T) mark sheet at least every half term linked with key assessment points (see summative assessment above)
3. Key assessments must be carried out on **blue paper** and/or clearly labelled in student's books.
4. Student work should be marked in the form of Two Stars and a Wish, with the wish being an action, question or target for the student to complete – see appendix 4
5. Students must have the opportunity to respond, (DIRT – see appendix 3) using green pen to make the response explicit
6. SPAG forms part of the Stockland Green Standard and should be corrected, using the agreed marking codes – see appendix 5
7. Presentation form part of the Stockland Green Standard and high expectations for learning – see appendix 6
8. Appropriate intervention must be planned by the class teacher and referred to the relevant line-manager if progress is still not being made
9. Peer or self-assessment is encouraged using STAR(T) slips or Two Stars and a Wish. Advice on improvement would need to be verified or given by the teacher but should be in-line with the assessment criteria.

Who wrote the policy	Rebecca Goode and Sean Castle	Deputy Headteacher
Who is responsible for making amendments	Rebecca Goode and Sean Castle	Deputy Headteacher
Version	One	
Changes made	none	

Appendix 1 – Assessment Dialogue Sheet



Appendix 2 – Key Principles

The practice within this policy is based on key principles in order to make marking efficient.

What is feedback?

Feedback can take a variety of forms: peer, self, teacher marking, or verbal. Great teachers use a combination of these, choosing the best form as appropriate to the learning and the activity. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

Meaningful: marking varies by age group, subject, and what works best for the student and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

Appendix 3 - DIRT (Dedicated Improvement and Reflection Time)

DIRT is about having the highest expectations of students and them having the highest expectations of themselves. DIRT is a great way for students to act upon the feedback that have been given from their teacher or peers. DIRT allows students to reflect/act upon the comments that have been written, as feedback. Ensuring the feedback is being put to use and is supporting progress. Not for their next piece of work but NOW!

'DIRT lessons' can form the starter or longer pieces of work; they could take the whole lesson. Students should complete the 'DIRT' work in a green where appropriate.

DIRT can be used for self and peer assessment – clear, measurable learning objectives, assessment bubbles or assessment objectives can support students reflecting or giving peer to peer assessment.



ARTISTS RESEARCH

1. Research of the work

2. Create like the work

3. Analyse the work

4. Create your own work

5. Evaluate the work

6. Reflect on the work

7. Create your own work

8. Evaluate the work

9. Reflect on the work

10. Create your own work

11. Evaluate the work

12. Reflect on the work

Writing a STAR 'T' DIRT

S	Select two point from the success criteria, assessment bubbles or learning objectives.	Strengths
T	Select at least one point from the success criteria, assessment bubbles or learning objectives.	Target
A	Attainment grade awarded using the success criteria, assessment bubbles or learning objectives.	Attainment
R	Next step...not next time! How are you going to achieve your target?	Reflection
DIRT	Time allocated to act on the feedback Outline of the task	Task Time

Responses must be in full sentences, with capital letters and full stops!

NOT JUST STAR 'T' DIRT SLIPS!

DIRT time can be used with any form of feedback and at any time we ask students to reflect, correct or respond.

Keep it focused

Select the most relevant pieces of work, at the most appropriate time.

Directed

Give the process some structure. This will vary with subject and task. Don't leave students with 15 minutes to fill and only your written comments to go on.

Model and scaffold

Use **exemplar**, giving students a high standard to reach for with their work. Reviewing a poor example, with the teacher, or improving upon a weak example of work also helps scaffold their understanding. DIRT time may seem to be about independent work, but teacher guidance is key.

Examples of DIRT Activity's

Reflection and responding to precise feedback

Students using teacher feedback to analyse their own work, question by question improving methodology and accuracy of answer.

STAR'T' DIRT Slips

<p>S _____ Strengths</p> <p>T _____ Target</p> <p>A _____ Attainment</p> <p>R _____ Reflection</p> <p>DIRT _____</p>	<p>S _____ Strengths</p> <p>T _____ Target</p> <p>A _____ Attainment</p> <p>R _____ Reflection</p> <p>DIRT _____</p>	<ol style="list-style-type: none"> 1. Strengths of the piece of work. 2. Targets for improvement – subject specific and relevant 3. Attainment level 4. Reflection – Students to reflect and identify how they will achieve the target 5. Time and Task- How long do they have to respond and make additional progress. Outline the task.
Peer and Self-Assessment	Teacher Assessment	

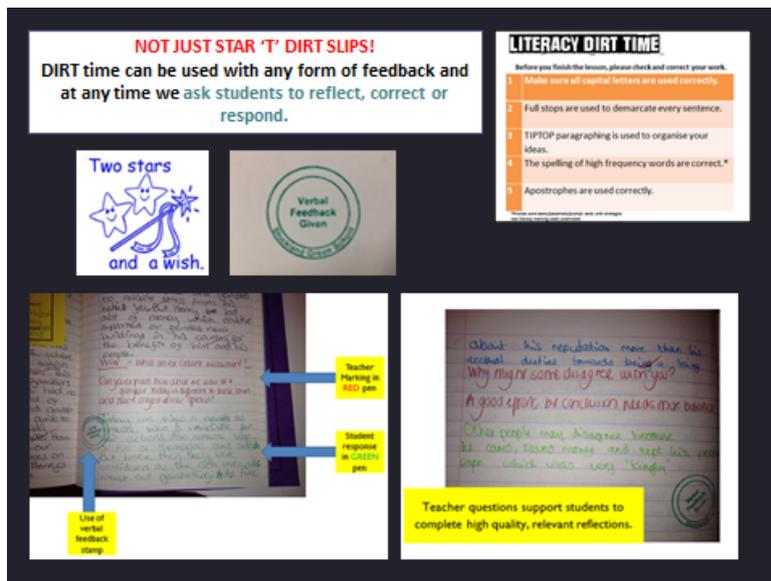
Appendix 5 – SPAG as part of the Stockland Green Standard

Throughout the section of work that is marked, teachers and students will use the following notation to highlight Spelling, Punctuation and Grammar.

Symbol	Comment or correction
✓	Good point
✓ ✓	Excellent point
sp	Spelling mistake
p	Punctuation needed
C	Incorrect capital letter
W	Wrong word

//	New paragraph
^	Missing word
?	Unclear meaning
FS	Write in full sentences

Additional Feedback Strategies



Activities could include:

Two Stars and a Wish

Written feedback in the form of a question.

Use of verbal feedback

Appendix 6 - Presentation Expectations (as part of the Stockland Green Standard)

