



Assessment and Feedback Policy

May 2023

Approved by: Local Governing Body

Chair of Governors: John Garner

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- **Background information**

This policy sets out the school's approach to assessment and feedback, both of which are a crucial part of teaching and learning at Ruislip High School. All assessment should lead to feedback that enables students to make progress.

The policy sets out the principles of effective assessment and feedback at Ruislip High School, informed by guidance and research including: the 2015 Final report of the Commission on Assessment without Levels; the Education (Student Information) (England) Regulations 2005: schedule 1; the EEF Guidance Report Teacher Feedback to Improve Learning (June 2021) and the EEF report A Marked Improvement (April 2016).

The school differentiates between marking and feedback as detailed in the policy.

- **Aims**

The primary aim is to inform stakeholders of the principles of effective assessment and feedback.

- To provide clear guidelines on the school's approach to both formative and summative assessment
- To ensure clarity of recording assessment outcomes and reporting to parents/guardians
- To set out how and when assessment practice will be monitored and evaluated
- To promote the highest quality feedback practice to be delivered consistently
- To provide students with accurate, useful and timely feedback that supports them in making progress
- To give students dedicated time to improve their learning
- To encourage a sense of pride in students' work
- To effectively address teacher workload issues, ensuring that assessment and feedback is meaningful, manageable and motivating
- To empower teachers to determine the most effective methods of feedback in their subject specialism

- **Principles of effective assessment and feedback**

3a. Principles of effective assessment

- Assessment is an integral part of teaching and learning, and is inextricably linked to the curriculum
- All assessment will identify the knowledge and understanding students have learnt and lead to feedback that supports student progress
- Assessment will lead to tracking of student progress in relation to aspirational targets

3b. Principles of effective feedback

- All feedback should be meaningful, manageable and motivating
- All feedback should have a direct impact on student learning and outcomes, including being used to inform future teaching
- Feedback should be timely rather than time-consuming: the vast majority of feedback should be immediate and within lessons

- Feedback should be clear and concise, with specific information about how the student can improve to enable students to articulate what they need to do to make progress
- There is no expectation that verbal feedback will be recorded
- Feedback almost always requires students to do something to improve or develop. Students will be given Direct Improvement and Reflection Time (DIRT) during lessons, using green pen to make improvements

4. Assessment in Practice

There are three main strands to assessment at Ruislip High School: day-to-day in-school formative assessment, in-school summative assessment, and nationally standardised evaluative assessment.

4.1 In-school formative assessment

Formative assessment takes place daily through, for example: teacher questioning; teacher modelling; quizzes and low-stakes tests; student self and peer assessment. Outcomes of formative assessment are shared during lessons, through verbal or written feedback.

Effective formative assessment will enable:

- Teachers to identify how students are performing and to use this information to plan future teaching and provide appropriate support;
- Students to measure their knowledge and understanding and identify areas for improvement;
- Parents/guardians to gain an understanding of their child's attainment and progress, and what they need to do to improve.

4.2 In-school summative assessment

Summative assessment is the process of assessing students at the end of a particular topic and is used to track student progress towards targets. Summative assessments take place for students within subjects and, for students in Key Stage 4 and Key Stage 5, during timetabled pre-public examination (PPE) periods.

Each curriculum area outlines when more substantive pieces of student work will take place for the purpose of summative assessment as part of their curriculum map.

For each PPE period, students will be provided with a personalised timetable and revision material will be placed on Google Classroom. Students will write their candidate number on each PPE (no names) to allow for blind marking of papers to reduce unconscious bias or judgement. Curriculum Leaders will organise curriculum-based moderation of PPE papers, ensuring that marks are awarded in line with awarding body standardisation materials. Grades are determined using the grade boundaries for the paper sat. However, there may be a case where a slightly different set of grade boundaries should be used, based on the content of the paper and the national context.

Effective summative assessment will enable:

- Curriculum and Senior Leaders to monitor the performance of student cohorts, identify where interventions may be required and work with teachers to ensure students are supported to make progress;
- Teachers to evaluate learning at the end of a unit and plan future teaching and support;
- Students to understand how well they have understood a topic and use feedback to make further progress;
- Parents/guardians to be informed about the achievement and progress of their child.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment includes GCSEs, A Levels and vocational qualifications taken during Key Stage 4 and Key Stage 5. These assessments will enable:

- Curriculum and Senior Leaders to monitor the performance of student cohorts compared with students nationally;
- Students and parents/guardians to understand how students are performing in comparison with students nationally.

4.4 Collecting and using assessment data

- In Years 7-9 (Key Stage 3), progress will be measured in relation to each student's prior attainment. All Year 7 students will also be assessed for reading ages and through a baseline mathematics assessment. Reading scores and prior attainment information is shared with teachers through ClassCharts.
- In Years 10-11 (Key Stage 4), minimum estimated grades (MEGs) are based upon students' Key Stage 2 SATs scaled scores and the Fischer Family Trust 20th percentile progress (FFT20) benchmark. For year groups where there are no KS2 SATs scaled scores, the school is following DfE guidance. MEGs are ambitious and will be set above national average expectations.
- In Years 12-13 (Key Stage 5), ALPS upper quartile targets will be used as the main indicator to measure progress from GCSE average point scores (APS).
- Each curriculum area will collect data and store it electronically on central spreadsheets. The primary purpose of this is to inform decisions when inputting data for progress reporting purposes.
- Assessment data will be recorded into the school's management information system in line with the whole-school assessment calendar.
- Following each data collection cycle, information will be discussed within curriculum areas and reviewed by senior leaders and the governing body.

4.5 Reporting to parents/guardians

- At Key Stage 3 parents/guardians will receive three progress reports per academic year. Each report will include summative assessment data score in comparison with the cohort average.
- At Key Stage 4 and Key Stage 5 parents/guardians will receive two reports which will include formative tracking data and provide guidance on the student's current effort. One additional report will include a PPE grade and a teacher predicted grade (TPGs). TPGs are teachers' professional predictions for the student's attainment at the end of the key stage.
- Parents' evenings are held once a year for each year group. The format and details of these will be communicated to parents/guardians in advance. Students are expected to attend parents' evenings with their parents/guardians.
- Parents/guardians should monitor their child's attendance and behaviour/reward points through ClassCharts and homework through Google Classroom.
- Curriculum information is available on the school website including the curriculum and assessment content for each curriculum area for each year group.

5. Feedback in Practice

5.1 Feedback

Feedback can take many forms and not all feedback can be seen by looking through student books. Whilst marking is done by the teacher after work has been completed, feedback happens in the classroom and involves the student.

Feedback can be:

- immediate - at the point of teaching, eg. through mini-whiteboards, quizzes or discussion, or through the teacher circulating to provide verbal feedback or live marking;
- summary feedback - at the end of a lesson/task, eg. through a quiz or self/peer assessment, or through the teacher highlighting or annotating work according to a mark scheme or success criteria, or using Google Classroom to provide quiz results, written or verbal comments;
- next lesson - further teaching allowing students to identify and improve areas of development identified by the teacher, eg. through starter tasks or modelling, for example using the visualiser.

The timing of the feedback depends on the task, the student and the class, and is ultimately the professional judgement of the teacher. Feedback should focus on the task, the subject or self-regulation strategies. Feedback on the individual, eg. 'Great work' is not considered effective feedback as it does not improve learning.

Teachers should plan carefully to ensure students have time and opportunities to use feedback. Feedback alone will not ensure students improve, it is when students act upon feedback that they are able to make progress. Teachers may discuss feedback and students may be asked to spend time responding to questions from teachers, correcting errors, editing or redrafting work, or completing similar problems with feedback in mind.

5.2 Marking

Marking happens at a set point following the completion of a piece of work and allows teachers to check that work has been completed correctly. Marking students' work is only one method of providing feedback and is only used when it promotes further learning. Evidence (EEF 2016) suggests that marking informs student progress when schools mark less in terms of the number of pieces of work, but mark better. Students will receive written feedback on selected pieces of work at least once per half term and will have time set aside to consider and respond to written marking. Typically, curriculum areas that see students more often will mark more frequently.

In every subject, assessments are planned throughout the year for each year group and students are awarded marks for these pieces of work. These marks are tracked over time to monitor the progress of students. These are the main pieces of work that teachers will mark and these are detailed in the curriculum maps for each subject. At times, some subjects and some teachers will plan for students to complete additional work that will be marked, often in preparation for the next assessment.

Marking less does not mean looking at books less frequently. Teachers will still regularly review work completed in books by students. Part of this involves ensuring that students are showing the appropriate level of pride in their work (see section 5.3) and part involves providing feedback through various methods (see section 5.1), informed by the teacher's professional judgement about the most effective ways to support the students to make progress.

Teachers may also choose to provide whole-class feedback following reviewing work completed in books. This would involve teachers reviewing a class set of books and identifying both exceptional work and common misconceptions. Feedback is then provided to the class including re-teaching of misconceptions and errors.

5.3 Minimum expectations for student work

To encourage a sense of ownership over, and pride in, student work, the school sets out the following minimum expectations for students:

1. Students should write in black or blue pen.
2. Dates and titles should be underlined with a ruler.
3. CW (denoting classwork) or HW (denoting homework) should be written on the left hand side of each page and underlined with a ruler.
4. There should be no blank pages.
5. Work should be ruled off when it is completed.
6. There should be no loose sheets.
7. Work should not be drawn on or doodled in.

Students who do not meet these expectations will be sanctioned for poor effort in line with the whole-school behaviour system. Repeated occurrences will lead to the student being on report to their form tutor or Head of Year.

6. Roles and responsibilities

6.1 Oversight

This policy will be overseen by the Deputy Headteacher (Curriculum).

6.2 Curriculum Leaders

- Curriculum Leaders will provide time during faculty meetings to develop subject-specific best practice for feedback in their individual subject.
- Following this, Curriculum Leaders will design the feedback and assessment policies within their subject.
- Curriculum Leaders will monitor the quality of marking and feedback within their subject area. Quality assurance will take place through learning walks, book looks and discussion with students.
- Curriculum Leaders will oversee the standardisation and moderation of examination materials during pre-public examination periods and during nationally standardised summative assessment periods.

6.3 Teachers

- All teachers are responsible for ensuring the principles for assessment and feedback outlined in this policy, and the policy for the subject they are teaching, are followed.

6.4 Teaching Assistants (TAs)

- TAs will follow the principles outlined in this policy to provide feedback to students they are supporting.

6.5 Students

- Students will meet the minimum expectations for work as set out in this policy.
- Students will complete assessments to the best of their abilities in all curriculum areas.
- Students will respond to feedback as directed by teachers and TAs.
- Students will use green pens during DIRT as directed by teachers and TAs.

6.6 Parents/guardians

- Parents will read the assessment and feedback policy and ensure that their child engages with assessment and feedback in all its forms to move their learning forward.