

LUTTERWORTH HIGH SCHOOL



ASSESSMENT AND FEEDBACK POLICY

Reviewed: By the Full Governing Body Committee

Adopted: By the Governing Body – Autumn Term 2020

Signed: Chair of Governors: Janet Jones

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Signed: Head Teacher: Julian Kirby

Date: 06/10/2020

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

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](#).

3. Principles of assessment

We believe that assessment and feedback – both written and oral - is an essential foundation for effective teaching and learning.

We believe in the importance of regular assessment and feedback which establishes a dialogue between the teacher and student which will inform and move forward the students' progress. We work hard to establish a supportive and motivational learning environment which places value on a positive mindset within a risk-taking culture where revision and improvements are seen as a positive way to grow understanding and achieve even greater levels of success.

4. Assessment approaches

At Lutterworth High School we see assessment as an integral part of teaching and learning and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment. (Fig. 1)

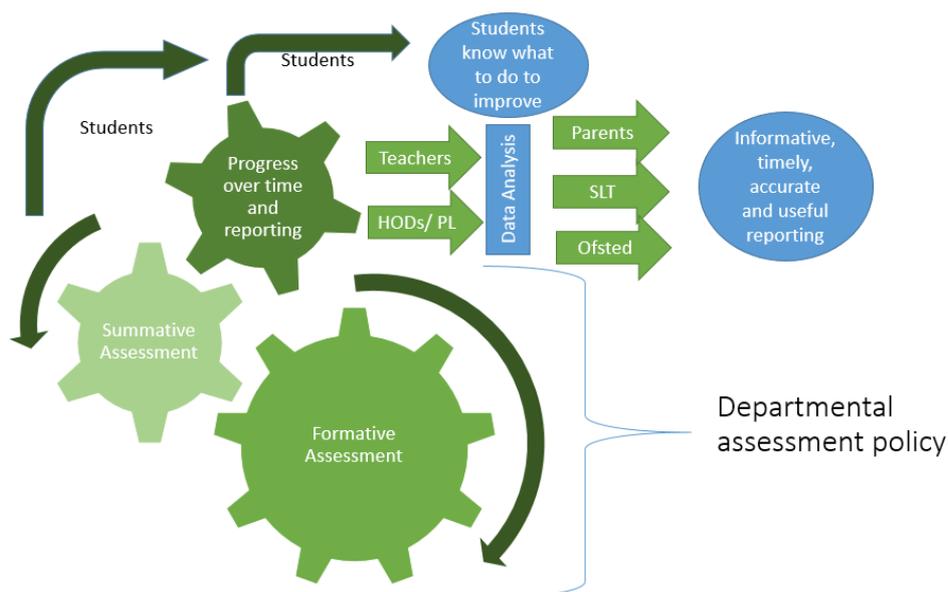


Fig. 1

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve
- For successful outcomes to be achievable formative assessments must be meaningful and accurate. We see learning as an ongoing dialogue between teacher and student which facilitates progress by providing a journey of stepped activities which move the student towards success. Formative assessments are regarded, like stations along the route to our final destination, as a vital means of consolidating the learning points and identifying gaps in learning. They provide an opportunity for both staff and students to check for understanding and enable staff to reflect upon and revise their teaching to ensure it is having a positive impact on the learning of all in the classroom.
- We believe that formative feedback (both oral and written) from assessments should provide the student with a clear understanding of where they are and what they need to do to improve further. We acknowledge that the most effective learning occurs when students know the success criteria by which they are being measured and understand how to apply it to move forward their learning thereby ensuring progress. The dialogue between student and teacher has a vital role, therefore, in developing students' knowledge, understanding and skills. Appropriate success criterion is explicitly shared with students across both key stages: students are taught how to apply them to their work so that they can become effective and accurate in both self and peer assessment activities. All students are aware of their 'tracking towards' levels.
- All Departments at all key stages complete regular formative assessments, the results from which are used as one means of tracking students' progress. Formative assessments are employed to build skills, knowledge and understanding, identifying gaps in learning which can be addressed through on-going revision of teaching styles in the classroom and explicit intervention as necessary.
- We believe that reflection is at the heart of all effective teaching and learning. Teaching must be sufficiently flexible, rigorous and personalised to facilitate the strengths and needs of individual students. Opportunities for reflection must be explicitly provided for students to enable them to understand what is required to make progress. To this end we use a system of F.A.R. Feedback (**Feedback** –written and/or oral commentary on the work produced – **Action:** students are provided with specific actions or 'next steps' which, if completed, will ensure improvement leading to further success; **Response** – students are expected to revisit the work to incorporate the specific action or 'next steps' suggested as their individual action point). This is completed during dedicated 'reflection' time built into schemes of work which enables students to complete revisions in the classroom during which time one-to-one discussions with their teacher will deepen their understanding of how to improve and make progress.

- Staff and students share a common approach to marking for Literacy outlined in the student Organiser and detailed below:

Sp	Spelling error
W	Wrong word used
//	New Paragraph needed
P	Punctuation error
C	Capital letter needed or used incorrectly
T	Check the tense of the verb
^	Missed word
FS	This is not a full sentence
?	This sentence doesn't make sense
V	Think of a better word

The Teacher comments in green ink; students' self and/or peer assess using purple ink as outlined below. Revisions of work are also completed by the student using a purple pen.

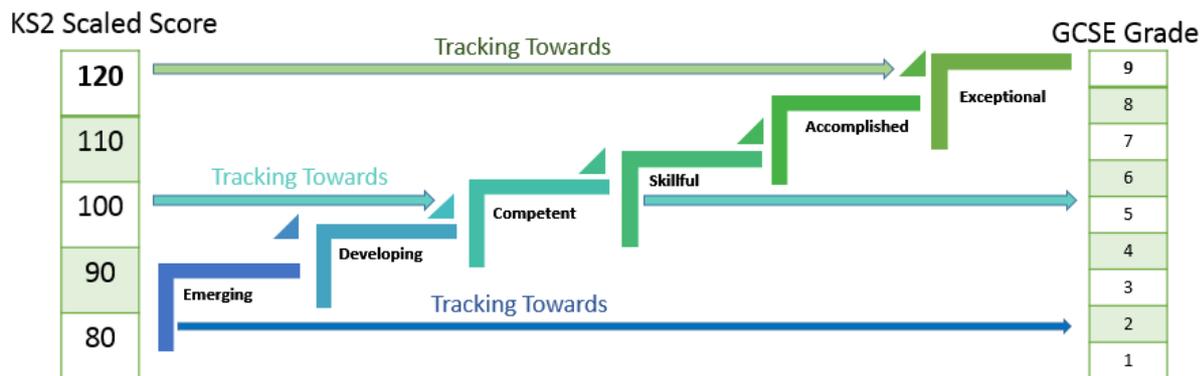
Green pen	Teacher's Feedback
Purple pen	response from student (including self and peer assessment and improvements based on reflection on feedback provided)

- Performance management targets for staff also ensure that the focus remains on raising and sustaining levels of challenge for all students. Observations are focused upon developing active learning strategies which secure engagement through challenging questioning and task setting and providing creative and engaging activities which sustain flow in lessons.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period



Mapping progress through the KS3 curriculum at Lutterworth High School

Fig 2.

- Standardised KS2 scores are used to generate predictions and progress is accurately tracked over time. In addition, all students complete a Reading and Spelling test as a further baseline assessment on arrival in Year 7. The results from these are used to inform interventions such as the Catch-up 7 programme for Literacy and Numeracy to ensure accuracy of groupings where setting is employed across the curriculum.
- At Key stage three, the criteria for assessment are the learning objectives for each unit of study. Teachers record student's attainment against these learning objectives using the six point KS3 grading scale that is 'emerging' through to 'accomplished' (fig 2.). This descriptor gives an assessment of the students current understanding of the learning objectives for the topic or unit of work for which they are currently studying.
- It is expected that some students will attain the highest grading of 'exceptional' in year 7. This mastery culture enables students, teachers, parents and school leaders to identify if a student is at least making the expected progress in relation to their prior attainment. Where this is not the case, interventions are targeted. All students are aware of their 'tracking towards' levels in each subject.
- In-school summative assessments have a central role in the tracking of progress for individual students across both key stage three and four. We use these summative assessments in both key stages, coupled with the professional judgement of staff, to identify the GCSE level that students are 'tracking towards'.
- In year 10 and 11, assessments are made based on the student's current performance against the GCSE criteria and standards, with a teacher 'prediction' of their most likely outcome at GCSE.
- Summative assessments are employed to record progress over time. We recognise the importance of ensuring the accuracy of these assessments. To this end we employ rigorous systems of standardisation – matched to national standards - as an integral part of our approach to assessment across the school: Departments regularly standardise summative assessments to ensure accuracy and consistency, the outcomes from which are used to inform the development of teaching and learning in the classroom and ensure the accuracy of data inputted for AF data points across the academic year.
- The validity of summative assessments are monitored by the Head and the Assistant Head with responsibility for Assessment through Department Progress meetings held after each AF data input. Standardisation and verification is also monitored through work scrutiny and Learning walks conducted as part of the on-going QA cycle across the school.

- External verification of judgements take place both formally through our strategic alliances (e.g. 11-16 working group), and informally through teacher networks and collaboration. Departments make good use of TOILS (Teacher Online Standardisation) wherever it is available and representatives regularly attend exam board standardisation training. We also have a number of staff across the school who mark or moderate for the exam boards. Their experience is disseminated through the sharing of good practice in department meetings.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Students and parents** to understand how students are performing in comparison to students nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4.

5. Collecting and using data

Data is collected at least twice yearly for all year groups, with further collection points in years 10 and 11 for analysis of pre-public examination data.

For students in key stage three, summative assessment data is recorded in SIMS. The learning objectives and assessment criteria used in this platform have been developed by curriculum leaders to match the curriculum outcomes expected. Assessments take place in line with the departments curriculum.

Data is used to track progress, identify underperformance and plan interventions so that all students make good progress.

Data is quality assured and verified before publication. Teachers and school leaders 'horizontally track' the progress made across subjects and cohorts.

6. Reporting to parents

Parents receive two written reports a year and at least one opportunity to attend a consultation evening with their child's subject teachers.

The written report to parents includes:

- Detail of the students current understanding of the curriculum and an assessment of the GCSE grade they are most likely to be 'tracking towards' for all subjects based on their current performance.
- A target grade for each subject studied so that conclusions about the students' progress can be drawn.
- A report on the student's attitude to learning with general comments on homework, effort, behaviour and organisation.
- Arrangements for discussing the report with the pupil's teacher.
- The pupil's attendance record expressed as a percentage of the possible attendances.
- The results of any public examinations taken, by subject and grade.
- Details of any vocational qualifications or credits towards any such qualifications gained.

7. Inclusion

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

Assessment will be used diagnostically to contribute to the early and accurate identification of students' 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 students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

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

8. Training

In addition to whole school Training Days, there is a full programme of disaggregated staff CPD across the academic year (two sessions per term). These sessions offer a mixture of specialist training from external providers and staff-lead training focused on latest research and developments in pedagogy. They cover a range of current initiatives and are focused upon whole school targets as set out in the school's Development Plan.

Staff regularly attend our strategic alliance meetings (e.g.11-16 working groups) and Hub meetings held by the various examination boards to ensure they keep abreast of developments in assessments and curriculum initiatives.

Staff also attend training sessions through the Partnership Plus programme.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

9.2 Headteacher

The Headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

10. Monitoring

This policy will be reviewed annually by the Head teacher, Assistant Head with responsibility for Assessment and the Assistant Head responsible for Teaching and Learning. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Head teacher is responsible for ensuring that the policy is followed.

The Assistant Heads with responsibility for Assessment and Teaching and Learning will monitor the effectiveness of assessment practices across the school, through:

- Moderation practices
- Student progress meetings
- lesson observations
- work scrutiny

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy