ASSESSMENT AND FEEDBACK POLICY

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Corner Mead, NW9 4AS

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1. Introduction

The purpose of this policy is to inform staff of the principles of effective assessment and feedback. Our aims are to ensure that assessment and feedback can support student progress, build learning, address misunderstandings and therefore close the gap between where a student is and where their teachers want them to be. Assessment and feedback are a crucial part of great teaching and learning. Marking will be driven by teacher professional judgement and **be "meaningful, manageable and motivating."** The specific methods of assessment and feedback should be those considered by both the Raising Standards Lead (RSL) and the T&L lead together with the Subject Lead to be most appropriate for the specific curriculum being taught but should be based on the principles and guidance set out in this policy

1.1 Aims

This policy aims to:
In addition to the main principle of assessment and feedback set out above, Saracens High School has the following goals for assessment and feedback:
- it is simple and easy to understand - for staff, pupils and parents
- it is based on high expectations and challenge for all
- it is closely linked to the curriculum and focuses on developing the knowledge, understanding and skills needed for success
- it improves learning and encourages a growth mindset by providing pupils and parents with high quality next-steps feedback focused on specific objectives
- it tracks student progress in relation to an aspirational target
- it allows all students to experience success, by focusing on the progress they make from their starting point

it is personalised and differentiates between students based on their learning needs, giving early recognition of students who are falling behind and those who are excelling

1.2 Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.
This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.
It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

2. Formative assessment

2.1 Marking responsibilities for staff:

- Staff will ensure that all books or folders are visually checked regularly (e.g. during the lesson as form of live marking or at the end of the lesson by collecting them and returning them at a later date)
  - Checking work is to establish pupil understanding and to identify areas where greater stretch or greater support is needed in subsequent lessons.
  - Feedback will take place in the next lesson, either verbally or through planned activities.
    - Feedback may not be 'written' in work books.
- Staff will identify one piece of work for 'deep marking' at least once every three weeks, or at least once a half-term in subjects that have less contact with pupils.

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- Deep marking will include detailed correction and analysis, with personalised comments. For an extended piece of writing, staff may wish to deep mark only one page when they feel that marking the whole piece in that manner may affect pupil confidence negatively.
- Feedback for deep marking will be in a format that gives the opportunity to pupils to respond to it.
- The pupil response may be, for example, an answer to a question, a reflection, a target for future work, correcting errors, or writing a misspelt word ten times. Sentence starters might also be used to prompt the response. Pupil responses should stretch and cause thinking.
- A green pen is to be used by pupils to show that they have reviewed their writing and to demonstrate a dialogue with the teacher .
- Work may be graded where appropriate, but most work will not be graded, as we are mindful that a grade often distracts from the feedback.
  - At Key Stage 3, levelling is conducted through the accumulation of skills and knowledge ragged by pupils using the Skill and Knowledge descriptors (SKDs). This will be completed at the end of each unit of work, which is normally half a term.
  - Formal assessments will also be used to check progress.
- At Key Stages 4 and 5 staff must keep a record of marks achieved against each question using the Pupil Progress Tool to provide summative reports for parents.
- Staff must demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and correct use of standard English.
- Staff will set home learning that consolidates and extends pupils' knowledge and understanding. This may be one of the pieces of work selected for deep marking or feedback may be given verbally in subsequent lessons.
- Home learning that is set for online programmes which are self-marking will be tracked by the member of staff.

2.2 Green pen use

A green pen is to be used by pupils to show that they have reviewed their work and to demonstrate a response to the feedback provided by the teacher.

It is suitable for using either with work to be formally marked or ongoing class work. The process involves the pupils reviewing their writing to highlight improvements they want to make and/or change errors with punctuation, spelling and grammar.

Additionally, after writing has been marked, pupils can respond to the formative comments by reviewing their writing and annotating/highlighting using green pen.

2.3 It is the responsibility of the Subject Leader to:

- Create the feedback and assessment policy for their subject area following the school's non-negotiables for marking and feedback (Presentation, marking for literacy, book check to establish understanding, gaps, opportunities for stretching and deep-marking (SIR, React, etc.). This needs to be discussed and agreed by the RSL and T&L Leads.
- Communicate the subject area's feedback and assessment policy to their team
- Undertake and feedback on a termly work scrutiny
- Induct new staff into the processes and procedures
- Schedule dates for subject area moderation to take place
- Ensure that all reporting deadlines are met by all members of the subject area

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- Establish a centralised system of recording and preserving marks and assessment levels awarded by the individual teachers within the subject area.

2.4 It is the responsibility of the Senior Leadership Team to:

- Monitor the implementation of the feedback and assessment policy
- Carry out regular work checks with the subject leader which assesses the quality and extent of formative feedback.
- Support and train staff and subject areas where the approach to assessment is not consistent or effective.
- Evaluate the effectiveness of the policy as a tool for raising standards across the school.

2.5 Guidelines for marking written work

It is the whole school marking policy that we do not mark *all* errors in the work of weaker pupils. We believe that three types of error could be identified – a spelling rule, a grammar rule or punctuation error. If one from each of these categories has been identified, we do not overload the pupil with targets.

High ability pupils should not make large numbers of errors in their writing and we may identify all errors.

2.6 Signals for written work corrections

SP – spelling correction
- Teachers should identify/correct up to five and allow pupils to keep record in exercise books using the *Look, Say, Cover, Write, Check* technique
- Priority should be given to subject specific vocabulary and commonly misspelt words
- For low ability pupils - give the pupils the correct spelling and ask for them to repeat the spelling by copying it out and then using it in a sentence they have created
- For mid ability pupils – highlight by circling the part of the word which has been misspelt and ask them to look up the correct spelling and write it out
- For high ability pupils – underline the word and ask them to correct
    VT – verb tense
    P – punctuation error identified
    - For weaker   pupils, these would be written in where necessary
    // – new paragraph with // written in to indicate where it should be used.
    Underlining – for anything which doesn't make sense.
    ^ - missing word
    C – capital letter
    s/s – sentence structure

3 Summative assessment

3.1 Responsibilities

3.1.1 The data manager working with the member of SLT responsible for data will:
- Provide an analysis of KS2 and other performance indicators to support setting individual targets using the Estimated Attainment Pathway or Flightpaths.
- Provide targets for all pupils in all subjects based on the nationally expected rate of progress for an outstanding school
- Make data available to staff in a format which allows progress to be tracked

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3.1.2 **Teachers** will ensure that they:

- Diagnose what has been learned and to plan what is to be taught
- Identify pupils' strengths and weaknesses in order to set appropriate individual targets
- Measure progress to improve pupil achievement and attainment
- Recognise pupil improvement
- Celebrate pupil achievement via achievement points, postcards, phone calls home, etc.
- Prepare pupils for examinations
- Standardise and moderate assessments
- Predict pupils' future attainment (e.g. in exams)
- Determine examination entry tier
- Evaluate learning tasks set and resources used
- Inform reports
- Track and monitor their teaching groups' performance after summative assessments utalising the Pupil Progress Tool
- Use pupil data to inform planning and differentiation using the Question Level Analysis on the Pupil Progress Tool

3.1.3 **Parents/Carers** will ensure that they:

- Assess their child's progress and to set personal targets for future learning
- Help make decisions about their learning, to select appropriate options and to choose courses in Keys Stages 4 and 5
- Attend all parents' meetings
- Inform the school of changes to personal circumstances that could affect their child's welfare and progress

3.1.4 **Subject Leads** will ensure that they:

- Assess pupil and group achievement regularly across each year group by tests, assignment and/or observation
- Standardise assessments across teachers by moderation and common mark schemes
- Communicate the assessment results promptly and regularly to pupils in a way that will help them to improve
- Ensure pupils understand the criteria against which they will be assessed and how to achieve the criteria, both on a short- and long-term basis
- Ensure that Key Stage 3, GCSE and other accredited courses' marking criteria form an explicit part of all schemes of learning
- Analyse progress information regularly

3.1.5 **SLT, Progress Leaders, the SENCO**, and learning coaches will ensure that they:

- Satisfy statutory requirements
- Provide content for annual reports to the Governors and the local authority
- Report test and exam results as necessary
- Set targets for individual action plans under the Special Educational Needs Code.
- Make arrangement for public examinations

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3.1.6 **Senior Staff and Governors** will ensure that they:

- Support judgements about whether pupils are reaching their potential
- Support judgements about the school's effectiveness

4 Target Setting and Expected Progress

4.1 Key Stage 3 and Key Stage 4 Target setting

Data from MidYIS tests, KS2 scaled scores, and Fischer Family Trust (FFT) are used as a baseline for subject and whole school targets.

All FFT estimates are taken from Prior Attainment (PA) data, set to the 5th percentile. End of Key Stage 4 targets will be set for Year 7 pupils using the methods above to create Estimated Attainment Pathways (EAP) or Flightpaths, with end of year targets being calculated at each interval. The grade awarded equates to the GCSE 9-1 system, giving pupils a smooth transitional pathway from Key Stage 3 to Key Stage 4. The scaled score EAP is shown in appendix 1. Since there are currently no historical data to model the EAP these are estimated and will be reviewed annually, and adjusted where appropriate.

- Estimated attainment pathways for English are calculated from the English Reading KS2 scaled score, and Maths are calculated from the Maths KS2 scaled score. Other subjects are calculated from the combined English Reading and Maths scores.

4.2 Sixth Form (KS5) Targets

Data from KS4 attainment is used to set targets using the Level 3 Value Added and ALPStables (at the 5 percentile), taking the highest of the two. These will be used as a baseline for KS5 target setting

4.3 Summative assessments

Assessments are carried out at least four times a year in line with the assessment map for that year, and a grade will be recorded in the MIS. Pupils' grades must consider all tasks completed using agreed assessment methods. Wherever possible, tests will be based on the outcome of national standardised tests. In Key Stage 4 tests will consist of past paper questions (related to the topics covered) and will be time-adjusted to be a realistic reflection of expected examination performance.

The percentage of controlled assessment (where some has been completed) will be factored into the equation to give an accurate grade based on the course completed.

When entering grades, teachers understand that they are assessing pupils' overall progress in their subject and the calculations from Pupil progress will inform this process.

Staff are required to report grades and write reports by the published deadlines. Staff who fail to meet reporting deadlines will be failing to meet the Teaching Standards, and this may be used as evidence during their appraisal.

5 Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and families may be familiar with generative chatbots such as ChatGPT and Google Bard. Saracens High School recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

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Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

6 Reporting to parents

Assessment information will be formally reported after each assessment point. Parents/carers will also receive a summative report in line with the year's assessment map, and receive detailed feedback and areas for development at parents' evenings. Parents may also request information about their child's progress in any subject during the year by contacting the subject teacher.

7 Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils; however, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8 Training

Assessment underpins the pupils making good progress. Staff will be supported in their use of assessment practices to inform their planning and teaching through regular training, coaching, and mentoring.

The Senior Leader with responsibility for assessment and data will monitor the quality of assessment by each member of staff by sampling the procedures for each class at each assessment point. By working with external organisations including all examination boards, SISRA, and PiXL we will ensure staff are well informed about best assessment practices.

9 Monitoring

This policy will be reviewed every two years by the Senior Leader with responsibility for assessment and data. At each review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Senior Leader with responsibility for assessment will monitor the effectiveness of summative assessment practices across the school, and the Senior Leader with responsibility for teaching and learning will monitor the effectiveness of formative assessment through regular moderation, lesson observations, learning walks, book scrutinies, and pupil progress meetings.

Estimated Attainment Pathway 2022

Baseline	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	KS4 Exams
120	4b	4a	5c	5b	5a	6c	6b	6a	7c	7b	7a	8c	8b	8a	9c	9c
119	4b	4a	5c	5b	5a	6c	6b	6a	7c	7b	7a	8c	8b	8a	9c	9c
118	4c	4b	4a	5c	5b	5a	6c	6b	6a	7c	7b	7a	8c	8b	8a	8a
117	4c	4b	4a	5c	5b	5a	6c	6b	6a	7c	7b	7a	8c	8b	8a	8a
116	3a	4c	4b	4a	5c	5b	5a	6c	6b	6a	7c	7b	7a	8c	8b	8b
115	3a	4c	4b	4a	5c	5b	5a	6c	6b	6a	7c	7b	7a	8c	8b	8b
114	3a	4c	4b	4a	5c	5b	5a	6c	6b	6a	7c	7b	7a	8c	8b	8b
113	3b	3a	4c	4b	4a	5c	5b	5a	6c	6b	6a	7c	7b	7a	8c	8c
112	3b	3a	4c	4b	4a	5c	5b	5a	6c	6b	6a	7c	7b	7a	8c	8c
111	3c	3b	3a	4c	4b	4a	5c	5b	5a	6c	6b	6a	7c	7b	7a	7a
110	3c	3b	3a	4c	4b	4a	5c	5b	5a	6c	6b	6a	7c	7b	7b	7b
109	3c	3b	3a	4c	4c	4b	4a	4a	5c	5b	5b	5a	6c	6b	6a	6a
108	3c	3b	3a	4c	4c	4b	4a	4a	5c	5b	5b	5a	6c	6c	6b	6b
107	2a	3c	3b	3a	3a	4c	4b	4b	4a	5c	5c	5b	5a	5a	6c	6c
106	2a	3c	3b	3a	3a	4c	4b	4b	4a	5c	5c	5b	5a	5a	6c	6c
105	2b	2a	3c	3b	3b	3a	4c	4c	4b	4a	4a	5c	5b	5b	5a	5a
104	2b	2a	3c	3b	3b	3a	4c	4c	4b	4a	4a	5c	5b	5b	5a	5a
103	2c	2b	2a	3c	3c	3b	3a	3a	4c	4b	4b	4a	5c	5c	5b	5b
102	2c	2b	2a	3c	3c	3b	3a	3a	4c	4b	4b	4a	5c	5c	5b	5b
101	1a	2c	2b	2a	2a	3c	3b	3b	3a	4c	4c	4b	4a	4a	5c	5c
100	1a	2c	2b	2a	2a	3c	3b	3b	3a	4c	4c	4b	4a	4a	5c	5c
99	1b	1a	2c	2b	2b	2a	3c	3c	3b	3a	3a	4c	4b	4b	4a	4a
98	1b	1a	2c	2b	2b	2a	3c	3c	3b	3a	3a	4c	4b	4b	4a	4a
97	1c	1b	1a	2c	2c	2b	2a	2a	3c	3b	3b	3a	4c	4c	4b	4b
96	1c	1b	1a	2c	2c	2b	2a	2a	3c	3b	3b	3a	4c	4c	4b	4b
95	1c	1b	1a	2c	2c	2b	2a	2a	3c	3b	3b	3a	4c	4c	4b	4b
94	0a	1c	1b	1a	1a	2c	2b	2b	2a	3c	3c	3b	3a	3a	4c	4c
93	0a	1c	1b	1a	1a	2c	2b	2b	2a	3c	3c	3b	3a	3a	4c	4c
92	0a	1c	1b	1a	1a	2c	2b	2b	2a	3c	3c	3b	3a	3a	4c	4c
91	0b	0a	1c	1b	1b	1a	2c	2c	2b	2a	2a	3c	3b	3b	3a	3a
90	0b	0a	1c	1b	1b	1a	2c	2c	2b	2a	2a	3c	3b	3b	3a	3a
89	0b	0a	1c	1b	1b	1a	2c	2c	2b	2a	2a	3c	3b	3b	3a	3a
88	0c	0b	0a	1c	1c	1b	1a	1a	2c	2b	2b	2a	3c	3c	3b	3b
87	0c	0b	0a	1c	1c	1b	1a	1a	2c	2b	2b	2a	3c	3c	3b	3b
86	0c	0b	0a	1c	1c	1b	1a	1a	2c	2b	2b	2a	3c	3c	3b	3b
85	0c	0b	0a	1c	1c	1b	1a	1a	2c	2b	2b	2a	3c	3c	3b	3b
84	0d	0c	0c	0b	0a	1c	1b	1b	1a	2c	2c	2b	2a	2a	3c	3c
83	0d	0c	0c	0b	0a	1c	1b	1b	1a	2c	2c	2b	2a	2a	3c	3c
82	0d	0c	0c	0b	0a	1c	1b	1b	1a	2c	2c	2b	2a	2a	3c	3c
81	0e	0d	0c	0c	0b	0a	1c	1b	1b	1a	2c	2c	2b	2a	2a	2a
80	0e	0d	0c	0c	0b	0a	1c	1b	1b	1a	2c	2c	2b	2a	2a	2a
N	0e	0d	0c	0c	0b	0a	1c	1b	1b	1a	2c	2c	2b	2a	2a	2a

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