

THE Boswells SCHOOL

A member of the Chelmsford Learning Partnership

ASSESSMENT AND FEEDFORWARD POLICY

Assessment and feedforward should be a manageable, integral part of the teaching and learning process.

Responsible	Local Governing Body
Lead Staff Member	Deputy Headteacher (Teaching, Learning & Progress)
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CHELMSFORD
LEARNING
PARTNERSHIP

THE BOSWELLS ACADEMY TRUST – ASSESSMENT AND FEEDFORWARD POLICY

AIMS

Assessment and feedforward should be a manageable, integral part of the teaching and learning process. It should help our students to chart their way forwards so that they may take pride in their achievements at whatever level. Assessment should be accurate, consistent, providing teachers, students and parents with feedforward. At The Boswells School, we recognise the importance of feedforward as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice.

The school follows the ACED principles (Assessment, Creativity, Engagement and Differentiation). These principles are outlined in the ACED booklet, outlines the expectations of Teaching and Learning at The Boswells School. It provides practical examples of in-class strategies that we expect teachers to use in their planning and delivery of lessons. If all lessons are 'ACED,' we will be a great school with great outcomes.

Effective assessment will:

- Be recorded and directly inform the reporting to parents;
- Provide feedforward to students about their learning in relation to their attainment and public examination grades. It will help students develop strategies to move progress forward by identifying their strengths and areas for improvement;
- Provide, through the reporting and recording system, feedforward to teachers so that they can evaluate the curriculum, review schemes of work and their teaching methodologies;
- Provide accurate information to parents with regard to achievement and effort, and encourage involvement in their child's learning;
- Provide information for other teachers and agencies;
- Utilise prior achievement, e.g. CATs, KS assessments, Y7 baseline assessments, GCSEs or ASs;
- Be accessible to all students regardless of race, gender or disability;
- Ensure continuity and progression;
- Provide students with clear information about the criteria for assessment.

Principles of effective feedforward:

- the sole focus of feedforward and marking should be to further children's learning;
- evidence of feedforward and marking is incidental to the process;
- feedforward delivered closest to the point of action is most effective, and as such feedforward delivered in lessons is often more effective than comments provided at a later date;

- feedforward is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to all pupils in lessons

CONSISTENCY AND ACCURACY OF ASSESSMENT JUDGEMENTS

Heads of Faculty and Heads of Department play a crucial role in ensuring that assessment and marking conform to consistent standards. It is vital that individual Departmental Assessment processes mirror the whole school policy in both spirit and detail. Colleagues should be encouraged to share good practice within the Department and across the whole staff.

Internal standardisation and frequent moderation opportunities should be incorporated into all Departmental policies so that staff are consistent and confident in their judgement of attainment. Specific subject detail must be provided about assessment and marking.

Heads of Faculty must collect and inspect exercise books on a regular cycle, meeting subsequently with teachers of the specified year group to exchange views on standards, consistency, differentiation, presentation and marking. The Senior Leadership Team may participate in this process as part of any Faculty, departmental or school wide review.

SCHEMES OF WORK

There must be a detailed, easily accessible scheme of work for each year group. In many subjects, this will include detailed lesson plans. Clearly identified opportunities for teaching to the top (stretch and challenge) and differentiation must be in place for all years. There should be a minimum of one formal assessment per term (core assessment) and formative assessment every half term. The scheme of work should outline appropriate homework tasks. Mark schemes should be provided and shared with the students. Teachers must ensure that they value attainment and achievement at all levels. Differentiation should be guided by the ACED principles and suggested approaches.

A range of assessment and 'assessment for learning' (AfL) techniques should be employed, linked to the learning intentions identified in the scheme of work. Lesson plans must identify a range of teaching styles which include opportunities for assessment through oracy, written and practical work.

RECORDS

The school uses the Assessment Manager Programme, SISRA Analytics and other appropriate software as the basis for recording attainment. Data will be made available to all staff and will be the means for monitoring the achievement of students. Teachers must keep and use all relevant prior attainment data.

Interim Reports and written reports will be completed as outlined in the School Calendar.

After examination results are published, target and estimated grades should be compared to actual grades. Faculties should then set targets for improvement where appropriate and devise strategies to address any identified weaknesses. Cross-curricular analyses of average scores and levels of entry should be undertaken and a preliminary value-added assessment made.

TARGET SETTING

Prior attainment is the best indicator of future attainment. Targets are set for students in all subjects at Key Stage 3 and in all subjects at Key Stage 4. The school uses ALPS targets in the Sixth Form. Progress towards these targets will be routinely monitored by subject teachers, Heads of Faculty, Heads of Department or pastoral staff as/when appropriate.

RESPONDING TO STUDENTS' WORK

Feedforward

- It is of equal importance to value those achievements that contribute to the personal and social development of each student;
- Students' work must be assessed regularly (at least once per half term – key assessments) and feedforward given to them;
- Appropriate assessment criteria and mark schemes should be displayed in rooms where the subject is taught insofar as that is practicable, and, if appropriate, attached to the student's exercise book. Students should be informed of particular criteria before a piece of work is assessed;

FEEDFORWARD MAY TAKE ONE OR MORE OF THE FOLLOWING FORMS:

1. Immediate feedforward – at the point of teaching (live marking, whole-class/smaller group intervention)
2. Summary feedforward – at the end of a lesson/task
3. Review feedforward – away from the point of teaching (including written comments and whole-class feedforward)

The MAD (Making A Difference) principle should feature in everyday feedback as well as in summative assessment.

- Assessments should always be reviewed and feedforward given by the teacher, using the ACT/MAD system.

Specifically:

- i) A: Attainment – a grade, score or level that the student understands.

- ii) C: a **C**omment that describes the successes of a piece of work. Such a comment may make reference to the assessment criteria and level of effort.
- iii) T: an appropriately pitched **T**arget that describes a tangible alteration / change / development that a student could and should implement to move their work forward to the next level / grade.
- iv) MAD (**M**aking **A** **D**ifference): A question (or instruction) relating to the piece of work concerned and encompassing the T strategy that moves student's learning forward. The student must complete this stage and this must be checked.
- v) Where appropriate, SPAG should also be addressed using the following codes:
 - Sp** Spelling error
 - // Start a new paragraph
 - P** Punctuation error
 - G** Grammar error – e.g. tense construction
 - ^** Missing word or phrase
 - C** Missing or incorrect capital letter
 - Q** Use a quotation
 - ?** Unclear or incorrect written expression
 - ✓ Well written section
 - ✓✓ Striking, imaginative or excellent writing □

Formal Summative Assessment could be:

- KS3 Flight Path
- KS4 Indicative GCSE or BTEC Grade
- KS5 Indicative AS/A Level or BTEC Grade
- Other appropriate end of unit test with corresponding indicative grade

SELF AND PEER-TO-PEER ASSESSMENT

- Self–assessment and evaluation – pupils are given the opportunity to reflect on their own learning; identify progress towards success criteria/targets etc. and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work). Pupils should be encouraged to continually look to improve their work and learning;
- Peer assessment and evaluation – when appropriate, pupils are given the opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement;

Students may use electronic programmes to test their own knowledge and skill. Teachers will advise students on the best sites for this purpose.

REPORTING TO PARENTS

- Parents receive a Homework and Assessment plan for Key Stage 3. This itemises the assessment for each subject in the Key Stage. The plan is published on the School website each September. Parents will be alerted to any new version via InTouch. At Key Stage 4 and 5, homework will be set in accordance with the needs of individual specification requirements.

Homework:

In order to improve expectations and outcomes, homework is set according to year group and subject areas:

- Years 7 and 8 - 40 minutes for every four lessons taught
 - Year 9 – 1 hour per week for core subjects; 1 hour for every four lessons for all other subjects
 - Years 10 and 11 – 2 hours per week for core subjects; 1 and ½ to hours per week for Options subjects
 - All homework set should either feed into, or extend and build upon the learning in the classroom; it should be high quality and appropriately challenging but accessible. All homework must have a clear purpose and outcome.
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- An end of year report, which is easily understood, will be provided in the summer term for each student to inform parents about their child's progress matched against clear criteria. All comments should be constructive, with targets and goals clearly identified.
 - An interim data report will be provided in both the winter and spring term.
 - Students will actively participate in the reporting process.

MONITORING AND EVALUATION

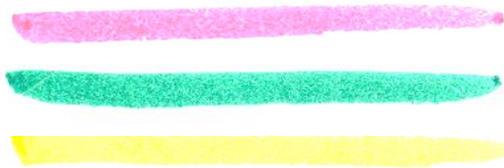
Heads of Faculty/Heads of Department carry the principal responsibility for monitoring Assessment within their own area. Members of the SLT support Heads of Faculty/Heads of Department through Line Management.

Heads of Year are responsible for monitoring assessment across the curriculum within their own year, and for using assessment to monitor student progress. Tutors will normally be involved in this process.

The appropriate member of SLT will report to the Governors' on progress of the assessment policy as the school moves towards an integrated system of assessment and reporting.

Live Marking and whole-class feedback

Live marking:



pink for THINK

green for I've SEEN (something good)

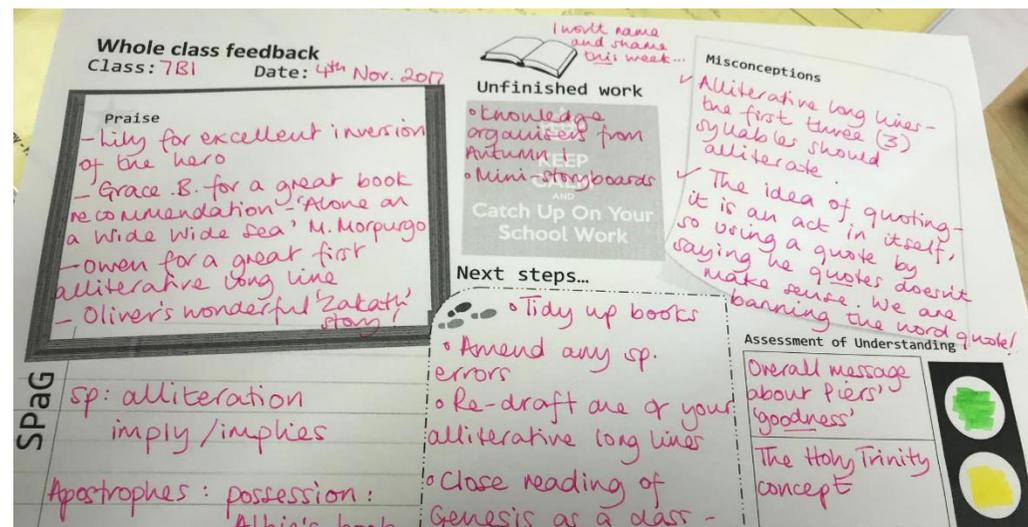
yellow for SPELLING

Pupils need to respond to this immediately so errors don't become ingrained but *successes do*.

Pose questions down the margin or use marking codes:

✓ Gr Sp CL etc. for literacy.

In Academic Writing, abbreviate features – discourse markers (DM), integrated quotations (IQ)



Whole class feedback
Class: 7B1 Date: 4th Nov. 2017

Praise

- Lily for excellent inversion of the hero
- Grace B. for a great book recommendation - 'Alone on a Wide Wide Sea' M. Morpurgo
- Owen for a great first alliterative long line
- Oliver's wonderful 'Zatany' poem!

Unfinished work

- Knowledge organised from Autumn EP
- Mini-storyboards AND Catch Up On Your School Work

Next steps...

- Tidy up books
- Amend any sp. errors
- Re-draft one of your alliterative long lines
- Close reading of Genesis as a class -

Misconceptions

- ✓ Alliterative long lines - the first three (3) syllables should alliterate.
- ✓ The idea of quoting - it is an act in itself, so using a quote by saying he quotes doesn't make sense. We are banning the word quote!

Assessment of Understanding

- Overall message about Piers' 'goodness'
- The Holy Trinity concept

SPaG

- sp: alliteration imply / implies
- Apostrophes: possession: Albi's book

I will name and share this work...