



Assessment Policy

Swakeleys School for Girls

Date Approved: 10th July 2024

Date of Next Review: 10th July 2025

Control Sheet

Version number	
Original date approved	10 July 2024
Current date approved	10 th July 2024
Approved by	Full Trustee Board
Date of next review	July 2025
Status	Final
Policy owner	Headteacher
Policy location	G:\School\Handbook\POLICIES\Academy Trust
Target group	Staff, Board of Trustees
Consultation Period	
Chair of Committee signature	

Document History:				
Version	Date review	of	Author	Note of revisions

ASSESSMENT AND FEEDBACK POLICY

1. Rationale:

The primary purpose of assessment and feedback is to support high quality teaching and learning. We need to ensure that:

- all groups of learners know where they are in their learning, where they need to get to, and how they are going to get there
- all groups of learners have the confidence and motivation to achieve
- teachers and other adults structure and pace the learning experience to ensure inclusion, challenge and enjoyment for all abilities
- teachers and other adults establish what learners already know, build on this and demonstrate the best possible progress for all

2. Objectives:

- To ensure that all staff understand the different types of assessment and use AfL to plan lessons, mark work, feedback to students and track progress.
- To ensure that all staff know how often they are expected to mark work, the type of feedback that is expected and how to do this in a manageable way.
- To ensure that all stakeholders are provided with appropriate formative and summative assessment data.
- To ensure that assessment is consistent across the school.

3. Success Criteria:

- For students to be clear about their current progress and clear on how to move towards achieving their target.
- For departments to know where under and over achievement are occurring and for appropriate intervention/reward to be put into place.
- For work to be marked on a regular basis with formative and summative comments.
- For tracking data to be available for all cohorts, classes and key groups of students.

4. Methodology:

4.1. Overview

- All staff are expected to have read the Assessment and Feedback Policy and to be fully aware of the different types of assessment – refer to Appendix I.
- Day-to-day assessment and feedback is the responsibility of the subject teacher. It is monitored by Curriculum Leaders and through the monitoring, evaluation and review process (MER).
- Subject teachers should be marking work and providing feedback ensuring that they meet the minimum expectation in the table below. There must be both summative and formative marking. The formative marking must include 'what went well' (WWW) and 'feedforward' (FF). This feedback can be written or verbal. It can take the form of 'whole class feedback' (WCF) and/or individual feedback.
- Where a group has more than one teacher, it will be for the teachers to agree who marks which pieces of work and provides the relevant feedback.

Key stage	Subjects	Summative	Formative – WWW/FF
3	Core & MFL	Every half term (AWL)	Every 3 weeks
3	All other except PSHCE	Every term (AWL)	Every half term
4	Core/MFL/Options	Every half term (grade)	Every 3 weeks
4	RE	Every term (grade)	Every half term
3 & 4	PSHCE	None	Every half term
5*	All academic	Every half term	Every 3 weeks
4 & 5	Vocational	NA	On going

- *KS5 students should carry out their own folder check once a term against set criteria which is then validated by the subject teacher
- There is no need to acknowledge other work though any form of recognition marking.
- There should also be evidence of peer and self-marking against given criteria. This can also include WWW and FF.
- Further information on marking for literacy, WWW/FF, WCF and peer/self-assessment refer to Appendix 2 & 3.
- Appendix 4 outlines some strategies that may help to manage marking workload.

4.2. Key Stage 3 assessment criteria:

Pupils will be assessed in all Key Stage 3 subjects in 3 areas: *knowledge, skills and understanding*. These will then be used to arrive at a final stage of learning descriptor for each subject when completing a grade entry. Each subject has specific progress descriptors for each of the 3 assessment areas. Each subject's AWL content is designed to give pupils the necessary tools in order for their transition to GCSEs to be as smooth as possible. By the end of Key Stage 3 pupils will be at varying stages of GCSE 'readiness' e.g.: mastery pupils should be starting their GCSE course with the knowledge, skills and understanding to achieve a grade 5 to 9 at the end of KS4. The generic progress descriptors are as follows:

- **Foundation**

Your daughter is starting to grasp some of the basic content of the subject in areas that have been assessed and can recall and reproduce basic content and single ideas.

- **Developing**

Your daughter has grasped many of the basic ideas and concepts of the subject that have been assessed so far. She can link different skills and concepts together.

- **Secure**

Your daughter has a good all-round ability in the subject. She can link and relate ideas and concepts, and has shown strategies for thinking and reasoning.

- **Mastery**

Your daughter has achieved Key Stage 3 requirements of the subject in many, if not all of the Progress Areas. She can extend and apply ideas and has a high level of subject thinking and reasoning.

4.3. Key Stage 4 assessment criteria:

GCSE grades are all assessed via a number system of grade from 9 down to 1. The following shows the broad relationship between the 9-1 grading system and the legacy A*-G grading:

Legacy grades	Number grades
A*	Split between grade 9 and grade 8
A	Most would get grade 7 but some grade 8 and some grade 6
B	Split between grade 6 and grade 5
C	Split between grade 5 and grade 4

D	Mostly grade 3, some grade 2
E	Grade 2
F	Grade 1
G	Mostly grade 0, some grade 1
U	Grade 0

- **Fine grading:**

Fine grading for subjects using 1-9 grades will be indicated using a + or - after the number grade but will still follow the same guidance as above:

- **5+:** Secure. The top of a grade 5, very close to a grade 6.
- **5:** Fairly secure. The middle of a grade 5.
- **5-:** Not secure. The bottom of a grade 5. This could as easily convert to a 4 as to a 5.

Fine grading of GCSE A*-G grades will also continue for any subjects where it still applies:

- **C1:** Secure. The top of a grade C, very close to a B grade.
- **C2:** Fairly secure. The middle of a grade C, **fairly secure** but not 100%
- **C3:** Not secure. The bottom of a C. This could as easily convert to a D as to a C.

The same definitions apply to all other grades from A* down to G.

For BTEC: WT (working towards) is used.

4.4. Standardisation

Curriculum Leaders are responsible for all standardisation processes in their Department.

Standardisation involves:

- ensuring that there are consistent standards for assessing learners' work
- setting these standards against fixed criteria
- keeping portfolios of exemplar work for reference purposes when making judgements

All major assessment should be subject to regular standardisation, which, depending on the Key Stage of the learners involved, should make reference to AWL, GCSE/AS/A Level grade descriptors.

5. Evaluation:

This policy will be evaluated annually as part of the school cycle of self evaluation, led by the Headteacher.

6. Review:

The policy will be reviewed by the Curriculum Committee of the Governing Body annually, who have ultimate responsibility for this policy. They will review the policy as part of their cycle of reviews for which they are responsible.

Appendix I: Definitions of Assessment

- **Assessment of Learning** is used to determine a student's level of performance in a specific area of a subject, or at the conclusion of a unit of teaching and learning. This information is useful to track student progress and to allow accurate reporting, and is usually summative in nature and assigns a level/grade to the work.
- **Assessment for Learning is different.** It should occur as a regular part of teaching and learning, and information gained from this can then be used to shape future lessons. Assessment for Learning should take place in every lesson and should be used to assess every student. The use of mini whiteboards is encouraged as a method to do this, but any other effective methods can be used.
- **Formative assessment** occurs throughout every lesson and can take many different styles. It is used to check progress and understanding. Formative enables the student to learn better, or when students can engage in a similar, self-reflective process. Assessment is only the continued teaching and learning process. This is usually formative in nature and is formative if pupils act on the advice given.
- **Summative assessment** summarises student learning at a point in time. Most tests are summative, and this becomes most useful (and formative) when the information is then used to shape the continuing teaching and learning process in the form of feedforward.

AfL has 4 key categories that provide the core principles for teaching and learning at Swakeleys:

1. LO: Learning Outcomes

These form the basis of lesson planning and set out what pupils will learn during the lesson. These need to be differentiated (all, most, some) and linked to grades/levels of learning. These are shared with the class and should be referred to during the lesson. They illustrate how a teacher measures if learning has occurred. All lessons should also have a literacy learning focus which should be shared with the class.

2. Oral and Written Feedback

Feedback to any student is about the particular qualities of their work, with advice on what can be done to improve. Feedforward tasks should be giving pupils a task to do immediately.

3. Peer and self assessment

Students are taught the skills of collaboration in peer assessment. Students also need to be able to assess their own progress to become more independent learners. They are taught how to be constructive and are given regular opportunities to conduct both peer and self assessment and are also given guidance on how to do both.

4. Questioning and oracy

Effective oracy for learning helps students become more independent learners. Successful teacher led questioning develops confident oracy skills. Some strategies that promote oracy are planned in advance while others involve seizing opportunities during a lesson. Successful questioning is a key tool in evaluating pupil/class progress. Questions should be open ended to enable students to expand and develop their oral responses. For questioning to be effective pupils need to be given thinking time as not all students are able to process information at the same rate.

Appendix 2a: Marking using WWW and FF

WWW: what went well
FF: feedforward “now do this”

The above provides the common framework for all marking at all key stages.

WWW examples

- Work is paragraphed effectively
- Good reference made to source material
- Good use of quotes throughout the piece
- Excellent workings out shown
- You have included all key terms
- Good reference made to dietary requirements
- Excellent preparation work labelled and submitted
- Good use of a range of connectives

Feedforward

- Work should have FF comments written on to give formative feedback. Such comments must relate to the next stage of learning/grade criteria to enable pupils to make progress that is then specified through a feedforward comment. Subjects may do this on ready-made sheets that are stuck in, or via an overall grid the pupils refer to or hand written by the subject teacher.
- The key is that pupils **MUST** act on the feedforward to enable them to make further progress. This should be clearly signposted in pupils’ books.

Feedforward examples

- Write down the three states of matter and whether they can or can’t be squashed - use the words ‘particles’ and ‘bonds’.
- Re-write the last paragraph to make it into five sentences instead of just two.

Appendix 2b: Marking using WCF

WCF: whole class feedback

What’s the idea?

Teachers read a set of books or a selection of books from a range of abilities – without marking each individual student’s work – and then share feedback as a whole-class activity in the following lesson.

Instead of writing individual comments in every student’s book (which is time-consuming and often ineffective), teachers read a set of books, make strategic notes and then give feedback to the whole class at once. This strategy is all about making students responsible for their own learning.

Make strategic notes as you read. Things to note down include recurring spelling and grammar mistakes, names of students who need something following up individually, shared successes and individual triumphs (you can put a tick in the margin next to work you’d like students to read out/or you can show the work under a visualiser) and common areas of weakness or misunderstanding.

Try to give feedback as close to the time of writing as you can, ideally the following lesson, so that students can remember the original task. If you see lots of common spelling and grammar mistakes, teach the corrections – you could then test and encourage students to self-correct in their own work.

Share the positives and celebrate the most successful examples. If you have a visualiser, use it to talk-through exactly what makes each piece so good. Model the most common weaknesses too. Discuss

together how they can be improved and then ask the class to improve their own work in a green colour pen.

This method also works for in-class instant intervention. Circulate with your notepad during silent writing time and then use a mini-plenary to feedback halfway through the task.

Here is the template for the WCF sheet.

Whole Class Feedback Sheet

Date _____ Class _____

Whole Class Praise:	Presentation:	SPaG Errors:
A brilliant moment/example:	Gaps in knowledge/skills and misconceptions:	Feed-forward/Actions to Address:

Appendix 3: Marking for Literacy

When marking, staff should take care to monitor and comment on, wherever possible, the following:

- spelling, particularly homophones (e.g. there/their; rain/reign)
- subject specific words
- capital letters
- paragraphing
- punctuation

The following codes should be used on pupils' work, although departments may have additional subject specific codes which are highlighted in their department assessment policy:

sp	Spelling mistake (3 corrected per piece of work) using spelling boxes which the pupil is responsible for correcting, with support if needed
C	Capital letter needed
€	Capital letter NOT needed
np	New paragraph needed
x	Incorrect
^	Omission, something more needed
✓	Good point or correct
p	Punctuation

Appendix 4: Strategies for Minimising Workload

- Have a generic list of WWW/FF statements for each key stage/year group that are numbered. When writing WWW/FF comments just write the code and get the pupils to write out the full sentences. This has the added benefit of making them read/digest the comments.
- Have a WWW/FF list for assessments that is then placed in the pupil's book for them to stick in. This can have a space for the mark and other boxes you may wish to comment on such as presentation, use of subject specific language etc.
- Ask pupils to hand in their books already opened to the page to be marked.
- Skim read then ask pupils to choose the most appropriate for them – this is supported self-assessment.
- Check homework during the lesson in terms of completion and initial to show it has been seen or use stickers/stampers. Give out merits/learning credits as you go round.
- Set a learning homework that can be part of the next lessons starter activity.
- Use peer assessment with mark schemes to mark homework.
- Mark books as you go round giving advice and help.
- Use whole class feedback (WCF)

Appendix 5: Pupil tracking, reporting & target setting

- SIMS is the data management system where all main grade entry data is stored.
- 4Matrix is the platform where all data can be analysed for KS4, and ALPS for Key Stage 5.
- All assessment records should state the specific needs of the pupils including EAL (English as an Additional Language), SEND (Special Educational Needs/Disabilities), HML (prior attainment), ethnicity, disadvantaged and other attainment data such as CATs, KS2 scaled scores, or GCSE results to enable finer analysis of vulnerable groups.
- All pupils should have a tracking sticker on their exercise books (front cover – inside or outside). This sticker should be updated in line with grade entries. Pupils should also have their oracy assessment recorded.
- All departments should have a pupil tracking sheet which pupils fill in with their grades/AWL for each piece of work. This should be kept by pupils in their exercise book/folder.
- All departments should have PLCs in use at both Key Stages 4 and 5.
- Pupil tracking should enable subject staff, Curriculum Leaders, Year Learning Coordinators and the pupil to know progress in any given subject and how to improve.

Target-setting

- Targets are set for pupils by the school at the beginning of each key stage. These are set using Key Stage 2 data and for Key Stage 4 both FFT and 4Matrix are used, and ALPs for KS5.
- There is room for adjustment in practical subjects. Such adjustments must be negotiated with the Deputy Headteacher (Achievement & Curriculum).

Class Data for teaching, learning, benchmarking and assessment

- Subject teachers are provided with relevant data at the beginning of the academic year to advise them of the teaching, learning and assessment needs of their students. This data includes:
 - KS2 scaled scores (not available for Sept 2020 and Sept 2021 Year 7 starters due to Covid)
 - ARTS reading tests taken in Year 7 during the first half term
 - Cognitive Ability Tests taken in Year 7 during the first half term
 - the most recent teacher assessments - from Year 8 onwards
 - target grades for KS4 (using both FFT and 4Matrix to check positive Progress 8)
 - KS4 APS and target grades for Key Stage 5
- All staff have full access to 4Matrix/ALPS to view KS4/KS5 progress of cohorts, classes, groups and individuals.
- Curriculum Leaders and the respective YLC analyse KS4/KS5 data using 4Matrix/ALPS after every grade entry and this is followed up at line management.
- Practical subjects conduct benchmark assessment during the first half term and track and monitor student progress from this.
- Subject teachers should keep a record of all graded assessments for all of their groups in their mark books/spread sheet alongside the baseline assessment data and targets.

Examinations Analysis

Assessment of examinations results considers the following:

- results of individual students compared with targets
- subjects and groups compared with national statistics
- subjects and groups compared within school

- performance of all key groups (e.g.: ethnicity, pupil premium, SEND)
- In September and January, CLs use 4Matrix/ALPS to analyse their department results in advance of a scheduled meeting with the Headteacher and Deputy Headteacher Achievement (and the Head of 6th form where appropriate). This is to assess progress and performance in that subject. The outcomes of these meetings are used to inform departmental and whole-school planning.