Jack Hunt School
Governing Body

ASSESSMENT AND FEEDBACK POLICY DOCUMENT

Version 1.2

September 2021

Governing Body Committee: Local Governing Body 27 September 2021
Date Policy Reviewed: September 2021
Date of Next Review: September 2022

Contents

1. Introduction

1.1   Jack Hunt School exists to provide high quality learning and teaching in a supportive and caring environment to develop the potential of each learner. This will be achieved through the following aims:

(a)   Personalised learning leading to enjoyment, success and achievement for all;

(b)   A safe, healthy, orderly, sustainable and cohesive school community;

(c)   Effective engagement with our learners, parents, local communities and partners; and

(d)   A positive, proactive approach to innovation and continuous improvement for all.

1.2   The aims are under-pinned by the following values:

(a)   A respect for the uniqueness of each individual;

(b)   Respect for self, others, school expectations, property and the environment;

(c)   Self-discipline;

(d)   Respect for religious and cultural diversity (being different, belonging together);

(e)   Equality of opportunity;

(f)   Loyalty, trust and honesty;

(g)   Commitment, hard work, high aspiration and achievement;

(h)   Recognition and celebration of success; and

(i)   Individual responsibility and citizenship.

1.3   Our Learning and Teaching Policy is designed to help us work towards our vision and achieve our aims. However, this needs to be under-pinned by assessment which is specifically designed to promote learning.

1.4   Assessment can be seen to be in three broad types – see Appendix 1.

(a)   Assessment for Learning:

(i)   Is formative; and

(ii)   Promotes future learning by helping students close the gap between present performance and their targets.

(b)   Assessment of Learning:

(i)   Is summative; and

(ii) Describes current learning so that student progress at individual, departmental and school level can be monitored and reviewed.

(c) Assessment as Learning:

(i) Encourages reflection on the evidence of learning; and

(ii) Helps students set targets.

2. Assessment for Learning

2.1 It is defined as '*the 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*' (Assessment for Learning: 10 principles by the Assessment Reform Group, 2002)

2.2 Key characteristics of Assessment for Learning for students are that:

(a) Students know what the outcomes of their learning should be if they are to meet their targets;

(b) Students know and recognise the standards that they are aiming to achieve to reach their targets;

(c) Students are involved in per and self-assessment as this will enable them to evolve as independent learners;

(d) Students are provided with feedback which leads to them being able to recognise their next targets and the steps needed to achieve them;

(e) Students gain confidence which motivates them as learners and promotes self-esteem; and

(f) Students are involved with their teachers in reviewing and reflecting on assessment information.

2.3 Achieving good practice in the area is supported by the lesson observation and lesson planning proformas – see Appendix 2

3. Assessment of Learning

3.1 Key characteristics of Assessment of Learning are that it will:

(a) Provide a judgement about what has been learned at specific points in time;

(b)   Show students, parents and teachers what a student can do without support (with the exception of the support which may be given to students with defined Special Educational Needs);

(c)   Enable comparison between the individual, Curriculum Areas, year group, House or school performance and national benchmarks;

(d)   Help determine which individuals, groups Curriculum Areas, year groups or Houses need intervention strategies to be applied; and

(e)   Help to establish targets for the individual, Curriculum Areas, year groups, houses or school and then enable progress towards those targets to be monitored.

4.   Assessment as Learning

4.1   Assessment focuses on the learners themselves and their ability to realise their goals independently and happens as:

(a)   Students as learners reflect on their own evidence of learning;

(b)   Students practice self and peer-assessment with growing confidence;

(c)   Students help to set their own learning goals and evolve as independent learners; and

(d)   Students as coaches help each other in realising their goals.

4.2   Thus, the school community develops the lifelong skills needed to become, and to maintain the ability to be, independent, self-motivated learners in a culture of learning which learns from mistakes and shares collaboratively success and good practice.

5.   Feedback

5.1   As recommended in the Report for the Independent Teacher Workload Review Group in March 2016, feedback at Jack Hunt School should be meaningful, manageable and motivating. We recognise that the quality of the feedback, however it is given, will be seen in how a student is able to tackle subsequent work and thereby make progress.

5.2   We follow the Teachers' Standards and expect teachers to '*give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback*'. We believe that feedback should require more work from the student than from the teacher, as suggested by the Report in March 2019, '*If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility*

for improving their work'. In addition, marking at Jack Hunt School should follow the research findings of Dylan William: '*If I had to reduce all of the research on feedback into one simple overarching idea, at least for academic subjects in school, it would be this: feedback should cause thinking*' (2011).

5.3   Students value the feedback they receive and marking is hugely important in generating a positive relationship between teacher and students. Therefore, students' work should be regularly marked, which a teacher completing a 5 minute 'spot-check' at the end of lessons to ensure that future planning is appropriate for each individual in the class.

5.4   Teachers should expect students to check through their work before it is handed in to correct basic errors and, if appropriate, highlight the areas they feel have gone well, or where they are worried and would appreciate some extra support. This will reduce the time the teacher needs to spend reading through long pieces of work. Dedicated Improvement and Reflection Time (DIRT) should be a feature of lessons, with some students given time to review their work and respond to feedback.

5.5   Marking of key pieces of work with comments that identify strengths, weaknesses and next steps should use the 'What went well. Even Better If' (www.ebi) format and, if appropriate, giving a mark, step or grade. The mark should be recorded by the teacher, but not necessarily by writing the grade on the student's work. We encourage frequent comments only feedback to ensure that students pay close attention to the advice they are being given rather than focusing on a mark.

5.6   When marking work at Jack Hunt, use the following symbols:
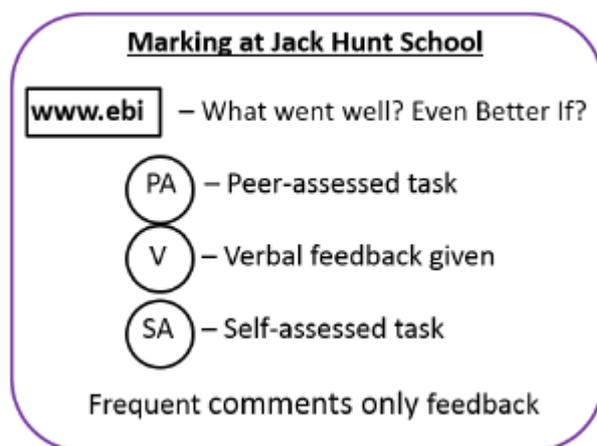
5.7   We would expect students themselves to complete reminder notes / targets when they have been given verbal or other forms of feedback during a lesson.

5.8   Spelling, punctuation and grammar (SPAG) need to be corrected across the curriculum to help students recognise their mistakes, but this should be done in a way which does not demoralise students.

5.9   When marking for literacy, use the following symbols:

> **Communication Comments**
>
> **Sp** – spelling mistake
>
> **/** - a new sentence should start here
>
> **//** - a new paragraph should start here
>
> **^** - a letter or word is missing here
>
> **Exp** – what you have written is unclear (underline the dodgy bit)
>
> **O** – circle any punctuation errors, missing capital letters, etc.
>
> **DIRT is needed every lesson!**

5.10   It is recommended that only 4 different words are corrected per page if there are a large number of errors. Students should be treated as individuals; some may need help to correct an error whilst others only need to be reminded of what they already know and should correct the error themselves, for example, with spelling errors:

    (a)   A very LPA student may need:

        (i)   The correct word written in the margin and underlining the same word if it is repeated.

        (ii)   Correct subject specific vocabulary as a priority.

    (b)   An LPA student may need:

        (i)   The correct word written in the margin and underlining the same word if it is repeated.

        (ii)   Correct subject specific and medium frequency vocabulary.

    (c)   An MPA student may need:

        (i)   Some words written in the margin (if appropriate, suggest the student uses a dictionary to correct).

        (ii)   Most commonly mis-spelt words to be corrected.

    (d)   An HPA student may need:

        (i)   No correction in the margin, only underlining of mis-spelt words for student to correct themselves.

6.   Formative Feedback

6.1   Formative assessment is essential and will have a positive impact if:

      (a)   Students are given clear advice on how to improve; and

      (b)   Students are given time in lessons to act on that advice through using the materials their teachers provide, going to them for help and working with other students.

7.   Regular Summative Feedback

7.1   At all Key Stages a minimum of two pieces of work per term should receive summative feedback so that the progress of all students can be monitored.

7.2   Mark summative pieces of work with a step or grade and a formative comment in the www.ebi.

7.3   Ensure students at Key Stages 3 and 4 have an easily accessible record of their current grade and targets using a sticker on the front of their exercise books/folders.

8.   Monitoring and Evaluating the Policy

8.1   Curriculum Area Leaders will ensure the implementation of the policy in their teams and then monitor consistency through drop-in visits to classrooms, learning walks and scrutiny of students' work. The Deputy Headteacher will monitor and evaluate the implementation of the policy across the whole school and then review the policy regularly and present the review to the Local Governing Body.
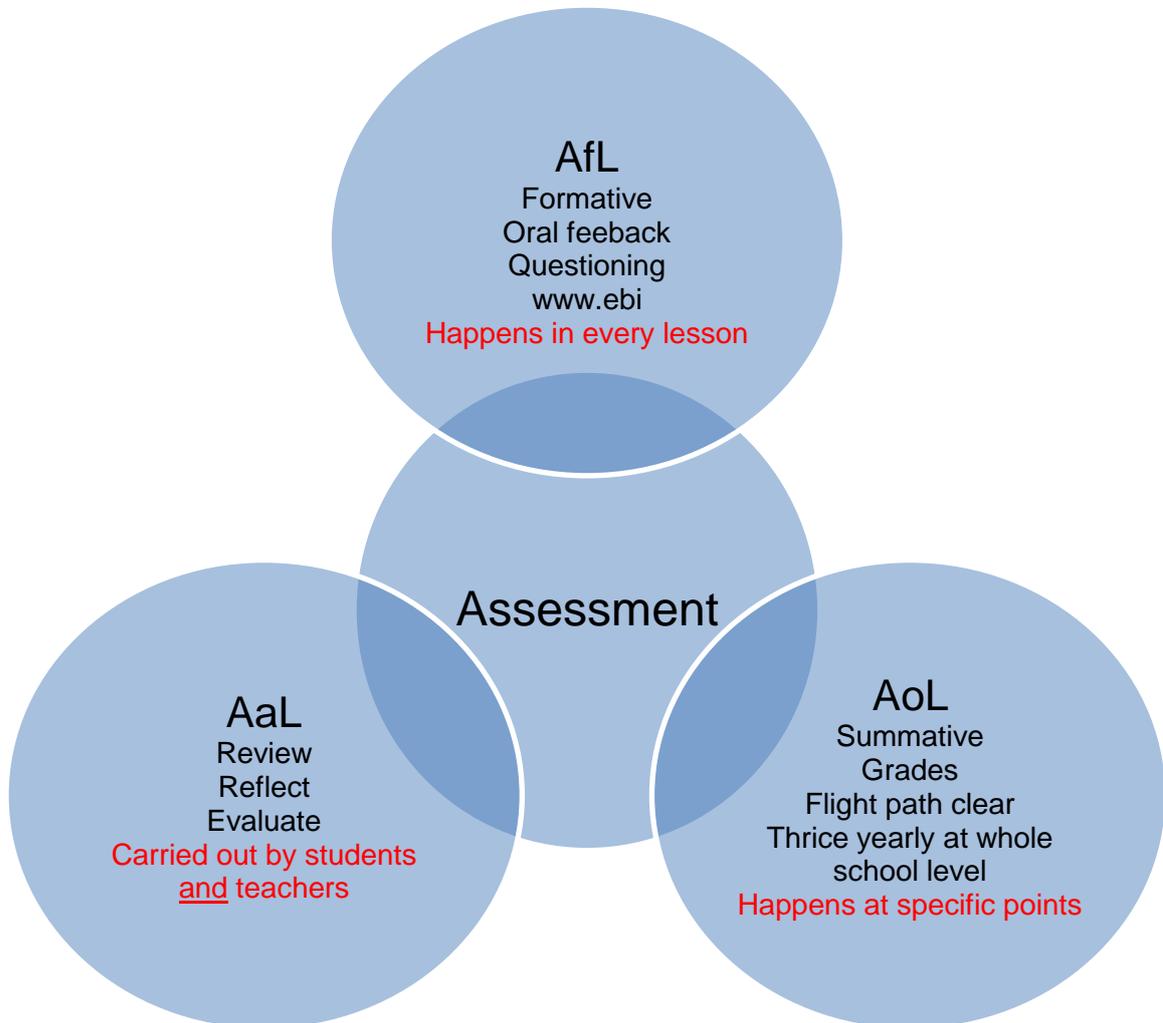
9.   Version History

9.1   Table of Versions

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Policy drafted and approved by LGB	Kate SIMPSON-HOLLEY	23/09/2019
1.1	Formatting updated	Niamh WALSH	21/02/2020

| 1.2 | Annual review | Kate SIMPSON-HOLLEY | 01/09/21 |

10.   Appendix 1

10.1   Comparison of Assessment for Learning, Assessment of Learning and Assessment as Learning

AfL
Formative
Oral feeback
Questioning
www.ebi
Happens in every lesson

Assessment

AaL
Review
Reflect
Evaluate
Carried out by students
and teachers

AoL
Summative
Grades
Flight path clear
Thrice yearly at whole
school level
Happens at specific points

11.   Appendix 2

11.1   Lesson Learning Map example