



**PENWORTHAM GIRLS' HIGH SCHOOL**

# **ASSESSMENT AND FEEDBACK POLICY**

**March 2020**

## THE MISSION

To prepare  
Articulate, Questioning, Tolerant and Independent Women  
for the future.

## **Related Policies and Documentation**

- The PGHS Excellent lesson
- Pupil Premium Strategy
- Single page summary for Parents
- Pupil planners

## **1.0 What are Assessment and Feedback?**

**1.1 Assessment** refers to all activities which check pupils understanding, from low stakes questioning and retrieval to strategically planned curriculum tasks designed to allow pupils to apply their developing knowledge and improve their fluency.

Assessments can take many forms: diagnostic activities are designed to benchmark current understanding prior to covering new content, formative tasks are intended to check understanding during instruction, and summative assessments are used to measure performance/attainment at the end of the course and usually involves the awarding of some sort of grade or score.

**1.2 Feedback** involves the giving of information to help an individual to progress; effective feedback should be linked to an identified end point (where am I going?) and should include two key elements: (a) what progress has been made so far (How am I going?), and (b) what do I need now to get closer to the end-point (Where to next?).

Feedback can take many forms, including written comments, live marking and whole class review. Feedback can be given by the teacher, from peers using clearly defined success criteria, and by the pupil themselves through guided self-reflection.

## 2.0 Policy Rationale

This policy has been designed to:

Meet the Outstanding criteria on the Ofsted framework: Assessment helps pupils to embed knowledge and use it fluently and assists teachers in producing clear next steps for pupils. (Quality of Education p45: School Inspection Handbook)

“Inspectors are looking to see that a school’s assessment system supports the pupils’ journeys through the curriculum. Therefore, the key reason for all assessment is to ensure that teaching and learning are working well and that children are benefiting from a deep and rich education’- Sean Harford, National Director for Education at Ofsted).

Promote learning by:

- Placing assessment at the heart of learning.
- Embedding knowledge and giving pupils the opportunity to use it fluently.
- Assisting teaching in identifying next steps.
- Providing regular opportunities for pupils to respond to teacher feedback.
- Developing pupils’ metacognition, making them more responsible for their own learning.
- Making sure that all pupils know how much progress they have made and what they need to do to improve further.
- Providing the flexibility for individual subjects to strategically plan assessment to reflect their unique disciplines.
- Embed an assessment culture with a strong emphasis on ongoing, low-stakes, formative assessment, as opposed to one with a summative bias.

Guarantee an equivalence of experience for all pupils by:

- Establishing a minimum entitlement for all pupils across all subjects.
- Ensuring that all pupils are treated equitably and with fairness.
- Creating a system that is easy to understand for both pupils and parents.

Support teachers and leaders in the management of their workload by:

- Ensuring all assessments are relevant, namely they allow our pupils know more, do more and remember more.
- Ensuring non-contact teacher time is used to maximise pupil progress and outcomes.
- Encouraging subjects to create assessment programmes which manage workload expectations, both in terms of quality and timing.
- Implementing a system that strategically collects assessment data, ensuring that all the data collected is meaningful and has a purpose.
- and then uses this data to support improvements in attainment.
- Enabling subject leads, and SLT, to be able to monitor and evaluate the effectiveness of assessment and feedback without unnecessary workload.

## 2.1 Key principals of Assessment and Feedback at PGHS

- Assessments are a key part of the learning process, enabling pupils to embed and apply knowledge.
- Assessment should be viewed as a constant ongoing activity rather than the outcome of key tasks.
- Assessments should focus on checking the understanding of the most useful / powerful knowledge.
- Effective feedback can take many forms, this will vary according to the task and intended outcome.
- Feedback is a priority; students must be given the time to reflect on and respond to feedback.
- Feedback should be tailored to the individual/group, ensuring its relevance.

## 3.0 Assessment

Low stakes assessment, such as questioning and retrieval practice, should form a key component of all lessons.

All subjects should plan regular assessment task (See guidance below) to check the understanding of core content and to allow the practice of key skills. These identified assessments should reflect the subject's curriculum journey rather than the school's termly calendar (except for whole school summative assessments in Year 9 and KS4).

The rationale for each assessment task should be outlined on the unit overview - brick sheet. This document should explain the choice of assessment format and the target content. These documents should be stored, along with exemplar work from pupils performing at different levels, in the subject's Curriculum Folder.

### 3.1 Assessment Task Frequency

Depending on the length of the half term, subject curriculum planning should incorporate the following minimum entitlement:

#### Key Stage 3

Core subjects: 2 to 3 times per half term

Subjects taught once a week / 3 times a fortnight: 1 or 2 times per half term

Rotation subjects taught twice a week: 2 to 3 times per rotation.

#### Key Stage 4

Core Subjects: 3 to 4 times per half term

Option subjects: 2 to 3 times per half term

### 3.2 Graded Assessments

One assessment each half term should be graded using the PGHS AWL grades: 0-9. The grade awarded may be sub-divided e.g. 2-, 2, 2+ at KS3. Subjects should carefully select the task which offers the best opportunity for pupils to work at a range of levels. Grades attained by the pupils should be recorded by the teacher and added by the pupil to their tracker sheet.

**3.21 Graded assessments should:**

1. Remain low stakes, especially at KS3.
2. Have a specific learning purpose.
3. Enable students to apply their knowledge and improve their fluency.
4. Focus on the most important knowledge and common misconceptions.
5. Should be appropriately challenging, allowing all pupils to participate.
6. Promote a range of outcomes, enabling the measurement of performance.
7. Cover sufficient knowledge to allow a valid attainment grading.
8. Have clear success criteria, resulting in consistent grading between teachers and over time.

**3.22 Graded assessments do not need to:**

1. Take the entire lesson.
2. Be in the format of a traditional test.
3. Involve revision.
4. Cover all the content learnt during the previous unit.
5. Be high stakes.

## 4.0 Feedback

Teachers should be seizing all opportunities to provide feedback. Feedback within a lesson may take many forms, including the checking and recasting of verbal responses, the review of written responses and the production of model answers. Teachers should be ever vigilant for common errors; it is vital these misconceptions are explicitly identified and tackled.

### 4.1 Assessment task feedback

Written feedback must be provided for all assessment tasks. This feedback must take the form of:

- *WWW (What went well)*
- *NOT YET (Not yet because...)*

These feedback requirements can be delivered through a range of strategies, including:

- Department templates pre-populated with common www and not yet comments
- Teacher produced whole class feedback sheets
- Feedback templates completed by the pupils with teacher assistance

Subject teams are encouraged to work collaboratively to identify the most effective way of delivery feedback following an assessment task. Teachers are encouraged to use formats which reduce workload where the quality of feedback can be maintained / enhanced.

### 4.2 Responding to feedback

Students must also be given the opportunity to respond to feedback through a targeted MRI task.

- *MRI (My response is ...)*

MRI tasks should be linked to the learning outcomes and success criteria of the original assessment. Completion of the MRI task should enable the pupil to take the next step in their learning journey, by tackling a misconception, deepening their level of understanding or mastering a key skill.

The setting and completion of MRI tasks should be viewed as a priority by both teachers and pupils. Teachers must ensure that sufficient time and guidance is provided to enable pupils to make progress.

## 5.0 Additional Requirements

### 5.1 Marking of Exercise Books

In addition to the deep marking of key assessments, 'light' marking of all work must take place.

Light marking may include:

- Guidance on presentation
- Acknowledgement of a correct or incorrect response (tick/cross)
- Highlighting a communication error (see literacy codes)
- Identification of an incomplete task
- Awarding of a medal

Although peer/self -assessment of class work is encouraged, evidence of teacher review should be present.

### 5.2 Marking for Quality of Written Communication (QWC)

Routine corrections linked to spelling, punctuation and grammar should be made with the following codes (a maximum of 5 per page):

Sp = spelling mistake

O = Punctuation mistake. Encircle missing or incorrect use of comma, full stop, question or exclamation mark

WW = Wrong word

WW = Missing Word

FS = Full sentence

C = missing capital letters

H = Handwriting

PGHS literacy codes must be clearly displayed on all pupil books / folders.

### 5.3 External Assessment

GCSE non-examined assessments (NEA) and BTEC portfolio work should be marked as per the relevant examination board mark scheme. However, if it is permitted, WWW and NOT YET can be used on any preparation, in order to help pupils to improve their final grade.

Departments must cross-moderate internally, and should seek to do so externally, ensuring accuracy and consistency in marking. Summative assessment data should be moderated at department meetings, using a sample that covers the ability spectrum. Outcomes from the moderation process should inform the future development of schemes of learning and assessment and should be recorded in the department's Curriculum File.

## 6.0 Quality Assurance

Key methods:

- Appraisal – review of teacher standards
- Departmental (subject review) and whole-school work scrutiny
- Exercise book compliance checks
- Drop-ins and lesson observations
- Pupil voice (subject reviews) / pupil surveys
- Internal moderation exercises
- Accuracy of KS3 reports and GCSE predictions
- Department Curriculum Files