Assessment and Feedback Policy

This policy was approved by

Cox Green School on

4th July 2023

Version	Authorisation	Approval Date	Effective Date	Next Review
1	Full Governing Body	10/2/14	10/2/14	July 2016
1.2	Cox Green School	22/6/16	22/6/16	June 2019
1.3	Cox Green School	14/11/18	14/11/18	Nov 2021
1.4	Cox Green School	4/7/23	4/7/23	July 2026

The Aims of Policy

This policy is informed by developments in Assessment for Learning. The overall aim is to focus on providing clear guidance to students about how effective their learning is and also what they need to improve through accurate assessment & feedback.

Objectives

The objectives are as follows:

1. To ensure that assessment is fit for purpose and aligns itself within the curriculum seamlessly;
2. To secure effective forms of assessment which informs teaching and supports student progress over time;
3. To provide students with actionable feedback which aids student understanding of where their strengths are and how to improve;
4. To give students the opportunity to assess and reflect on their own and each other's work;
5. To give students the opportunity to respond regularly to feedback from teachers or peers;
6. To monitor, evaluate and review individual and cohorts of students' progress, and identify their next steps for progress and improvement;
7. To standardise and ensure adherence to the marking procedures throughout the school.

Assessing and Feedbacking Students' Work

Assessment has many different forms and purposes (see appendix), however, it must always be used as a mechanism to: aid student progress, assess curriculum provision, reflect on quality teaching and learning and allow all stakeholders to identify areas of strength and development within individuals and cohorts across the school.

Whole school summative assessment points

The assessment system has been designed to prepare students for the style of summative assessment which they will be tested by in the public exams at GCSE, Vocational and A level. They therefore undertake formal summative assessments, as set out by the department's rationale documentation. Though individual departments are given autonomy to best fit their schemes of work, times and details as per the table below reflect a minimum expectation from the school. The timings of these may also be subject to change, depending on additional factors such as school closures or lost learning. With the first of the two assessments expecting to take place in the weeks preceding the Christmas holiday and will assess the work that has been undertaken by that point in the year. When students move into either the second or third year of a course (KS3, GCSE, Vocational or A level) assessments may also test material studied earlier on in the course. This is to provide those students with the level of recall that they require for the terminal public exams.

The KS3 assessments are graded on this prorated basis but grades are not shared with students; students will receive detailed feedback and targets on how to improve., GCSE assessments are graded using the 9-1 grading system, A level assessments are graded using the A*-E system and Vocational assessments are

graded using the Pass, Merit and Distinction system. These are norm referenced assessments and the grade boundaries are set to reflect this. In KS3 however, where GCSE grades are not the most accurate reflection of pupil's future attainment, progress is measured against 'Starting points'. These starting points are generated from Average CAT scores.

Year	Exam 1	Exam 2
7	December: Covering Autumn term content and skills	June/July – covering work from the whole year
8	December: Covering Autumn term content and skills	June/July – covering work from the whole year
9	December: Covering Autumn term content and skills	June/July – covering work from the whole year
10	December: Covering work to date on the GCSE course and may include Year 9 work	June/July – covering work from the whole year
11	December: Covering whole course to date	March (if deemed appropriate for the cohort)– Specific students covering the whole course to date
12	December: Covering whole course to date	June/July – covering work from the whole year
13	December: Covering whole course to date	March – Specific students covering the whole course to date

Table 1 Minimum assessment timing and content

All subjects have identified a number of standardised Key Assessment Tasks (KATs), according to their timetable allocation (as per table 2). These will be in the form of formal live feedback tasks or summative tasks so that common expectations are being set between the teachers in any one department.

The KATs are explicitly stated in each subject's scheme of work and reflected in the curriculum maps for each department. The KATs can take the form of an end of unit summative assessment or a more formative task.

Formative Live Feedback

Teachers will be expected to provide live feedback to students in-line with their curriculum maps and also as part of their 'day to day' teaching practice (as per table 2) so that students are able to make rapid progress. This will replace marking exercise books which will no longer occur. Live feedback elements of lessons and/or schemes of learning will be sign-posted through the 'thinking time' behaviour for learning strategy.

Live feedback can be verbal or written and will be aligned with success criteria, skills' grids and/or mark schemes so that the feedback is actionable so that it is clear to students on how to improve work during the lesson. The evidence of feedback will be students' responses in green pen.

Live feedback KATs will be frequently embedded within schemes of learning and within sequences of learning as per table 2. However, there can be additional opportunities within a series of lessons where students will be completing a skills and/or knowledge based assessment of learning task during 'thinking time.'

Table 2 KAT assessment guide

Teaching time per fortnight	Summative Key Assessment Tasks (KATs)	Formal live marked key Assessment Tasks (KATs)
1-4	1 term	1 per term
5 or more	2 per term	2 per term

Feedforward: Responding to Summative Feedback

Students respond to all feedback whether summative, live or peer assessed in green pen. Time within curriculum and schemes of learning will be allocated to allow students time to respond to summative feedback in a meaningful way during feedforward lessons. Students will be given feedback which links to skills, knowledge and understanding to aid in the identification of strengths and developmental areas and, if appropriate, grades and marks.

Teacher feedback is specific to a student's piece of work and is in written form unless, however the feedback can be based on a coded marking system where the code provided refers to specific skills and knowledge such as a skills' grids or mark schemes which are either written down or stuck in to the student's book. Student responses can take a number of forms including: redrafting, answering a similar task, completing a specific piece of work to improve knowledge or skills in one area.

Assessment for Learning (see Teaching and Learning Policy)

The following systems are consistently used in all lessons:

• All lessons have differentiated success criteria which makes simple reference to the assessment criteria by which the teacher will judge whether the lesson has been effective;
• All students will be accustomed to reviewing their work and the work of others and be able to provide relevant feedback on the strengths and areas for improvement;
• All teachers model answers of the expected standard;
• All teachers utilise strategies to ensure they can assess whole class progress rapidly and target support within lesson (e.g. traffic lights, mini-whiteboards, live-marking etc.).

Self & Peer-Assessment

All students are expected to be able to undertake effective self and peer-assessment based on the clear understanding of the course structure, assessment objectives and grade criteria which they gain in class. Students will always use a green pen when conducting self or peer-assessment. This is a key tool in supporting students to understand their progress and the requirements of their courses.

Grading & Curriculum Progression

Grades used in Years 10-11 use the new GCSE system of number grades 9-1. In Year 12, 13 and 14 the grading is A*-E for A-level subjects and Pass to Distinction* for Vocational subjects.

Learning leaders have given careful consideration to the construction of the curriculum to ensure progression from Years 7-11 and then on to Years 12,13 and 14.

Students are given end of KS4 attainment targets based on the GCSE 9-1 grading system if they are in KS3 and KS4. These GCSE targets are based on prior attainment before entry at KS3.

At KS3, targets will not be communicated directly to parents. Instead, they will be told the band in which their child sits based on their CAT scores and prior attainment. These will be referred to as SP1 (CAT <85), SP2 (85 <CAT> 95), SP3 (95<CAT>105) & SP4 (CAT > 105), as per the banding provided by the CATs. The philosophy behind this policy is to ensure focus at KS3 is on how to progress and the skills needed, rather than numbers and grades. Grades in assessed tasks will still be recorded internally for department tracking purposes.

In order to achieve consistent progression in grades it has been vital to achieve a consistent approach to both the curriculum and its assessment. The following principles apply to the curriculum design for Years 7-13. Although subjects differ in the nature of their assessments, in all subjects there is a requirement to acquire skills and content to be learnt and applied. The way these can be broken down for assessment purposes is through the use of the assessment objectives for each subject.

Years 7-9

The content within each subject has been designed to ensure that the core skills required by the assessment objectives are thoroughly taught in KS3. This positions students strongly to embark on their GCSE courses. Students will be made familiar with overarching assessment objectives and assessment criteria to achieve target Bands within their lessons so that they can take ownership of the specific skill or area of content which they may need to improve on.

Years 10-11

The curriculum delivery of GCSE and Vocational courses is designed to allow students to mature in their skill acquisition whilst mastering the required content or knowledge. The KATs used in Year 10 and 11 only partially cover the skills and content of the courses, however they are graded using the GCSE criteria, so students get a good idea of how well they are doing against the current GCSE standard. Comments made by teachers in marking or through the assessment point reports indicate whether the student is making good progress to their final target or not.

Years 12, 13 & 14

A-Level courses follow a similar pattern to GCSE. Induction tasks are made available in the summer holiday between Year 11 and 12 in order to ensure students start to develop the independent working skills which are fundamental to successful A-level study. It may often be the case that students are required to cover or review content outside of lessons in order to spend quality lesson time on developing their skills and understanding the underlying concepts.

Reporting

Assessment Points

Depending on the Year group there are between two and four assessment points during the year where grades are reported to parents. The times of these reports and the evidence used to identify the grades are detailed in Table 3 below.

For students in Year 12 an a red, amber, green (RAG) report is produced for each of the subjects they take at the end of the first four weeks. This RAG of the students is based on their attitude to the work in lessons and highlights the need for additional support that some students may require at the start of their courses.

At each assessment point, teachers provide a currently working towards grade, which is an informed prediction of the student's final attainment at GCSE based on evidence gathered. For KS4 this is a GCSE 1-9 end of KS4 grade. The grade at KS3 is not reported to parents or shared with students, it is for internal tracking purposes only, if deemed appropriate by the department rationale. If a Year 11 student who has an end of KS4 target grade of a 6 is given a currently working towards grade in the same subject of a 5+ then they are also not on track to meet their target grade at the end of KS4.

The reporting for KS5 students follows the same methodology, with the exception that the currently working towards grade is compared with an end of KS5 target.

Generation of Reported Grades

In order to ensure the grade reported for each student gives an accurate indication of their likely progress, based on their current attainment, these grades will be generated through each department's internal tracking system. These will record scores in KAT tasks, as well as any other relevant tasks (including homework where appropriate). The tracking system will then use this evidence, plus information about the requirements at the end of the key stage and knowledge of grade distribution within the subject, to generate a currently working towards grade. Teachers can adapt this, e.g. if the grade generated is a 6 but the teacher feels their experience of student in class makes them question this, they may change it to a 6- or a 5+. However, the need to do this should be rare and in the vast majority of cases the grade generated on the tracking system should be the one input for the final report.

	AP1	AP2	AP3
Year 7-8 Students awarded a Exceeding Expected progress (T+), Meeting expected progress (T) or Working towards expected progress (T-) in relation to their indicated band	**Post-Christmas holiday -** Based on December assessment week results **and all relevant work up to this point**	**July -** Based on KATs and all relevant work up to that point, **including** summer assessment week results	N/A
Year 9 & 10 Students awarded a currently working towards grade 9-1	**Post-Christmas holiday -** Based on December assessment week results, KATs and all relevant work up to this point	**July –** Based on KATs and all relevant work up to that point, **including summer assessment week results**	**N/A**
Year 11 Students awarded a current working level grade 9-1	**Behaviour for Learning grades based on Attitudes & Behaviours in lessons**	**Pre-Christmas holiday -** Based on all relevant work up to that point **including** December assessment week results	**March** - Based on **all relevant work up to that point, including** internal standardised key assessment tasks

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Year 12 Students awarded a currently working towards grade A* to E (A-level) or D* to P (Vocational)	**Behaviour for Learning grades based on Attitudes & Behaviours in lessons** **RAG - Attitude to learning rated RED, AMBER OR GREEN based on first four weeks of the course**	**Pre-Christmas holiday -** Based on all relevant work up to this point, including December assessment week results	**Pre-Easter holiday -** Based on all relevant work up to this point, including internal standardised key assessment tasks
Year 13 & 14 Students awarded a currently working towards grade A* to E (A-level) or D* to P (Vocational)	**Behaviour for Learning grades based on Attitudes & Behaviours in lessons**	**Pre-Christmas holiday -** Based on all relevant work up to this point, including December assessment week results	**February** - Based on all relevant work up to this point, including internal standardised key assessment tasks

Table 3 AP timetable

Target Setting - KS5

All teachers of A-Level and Level 3 Vocational qualifications will be given teaching group lists with Average Point Score (GCSE) data and a Minimum/Aspirational Grade based on the Department for educations' ready reckoner, transition matrices tool. The transition matrices tool presents value-added results differently. It shows the grades achieved by students in particular subjects with similar levels of prior attainment. Level 3 value-added is a progress measure for school sixth forms and colleges which is used in the 16 to 18 performance tables.

Based on a student's GCSE grades an average point score is calculated, by adding up all the grades they achieved and dividing this by the number of grades they achieved. The student's average point score is compared against the outcomes from previous year's national exam result data set a target that would achieve a result in the top 25% nationally.

Roles and Responsibilities

Monitoring and Evaluation - Roles and Responsibilities

Monitoring and Evaluation – Analysis of student achievement (Student Progress Reports) occurs at two to four points throughout each academic year with reports being prepared for students, parents, teachers, middle leaders and senior leaders. These Student Progress Reports will be the basis for identification of any interventions needed or for praise to be highlighted.

Other Methods of Assessing and Recording Assessments

Laser Meetings

Laser meetings are intended to identify students in each subject area, year group or key group, who may not be making expected progress and discuss SMART targets that they are working towards to narrow the gap in their progress. Following these meetings intervention plans are put into place and then monitored carefully.

Record Keeping

All colleagues are expected to keep records of assessments they have made. All departments should have centrally kept records of key assessment data which they use for their own internal tracking and target setting systems. The records of all KAT tasks are kept in the subject's file in the appropriate data storage area, which provides transparency around the production of assessment point (AP) data.

Records of assessments are reviewed annually as grade boundaries change and the assessment make-up of each subject can change. An up to date copy of the class profile for each class is available to the teacher at all times on SIMS and utilised to inform the planning of lessons for a class. Data in relation to behaviour, homework completion, being equipped for lessons and punctuality is taken directly from the lesson by lesson electronic registration system, SIMS lesson monitor/Edulink.

Communication of Policy

The policy will be communicated to Learning Leaders is a Learning Leaders briefing and this will then be disseminated to teaching staff in department meetings and Twilight inset session(s). The policy will be available to all staff via the school's intranet.

The policy will be uploaded to the school's website and parents will be informed of the amendments to the policy via the school newsletter.

Review of Policy

This policy shall be reviewed by the Senior Leadership Team of Cox Green School every three years.

Appendix Definitions of assessment:

It is helpful to think of assessment using the following terminology:

- **Formative assessment –** These are assessments designed to support student's formation and inform their progress. Formative assessments are frequently used to give on-going feedback during a course. Typically, they may take the form of a marked piece of work as a mini-test. Formative assessment may relate to only some of the skills or criteria from the course overall.

- **Summative assessment** – These are assessments which sum up how well a student has done on a course or unit overall. They usually come at the end of the unit or course and are graded using the same criteria as applies to that unit or course.

- **Criteria referenced** – This is a system of assessment in which grades have specific criteria. Any work which meets these criteria is awarded this grade. This system aims to sustain a common standard irrespective of how many students reach it.

- **Norm referenced** – In contrast, norm referenced assessment works around the assumption that there is an expected standard at a particular stage. Grading is based in the level of understanding or recall compared with others (either now or historically). Grades are often allocated proportionally.

- **Assessment objectives** – Each course has overarching objectives which summarise the skills covered in the course or the handling of the content included in the course.

- **Grade descriptors** – Grade descriptors summarise the standard of skill and application of knowledge required to achieve a particular grade.

Whole school learning Routines	Examples of this practice/expectations of school
Lesson Prep To help you learn well in the next lesson. Will vary according to year group	Examples of the types of lesson prep tasks you might be set are: I. Memorise vocabulary/spellings/key words and definitions, etc; II. Learn a method (Formulae/Definition/Grammar Point); III. Complete a set of questions testing understanding of the material; IV. Complete an exam question consolidating understanding; V. Read a given passage/source and summarise 5 key points; VI. Prepare an argument for or against a given point.
Checking Lesson Prep You can expect all of your lesson prep to be checked. The teacher will check it in a number of different ways…	Prep might be checked in one of the following ways: I. A brief test as starter on the board; II. Quick oral quiz, using mini-whiteboards; III. Answers on the board as register is taken. Self or peer marked; IV. Swap books and give your partner a mark and EBI based on the criterial given; V. Discuss your answer with a partner, agree on an answer to present back to the class; VI. Pair up with someone with a different view point. Whose point is strongest, why?

Assessed Homework To help you consolidate a period of learning.	Assessed Homeworks are longer assignments than lesson preps and require you to work independently on a task using the content and practising the skills which you have learnt in class. Assessed Homeworks are stepping stones towards end of unit/termly assessments
Self-review To help improve your independence and allow you to notice your strengths and weaknesses and address these in lessons.	Examples of types of self-review you will be expected to engage in are: I. Tick or cross in green pen and give score of right (or wrong) answers; II. Read back over an answer (either in your head or aloud to yourself/a partner) and underline any mistakes or parts which don't make sense; III. Award a mark out of X depending on how many key points/key words are used; IV. Use a highlighter every time you or your peer has used a certain feature; V. Evaluate a piece of work using grade criteria. Explain why you think it is a certain grade; VI. Respond to feedback given – www/ebi.