This Policy has been adopted and approved by Gippeswyk Community Educational Trust and has been adapted for use by Copleston High School.

ASSESSMENT FEEDBACK & REPORTING POLICY	
Approved by GCET/Adapted by Copleston High School	1.9.2017
Review/Amended	May 2019
Ratified by Copleston LGB	1.7.19
Date of next Review	Summer Term 2020
Responsible Officer	Assistant Principal – Mr S Harrington
Policy Number	CS8

Assessment:

This policy has been guided by the principles outlined by the Department for Education Data Management Policy Review Group report (2016). When used well, assessment data can have a profound and positive impact. It helps teachers to teach, school leaders to focus on the right issues and parents to support their children. However, we must ensure that the collection of assessment data is grounded in educational principles, impacts on learning and does not create excessive workload.
It is important to distinguish between formative assessment, which is part on the ongoing daily dialogue within classrooms, and summative assessment, which can be more formal to identify the attainment level a student has reached and what next steps to take.

In terms of summative assessment and the collection of data, teachers should ensure that:

- At least one summative common assessment task is levelled/graded using relevant assessment criteria **every term**, and the results entered promptly in the G4S markbook.
- The assessments should be reasonably spaced to enable time for response to feedback and progression in learning and to ensure staff are able to manage workload effectively.
- Additional informal teacher assessments are undertaken to help identify and tackle misconceptions. Results from these could be entered into G4S markbooks if appropriate.
- Ongoing formative assessment techniques are deployed in lessons. Formative assessment we would expect to see within lessons could include; short low stakes knowledge tests, exit cards, comparison with model work, use of visualisers to demonstrate on work, completing parts of answers, "live marking" in a lesson, individual questioning, peer and self-review against success criteria.
- Coursework and controlled assessment is assessed in a timely way to enable appropriate intervention to take place before final deadline dates, within exam board guidelines.
- Action targets are set and reviewed at strategic points during the year, such as reporting points, based on the assessments undertaken. Students need to know where to find these.

In addition, Heads of Subject should ensure that:

- The department has an effective, appropriate published Assessment and Feedback Policy which is in line with the whole school policy takes into consideration the different assessment and feedback strategies so as to assist staff in managing their workload. Summaries of department policies will be collated as part of the whole school policy.
- They provide members of the Department with relevant assessment criteria and examples of responses at different levels that enable teachers to accurately assess student's performance.
- They ensure the quality and accuracy of the assessment of mock examinations and other common assessments by using a variety of marking, sampling and moderation strategies (e.g. cold marking, sampling across the target grade range, provision of models of standards, individual feedback to teachers about the standard of their assessments).
- The final key stage 3 assessment of the year is moderated in a designated collaborative planning session, preferably through a blind marking processes. This assessment should carry a higher weighting in G4S markbooks than the previous 2 formal assessments.
- All staff in the department have at their disposal a range of strategies with which to intervene in order to improve the performance of underachieving students.
- They respond to centrally provided tracking information after each reporting cycle to address underachievement and update raising achievement plans.
- They amend and improve course content and teaching methodologies in response to results obtained in order to build upon success and improve where shortcomings are found.
- They work with the Assistant Principal for Data and Performance to ensure that mark books are set up accurately.
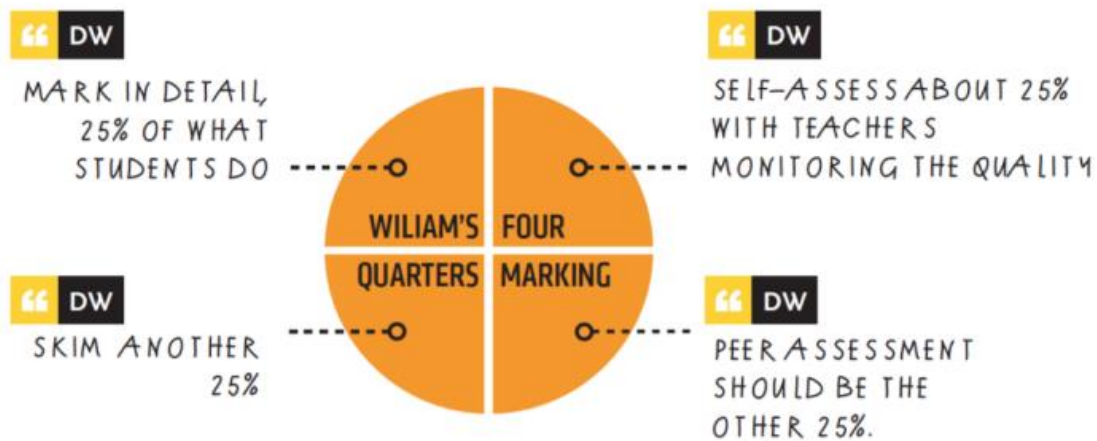
Feedback:

This policy has been guided by the principles outlined by the Department for Education Marking Policy Review Group report (2016).

Every member of staff with responsibility for teaching students is accountable for the progress of those students and for the accuracy of the assessment data provided throughout the academic year. The assessment of student progress and understanding is key to the learning process and should lead to high quality feedback to help scaffold improvement.
Prof John Hattie stresses 3 key questions regarding feedback, which students should be able to answer:
- Where am I going? (What does excellence look like?)
- How am I going? (What have I achieved or am doing well?)
- Where to next? (What are my next steps for progress?)

We encourage all our teachers to have a balanced approach and use a range of approaches to secure further student progress via the right form of feedback, following the Quadrants principle of Prof Dylan Wiliam, outlined below. There is **no requirement** for teachers to provide written feedback on every piece of work that a student completes. However, learning needs to be monitored closely and regular feedback provided. The quality of the feedback, however given, will be seen in how a student is able to tackle subsequent work. It will be the professional judgement of the teacher and department on which form of feedback will be most likely to secure student progress in different scenarios, but formal assessments and mock examinations should form part of detailed feedback quadrant.

WILIAM'S FOUR QUARTERS MARKING

- MARK IN DETAIL, 25% OF WHAT STUDENTS DO
- SELF-ASSESS ABOUT 25% WITH TEACHERS MONITORING THE QUALITY
- SKIM ANOTHER 25%
- PEER ASSESSMENT SHOULD BE THE OTHER 25%.

The 3 principles of effective written feedback, or marking, are that it should be:

● **Meaningful** : marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and 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.

● **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 are more effective. If the teacher is doing more work than their students, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

At Copleston, we also believe that improving literacy is fundamental to aiding student achievement and should, therefore, form a part of our feedback. Detailed marking should include literacy feedback where appropriate. The following codes should be used in the margin to help provide students with clarity across subjects:

Code	Meaning	Student should…
S_____.	Spelling error (word underlined	Write the corrected spelling in the margin by the code.
C ◯	Capital letter missing (letter circled)	Write the word out with the capital letter in the margin by the code.
P ◯	Punctuation missing (error circled)	Write out the corrected part of the sentence in the margin by the code.

Feedback can, and should, be given on other literacy issues where appropriate, for example use of paragraphing, structure and terminology.

All teachers should ensure that:

- They monitor the performance of the students in their teaching groups, using a range of assessment techniques as outlined by their department policy, identifying those whose level of performance is lower than expected, and act on this information to put appropriate intervention in place at the earliest opportunity ensuring that they are helped to make the requisite progress. This includes high quality, focussed feedback.

- Students are given appropriate time to respond to feedback fully and make gains in their learning as a result. This could be immediately, for example through live marking and correction, or later through DIRT time or other whole class or individualised strategies.
- Modelling high quality work forms part of the feedback process when appropriate. This could include; using student work on a visualiser, providing model answers, constructing model work with students, explaining the planning process behind excellent work, students collaboratively or individually improving work to an excellent standard.
- Feedback given is more work for the recipient than the donor.
- Peer and self-assessment, along with appropriate corrections, should be undertaken in green pen.
- Formal mock exams and assessment should include an element of metacognitive feedback to increase students' self-regulation and improve preparation for future tests.

In addition, Heads of Subject should:

- Monitor the regularity and effectiveness of ongoing feedback in their Department via Learning Walks, analysis of feedback review information, calendared Book Looks and collaborative planning activities, and act to address inconsistencies.
- Provide suitable strategies for providing feedback to students after mock examinations and assessments, which are used and adhered to by all staff.

Reporting:

Reporting student progress to parents and carers is an important part of teacher's responsibilities. This is mainly done through the school reporting cycle. Each year group will have a biannual report. Pastoral comments are not required from tutors, but each student should have an action target from each subject that they can work on. These are provided in pre-populated banks written by the Head of Department to manage workload and ensure clarity.

All teachers should ensure that:

- They adhere to the guidelines and requirements for report writing and relevant deadline dates for the groups they teach.
- Estimated End of Course Grades take account of current performance grades generated by G4S and are based upon the full range of both formal and informal assessments made in the weeks before the reporting period.
- Formal assessments are entered onto G4S in a timely manner.
- They assess each student's progress towards target, report this accurately using the guidelines provided (see below where applicable), and can evidence the grade given.
- Relevant action targets are set for each student and reviewed as required.
- Form tutors should take opportunities to discuss progress with students and set targets after each reporting cycle.

In addition, Heads of Subject should ensure that:

- They check the completion of all reports leaving their department, and ensure that published deadlines are adhered to and the information contained in them is accurate.

In addition, Heads of Year should ensure that:

- They review students' reports for their year group and intervene where appropriate.
- Complete a motivating comment for each student on the final report for the year.

Ks3 reports- Progress towards target guidance

Progress towards target statement	Autumn	Spring	Summer
Exceptional *Student is on track to achieve well above target grade reflected by outstanding homework, classwork, engagement and outcomes.*	At target/above target	Above/well above target	Well above target
Strong *Student is on track to achieve above target grade reflected by very good quality homework, classwork, engagement and outcomes.*	At/below target	At /above target	Above target
Good *Student is on track to make expected progress and to achieve target.*	Well below/below target	At /below target	At target
Limited *Student is not likely to achieve target reflected by below standard homework, classwork, engagement and outcomes.*	Well below target	Well below/below target	Below target
Very Limited *Student is likely to achieve well below target reflected by poor quality homework, classwork, engagement and outcomes.*	Well below target	Well below target	Well below target

Select Bibliography:

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