



ASSESSMENT & FEEDBACK POLICY

Rationale

The purpose of assessment is:

- To support learning
- To provide certification for pupils
- To provide evidence for accountability and evaluation

At Nidderdale High School feedback and marking will provide constructive feedback to every student by focusing on success and improvement needs against clear learning intentions. This will enable students to become reflective learners and help them to 'close the gap' between current and desired performance. Assessment is also a valuable tool in helping us to 'personalise' learning to ensure that instruction is matched more appropriately to individual student needs.

Aims

Through the application of assessment for learning principles in the planning and delivery of learning episodes and the assessment of students' work our aims are:

- To ensure that students are able to explain what they are trying to learn and why
- To ensure that students are able to explain what they need to do to demonstrate success
- To ensure that students take increasing responsibility for assessing their own progress
- To provide regular, fair and helpful feedback to support the progress of all students
- To ensure that all students are supported in reaching their full potential.

Assessment Methods

We will make use of both formative and summative assessment methods. Formative Assessment focuses on enabling achievement, examples of which include:

- Sharing learning objectives and success criteria with students
- Appropriate and effective questioning which develops the learning
- Focusing oral/written feedback around the development of learning objectives
- Organising targets so that students' achievement is based on previous achievement as well as the next step
- Involving students in self and peer evaluation
- Creating time for students to reflect on their learning and respond to feedback

Summative Assessment focuses on measuring attainment, examples of which include:

- KS3 Teacher assessment levels (using Assessment without Levels criteria)

- External exams
- Internal exams
- Levelling/grading a piece of work
- Recall questions which establish current knowledge or understanding
- Any assessment method which aims to establish whether learning has taken place or a target has been met

Assessment for Learning Principles

At Nidderdale High School, all assessment and feedback will be driven by the principles of Assessment for Learning. Assessment for Learning is a process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Lessons will be planned and assessment carried out with reference to key Assessment for Learning principles.

Recording

As part of their assessment procedures, Areas of Learning will establish recording systems which: support teaching and learning; support the target setting process and enable effective monitoring, tracking and reporting. Data will be recorded, at whole school level, three times a year at Key Stage 3 and four times a year at Key Stage 4. The schedule for data recording and reporting is published in the school calendar.

Reporting

Information to parents is provided through a minimum of three reports and at the request of a parent to the Key Stage Learning Manager and at a Parental Consultation Evening. Reports and discussion will be underpinned by formative and summative assessment conducted through the year.

Roles and Responsibilities

All teachers will:

- Share clear learning objectives with students
- Include questioning, explanation and feedback to students which are focused on the learning objectives of the lesson
- Share clear and unambiguous learning outcomes with students and engage in a dialogue about how students can be successful in achieving these learning outcomes by making the success criteria explicit
- Differentiate learning outcomes to ensure that all students can make progress towards the learning objectives
- Use verbal and written feedback to encourage students to think about what they have learned and how they might improve their work. Feedback relates directly to the shared learning objectives/outcomes/success criteria as appropriate
- Provide quality, diagnostic feedback to each student at least once each half term
- Plan opportunities within lessons for students to reflect on and respond to written feedback that they receive (Directed Independent Reflection Time (DIRT) in purple pen

- Plan opportunities for students to assess their own work and the work of others
- Set and mark homework according to the whole school homework timetable
- Provide data as part of the whole school reporting process
- Provide information for the target setting process on an annual basis and review targets for students in their teaching groups on an on-going basis
- Follow the published marking guidelines appended to this policy

Directors of Learning will:

- Monitor quality feedback on a half termly basis and in line with the published Monitoring and Quality Assurance Cycle
- Create or agree standard activities focused on agreed objectives with agreed and standardised criteria for assessment. They should be referenced to KS3 AWOL criteria/GCSE grade criteria
- Monitor setting and assessment of homework
- Provide opportunities for subject or Area based standardising of assessment (including controlled assessment)
- Establish recording systems which: support teaching and learning; support the target setting process and enables effective monitoring, tracking and reporting
- Co-ordinate target setting across the Area of Learning and ensure that targets are reviewed on a regular basis
- Monitor data and targets provided for the whole school reporting system

The Data Manager will:

- Ensure that data collection systems are in place and information is provided in order to meet the schedule for target setting and reporting published in the school calendar.
- Present the data collected for each year group in a format agreed with SLT to meet published deadlines.

The School Leadership Team will:

- Monitor quality feedback through Line Management processes and the Monitoring and Quality Assurance Cycle
- Monitor the application of Assessment for Learning principles through lesson observation, Learning Walks and work scrutiny
- Promote the sharing of good practice through line management, meetings and INSET

Monitoring of Implementation and Evaluation of Impact

This policy will be monitored by the Assistant Headteacher (Learning and Teaching), who will report annually to the Full Governing Body.

Reapproved Full Governing Body 16 November 2019

Date of next review: November 2021

Marking Guidance

At NHSCC, the agreed purpose of marking and feedback is:

- To provide a **regular** checking mechanism for work completion, presentation and standards, obvious misconceptions
- To provide **timely and focused feedback** which shows students what they have done well / what **progress** they have made and to identify **targets for improvement**
- To create a **learning dialogue** between teacher and student which allows students to demonstrate their understanding **and** act upon advice
- To provide **summative evidence** of attainment and progress
- Formative feedback should be written in red or green pen or pencil. This feedback should include:
 - a. A summary of what has been done well in relation to success criteria / assessment objectives.
 - b. Questions, suggestions or a correcting task which will enable students to respond during Directed Independent Reflection Time (DIRT).
 - c. Student responses should be made in purple pen.
- Marking for Literacy.

In line with the Literacy Policy, Teachers will also identify spelling, punctuation and grammar (SPaG) issues to be addressed during DIRT time by the student.

 - a. Identified errors should be highlighted in orange and students are required to make corrections in purple pen.
 - b. Errors with basic spelling and/or subject specific vocabulary should be marked 'sp' or students will be asked to copy spellings down several times
 - c. New paragraphs should be identified using the symbol //.