



YSGOL
PENRHYN
DEWI

ASSESSMENT AND FEEDBACK POLICY

**Revised
September 2018**

Signed _____ Chair of Governors

Marking and Assessment Policy

Contact

If you need to discuss anything relating to this policy, please contact Mr D Haynes.

Overall the purpose of assessment is about learning and how to improve standards, not merely to measure them.

Rationale

High quality assessment and feedback has a significant impact on attitudes to learning and attainment in schools by stimulating and challenging pupils to achieve their best and by encouraging teachers to focus on how to improve the learning of individual students.

Aims of Policy

The aims of this policy document are to:

- Establish consistent application of the policy across the school.
- Raise learner's achievement through formative assessment.
- Provide clear guidelines on the school's approach to assessment.
- Establish a coherent approach to assessment across all subject areas.
- Provide a system which is clear to pupils, staff, governors and parents.

Assessment at Ysgol Penrhyn Dewi aims to:

Contribute to each pupil's learning:

- By giving direct, constructive feedback so that the learner can make effective use of assessment.
- Guide the teacher as to appropriate 'next steps' for each pupil.
- To establish consistent application of the policy across the school.
- To provide a system which is clear to pupils, staff and parents.
- To give the opportunity for pupils to respond to teacher feedback.

It will identify future learning needs:

- Of all groups of pupils, including those with ALN.

It will measure each pupil's achievements:

- To inform the pupil.
- To inform the pupil's parents/carers.
- To guide the pupil's choice of future course(s) of study.

It will help monitor attainment/progress patterns and trends:

- Within subjects.
- Within year groups.
- Within the school.
- Within classes.

It will help the self-evaluation process:

- Of AoLE / subjects within the school.
- Of teachers within subjects.
- Of the school compared to others.

Responsibilities

Teachers

- Mark and assess pupils' work in line with the school assessment and Feedback Policy.
- Provide focused positive feedback to pupils by applying AFL strategies.
- Allow time for pupils to reflect on teacher comments.
- Allow time for pupils to respond to teacher comments

Head of AoLE

- Regularly monitor the consistent application of this policy in their AoLE.
- Monitor the quality of assessment and feedback in their subject AoLE and provide support if necessary.
- Contribute to any future review of this policy.
- Use assessment outcomes to identify and monitor individual pupils who may need further intervention to aid progress.
- Be able to provide information on the whole year, class, group or individual pupil on request from the SIT.
- Ensure that assessment outcomes inform curriculum planning.
- Ensure summative assessment data is recorded within the AoLE. This should be used to inform the Progress Data Drop at the end of every half-term.

Heads of Primary and Secondary Phase

- Regularly monitor the consistent application of this policy across their phase by scrutinising pupils work.
- Use assessment outcomes to identify and monitor individual pupils who may need further intervention to aid progress.
- Be able to provide information on whole year, group or individual pupil on request from the Headteacher.

Strategic Improvement Team

- Ensure this policy is communicated with and understood by all stakeholders.
- Regularly monitor the consistent application of this policy in all subject areas across the school.
- Monitor the quality of assessment and feedback in all subject areas across the school and provide support if necessary.
- Carry out regular reviews of this policy and make any necessary up-dates.

Feedback / Marking Policy

Feedback raises standards by informing pupils what they have achieved at a particular time and what they need to do to improve further. Feedback is a positive communication based on learning objectives and success criteria.

- Work should be marked formatively in detail at least once every 6 weeks but ideally more often.
- When marking the standard school codes should be used at all times. (Appendix 1.)
- Marking must be accurate and consistent.
- The marking of literacy and numeracy skills is vitally important.
- Summative assessment should be done at least three times a year. There will be internal examinations for Years 7 to 11 every summer. The marks for the exams will be recorded on the annual Progress Report.
- Fine grading levels for each pupil for each subject needs to be recorded every half-term. This information is used to inform the two Interim Report.

Formative Assessment

The key purpose of formative assessment is to enable pupils to improve their work. Formative assessment covers those assessments that happen day by day and lesson by lesson that are very much a part of good teaching. These are concerned with finding out what the student can do so that the next steps can be planned.

- Work should be marked formatively in detail at least once every 6 weeks but ideally more often.
- Feedback should be provided both in the body of the work and through verbal feedback.
- Written feedback should be based on clearly defined success criteria, using for example 2* and a wish. There should also be a literacy and numeracy target.
- Feedback should be direct and constructive.
- Pupils must have the opportunity to respond to the teacher comments during lesson time.

Self and Peer Assessment

- It is expected that pupils assess their own and other pupils' work assessment as a regular part of lessons.
- Self and peer assessment must happen at least once every half term.
- In order for self and peer assessment to be effective it is essential that the success criteria have been shared.

Success Criteria

The use of Success Criteria to ensure that pupils are able to take responsibility for their own learning and are empowered to make progress for themselves is an important part of the assessment process. By explicitly negotiating the success criteria for the intended outcome, it is much easier for teachers to scaffold the learning of the lesson through modelling and paired construction.

Effective Success Criteria:

- Is often negotiated with pupils so that they have a clear sense of ownership and understanding.
- Is closely linked to the learning objectives and to the progress levels within subjects.
- Is referred to when formative strategies are being used.
- Is differentiated to meet the needs of all learners.
- Pupils are clear about how they can demonstrate success and evaluate quality.

Summative Assessment

Summative assessment should take place during or at the end of a topic or unit of work. It must happen at least once a term.

- Summative assessment should take place at least once a term.
- Pupils in the secondary phase will be sit an external exam in the Dewi Hall during the summer term. The results of the exams will appear in the annual Progress Report.
- Pupils should be provided with a level at Key Stages 2 and 3 or a grade at Key Stage 4 for the work done during that time or for one specific piece of work.
- All pupils should be provided with a termly summative assessment.
- Written feedback should be based on clearly defined success criteria.
- Feedback should be direct and constructive.
- Pupils should have the opportunity to respond to pupil comments.

Marking for Literacy

As a general rule, the error itself should not be underlined. When a pupil receives their work back after assessment they should be encouraged to go through and self-correct their work. However, pupils with lower literacy levels may benefit from having their errors underlined.

Teachers must use their professional judgement in deciding how many errors to identify. It is not helpful to cram the margin full of symbols; there needs to be some prioritisation in which errors are highlighted. If literacy success criteria have been set as part of the criteria for the whole piece of work, these should give more focus to literacy marking.

If an error is repeated throughout a piece of work, it is not necessary to highlight every instance of it. Indicate the first example of the error and then make a note at the bottom of the work.

Dictionaries

Dictionaries can be used for the self-correction of spelling errors. However, this can be frustrating for pupils with no idea of the structure of the word they are looking for. The primary use for a dictionary is to give the meaning of a word; the user needs to know how to spell that word in order to look it up. A better aid for the self-correction of spelling is a list of the words that were commonly misspelt in that piece of work.

AFL - ASSESSMENT FOR LEARNING

AFL is a system in itself; it is an approach to achieving excellence, a way of empowering people to exceed expectations.

AFL must be embedded into our teaching and learning at YPD.

Teachers and students must understand the principles of AFL and implement the techniques in order to empower progress.

Lessons and SOW must have a focus on

- Questioning techniques – especially high order questions
- Providing feedback to learners
- Peer and self assessment

Both pupils and teachers must have

- High expectations
- An open mind

Teachers must ensure that

- Pupils know where they are in terms of achievement.
- Know where they need to get to.
- Have a concrete, detailed plan of how to get there.

AFL must feature in strategic planning

- SOW
- Guidelines in books
- Guidelines in displays
- Targets
- Homework

AFL must feature in lesson activities

In KS2, KS3 and KS4 lesson activities must empower pupils and give them confidence through

- Self assessment
- Peer assessment
- Pair/group work
- Class assessment

Success criteria

Confidence is crucial, this builds confidence, teachers must

- Provide success criteria regularly
- Give pupils the opportunity to set their own success criteria
- Encourage pupils to develop evaluative skills
- The success criteria at KS2 and KS3 is the foundation for success at GCSE.
- Success criteria must be re-visited frequently.

Teacher validation is essential

- Pupils will assess and identify strengths and weaknesses and as a result set targets for themselves.
- They will re- draft or will use the knowledge acquired to start a new task.
- The teacher will validate – orally with detailed feedback in their book.

Anyone can achieve anything if they believe they can and they work hard at the right things.