Esher Church of England High School

Assessment and Feedback Policy

Status:	**Approved**	
Date of Next Review:	Summer Term 2020	
Responsibility:	T&L Committee	
Date of Approval:	Committee:	1st March 2017
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"If there's a single principle teachers need to digest about classroom feedback, it's this: **The only thing that matters is what students do with it**. *No matter how well the feedback is designed, if students do not use the feedback to move their own learning forward, it's a waste of time. We can debate about whether feedback should be descriptive or evaluative, but it is absolutely essential that feedback is* **productive***." (Dylan William, 2016).*

Purpose

Assessment is a means of effectively monitoring the progress of each student. It should give the student and the teacher a measure for the work undertaken and therefore influence the future direction of learning. At Esher High School we believe that assessment should take a variety of forms: formal, informal, formative, summative, oral, practical and written. Ultimately, assessment must have a clear purpose and that purpose is for each student to improve. Assessment and the feedback that follows should enable students to know where they are in their learning and where they are going and how to get there. Assessment for learning strategies should be used so that teachers know where students are in their learning and what to do about it.

Principles

Using the principles and processes of assessment, we aim to:

- Monitor progress and support learning.
- Set clear and challenging next step targets.
- Recognise and reward the achievements of students.
- Report student progress and development to stakeholders.
- Evaluate and report each student's attainment and progress and identify individual strengths and weaknesses.
- Guide future planning, teaching and curriculum development.
- Differentiate work to the needs of individual students.
- Comply with statutory requirements.
- Compare individual and school levels of attainment with national indicators.

Assessment at Esher High School should encompass a wide range of activities; informal and formal, formative and summative.

Processes	Formative (Assessment for learning)	Summative (Assessment of learning)
Informal	Examples: • Questioning • Feedback • Peer assessment • Self-assessment	Examples: • Essays in uncontrolled conditions • Portfolios • Teacher assessment
Formal	Examples: • Use of test results • Further analysis of tests, exams & essays • Target setting • Assessment Milestones	Examples: • Tests • Examinations • Essays in controlled conditions

Formative assessment	Known as assessment <u>for</u> learning. This is the on-going process where student progress is measured against the objectives and the outcomes. Next steps are then identified and time is dedicated to improving the quality of work.
Summative assessment	Known as assessment <u>of</u> learning. In practice this is a level or grade that is awarded to quantify achievement and should include success criteria, which will enable progress to be compared with other students and interventions initiated, where appropriate.
Peer assessment	Students assess the work of their peers against clear and articulated learning objectives and outcomes. Explicit mention of success criteria is directly linked to this.
Self-assessment	Students assess their own progress against clear and articulated learning objectives and outcomes.

Effective assessment & feedback

John Hattie summarises effective feedback: "To be effective, feedback needs to be clear, purposeful, meaningful, and compatible with students' prior knowledge, and to provide logical connections" (*The Power of Feedback*, 2007). In March 2016, the Marking Policy Review Group concluded that: all marking should be meaningful, manageable and motivating.

Make marking more efficient

Teachers' marking workload should be manageable for teachers and students. Based on the three principles outlined by the Marking Policy Review Group, best practice should be aided by the guidance given in **Appendix A**.

Our approach

At Esher we have developed an 'Ethic of Excellence'. Essentially, we need to see that our marking has an impact on student progress and that they use the feedback to redraft and improve that and future pieces of work. There is little point wasting lots of time marking if the children do not respond to it and use it to improve their work. We therefore encourage all teachers to plan for Dedicated Improvement Reflection Time (DIRT) as a follow up to students receiving feedback, so there is time for them to act on advice. There are some superb examples of how these Ethic of Excellence sheets have improved the outcomes for students. Marking should be done regularly and inform the students and the teacher for future improvements. All homework will be monitored, but not all will be closely marked by the teacher. All staff are expected to pick up on spelling, punctuation and grammar mistakes when they mark students' written work. Students are expected to write out incorrect spelling correctly three times. A list of the agreed codes is given below:

Whole-school Literacy Code

Sp	Spelling error Underline the word or the part of the word and write 'sp' in the margin.	
P	Punctuation error or misuse of a capital letter Underline the error and write 'p' in the margin	
G	Error in expression of Standard English Underline the error and write 'g' in the margin	
np	New Paragraph Write '//' where new paragraph should start.	
cl	Capital letter	

Quality Assurance

Across our school we have agreed expectations for marking and feedback, which includes the following focus areas:

- Students using peer and self-assessment e.g. PA/SA in margin and totals of marks.
- Students reflecting on their own levels of knowledge, understanding & skills through WWW/EBI comments and/or annotations on work.
- Students responding to Ethic of Excellence or other formative feedback from teacher (except Transition Class).
- Students responding to summative feedback from teacher e.g. exam paper annotations, re-doing questions.
- It is evident that teacher language supports Growth mindset e.g. praise the process not the outcome.
- The work should consistently follow school conventions e.g. date, title, underlined and neatly presented in pen or pencil, as appropriate, by the students.

In addition to our agreed expectations, each department has their own approach to marking and feedback based on the specific needs of the subject (**See Appendix B – English Department example**). We recognise that while there is need for coherence in our approach to marking and feedback, the pattern of formative and summative assessment used in each subject will vary. In addition, some subjects have a larger proportion of curriculum time and where this is the case the regularity of marking will be more frequent. A guideline on the frequency of marking is given below:

Key Stage 3

English Mathematics & Science	Geography, History, MFL, RE and D&T	Other Subjects
One Ethic of Excellence sheet every 4 weeks	One Ethic of Excellence sheet every 6 weeks	One Ethic of Excellence sheet every 7 weeks

Key Stage 4

English and Mathematics	Option Subjects	Other Subjects e.g. RE and Science*
One Ethic of Excellence sheet every 3 weeks	One Ethic of Excellence sheet every 5 weeks	One Ethic of Excellence sheet every 6 weeks

* In Science this is for each class teacher/subject.

This policy should be read in conjunction with the Teaching & Learning policy. **In addition the reporting & target setting policy will be reviewed and subsumed into this policy in September 2017.**

Appendix A:

Marking Policy Review Group (2016), Best practice guidance:

Clarify expectations for students

Marking can breed overreliance on the teacher and schools may want to consider establishing expectations for students about presenting their work to teachers for feedback. For example, this might include the minimum expectation that all work is proof read before it is handed in (with a checklist intended to provide guidance on what they should address during proofreading), with students identifying where they have made mistakes and annotate accordingly.

Students need to be familiar with a subject's approach to marking and understand that this may vary, for example:

- some marking may have a specific focus on a particular skill and a piece of work does not have to be marked for everything;
- marking is one form of assessment and it may take the form of spoken, written, peer marking or self-assessment with a common purpose of supporting students' learning and progress;
- students are trained on decoding specific marking and feedback;
- for certain work, only the application of the learning will receive the feedback, not necessarily anything else that is in books leading up to this. This creates high expectations about students applying their learning into a piece of work for teachers' consideration and prioritises teachers' time effectively;
- marking is a two way process and there is an expectation that students will need to think and act in response to the feedback given.

Make more efficient use of teachers' and students' time:

Suggestions aimed at making marking more efficient for teachers and enabling students to receive and act on appropriate and challenging feedback are as follows:

- Use a list of codes which match likely feedback tasks in advance.
- Predict likely misconceptions or errors and design a list of numbered actions likely to be required for students to challenge their thinking further. Students are then simply assigned a number and the numbered feedback tasks are displayed on the board.
- Prioritise redrafting and only accept and mark work after feedback has been given and acted on; only mark work once it has reached a specific quality.
- Mark a student's work in relation to the quality of a previous piece of work by issuing plus, minus or equals.
- Make more use of in-class feedback, for example use a visualiser whilst students are undertaking a task to support the identification of common mistakes and give the whole class timely and immediate feedback.

Make feedback more effective leading to enhanced student performance:

a) Tell the students the number of incorrect answers to questions and ask them to find them and correct them before marking ('find and fix').

b) Write feedback comments on separate strips of paper and students have to match the comments with the piece of work.

c) Ask students to rank pieces of work compared to success criteria.

d) Ask students to develop success criteria for an 'outstanding' piece of work then give them anonymised examples to assess against the criteria.

e) Ask students or groups of students to devise a plan to move a piece of work to the next stage or a higher grade.

Self and peer assessment

A strong culture of peer and self-assessment needs to be established throughout the school, starting from when students join. Strategies to develop students' capacity for self-assessment are essential and the following list provides some suggestions to help develop effective practice:

a) Introduce students to self-assessment using samples of anonymous work and ask students to describe what feedback they might give to the author of the work. Students can then move more confidently into peer assessment.

b) To develop students' reflective skills, start with a simple approach of 'plus, minus, interesting' when judging a piece of work.

c) Students may be asked to reflect on something they found challenging or easy or how they might improve if they did the task again. (It may be worthwhile telling students in advance that they won't have to make the improvements they have identified on this piece, to avoid the incentive to say the work is fine as it is!)

d) Teachers may select a good answer to share with the class and students use this to improve their own work.

e) Create student-friendly mark schemes so that students can mark their own work effectively.

f) Issue highlighters to students so that they highlight areas of work where they have demonstrated evidence of skills according to the mark scheme, or success criteria for the piece of work.

g) Develop students' meta-cognitive skills so they understand how they learn best and can apply this to their own self-assessment.

Appendix B: English Department Book look form

		Focus areas	Comments and feedback (as appropriate):	Areas to Develop: ☑	Green Strengths: ✔
Department Agreed Approach	1	Students use Ethic of Excellence Sheets to write a substantial piece of work in the redraft/improvement section.			
	2	Students will be given a separate SPaG target on the Ethic of Excellence sheets.			
	3	Mark schemes will be given to the students and stuck in their books before assessments are done.			
	4	Homework is done in the back of books and marked with a sticker, although some homework will be done on Doddle and tracked in Doddle.			
	5	There will be at least one comment in the WWW and To improve sections of the Ethic of Excellence sheets.			
	6	There will be evidence of Doddle being used at least once per fortnight in Year 7 and 8 books.			
School Agreed Focus Points	7	Students using peer and self-assessment e.g. PA/SA in margin and totals of marks.			
	8	Students reflecting on their own levels of knowledge, understanding & skills through WWW/EBI comments and/or annotations on work.			
	9	Students responding to Ethic of Excellence or other formative feedback from teacher (except Transition Class).			
	10	Students responding to summative feedback from teacher e.g. exam paper annotations, re-doing questions.			
	11	Is it evident that teacher language supports Growth mindset e.g. praise the process not the outcome.			
	12	Does the work consistently follow school conventions e.g. date, title, underlined and neatly presented in pen or pencil, as appropriate, by the students?			

Literacy: Tick if seen…	Incorrect spellings identified (code used)	Spelling mistakes corrected	Punctuation/capital letter mistakes identified	Capital letters on dates and titles corrected	Keyword lists	Writing frames evident	Extended writing seen	Other

	To improve upon current best:				Comments which relate to this terms focus:			