HOLYWELL CHURCH OF ENGLAND ACADEMY

Assessment and Written Feedback Policy

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1. Principles behind assessment policy

We believe that assessment is only valuable when it is part of the whole teaching and learning process. The values and beliefs which underpin the whole school vision also apply to the assessment process:

"Live life in all its fullness" (John 10:10)

Our vision is to be an outstanding Christian learning community where everyone is valued as a unique individual and where everyone feels safe. We will aim to be the best we can possibly be, to treat others as we wish to be treated and to make a positive difference to our community and beyond. We strive to be peaceful problem-solvers with open minds and hearts, living God's love and being kind.

The curriculum also reflects our ethos:
Holywell School is a caring, distinctively Christian, community-focussed Church of England School. We aim to continue the historic tradition of Church of England Schools by providing a Christian Values-inspired education of the highest quality within the context of Christian belief and practice. As a school, we are a loving, supportive community with high aspirations for all.

We promote inclusion, we are proud to belong and we value each individual. We look after each other, believe in second chances and aim to be the best we can be so we can serve and support the common good.

2. Specific purposes of assessment - Why do we do assessment at Holywell School?

1. To advance students' learning.
2. To raise students' self-esteem and motivation.
3.
4. To involve students in their learning and assessment and to help them to know how their learning is progressing.
5. To allow teachers and students to evaluate the current level of attainment (where they are at) and plan next steps for learning - at an individual, group, department and whole school level (this includes assessing students' readiness for future learning, identifying the particular help that individuals and groups of students need – especially in terms of access, equity and equality for specific groups of students such as disadvantaged students, EAL students, SEND students, able students).
6. To contribute to the evaluation of the curriculum which is delivered.
7. To assess the effectiveness and appropriateness of teaching and learning styles.
8. To provide a record and track student progress.
9. To provide a statement of current attainment for student, teacher, parent, governors and outside agencies.
10. To provide information for individual, group, department and whole school targets.
11. To fulfil statutory requirements.

3. Practice - How do we assess at Holywell School?

a) Teaching, marking, and setting targets

- The planning of what students learn and what teachers teach is led by learning objectives rather than activities.

  Medium-term planning and day-to-day-planning is guided by the key questions:
  'What do I want students to learn by the end of the unit/lesson?
  'How do I (and the students) know that they've learned it?
  …then plan the activities

- Teaching expects high achievement and supports it by clarity of aims and outcomes, by methods that involve students actively and gives them some responsibility for how they learn.

  1. Lessons take account of the relevant age-related expectations as set out by the school and the national curriculum (NC) / exam specifications (and lessons are planned around the age-related expectations and our own internal performance descriptors – especially ensuring that there is coverage of challenging material appropriate to each class and year group).
  2. Learning objectives are clearly stated during each lesson (They should be written and displayed to students. They should be written down by students to provide a learning log or may be used as the title for written work).
  3. Learning objectives are written in terms of what students will learn.
  4. Learning objectives are linked to explicit success criteria / learning outcomes and should form the basis of marking, individual student learning target setting and review sessions (including plenaries).
  5. Students sometimes choose how they are assessed – this encourages student responsibility for managing their own learning and makes assessment visible to them as an integral part of the learning process.

- Effective use is made of NC age-related expectations, internal performance descriptors and exam specifications to demonstrate to students what they need to do to progress in their learning and attain higher standards. Following the national changes to the curriculum and assessment, we use a system of 'Progress Points'. The points system allows us to continue to ensure that students are working to their potential and to track their progress from current starting points. The main points scale is from 11-45. The scale represents a continuum from Beginners to Grade 4/5 at GCSE. Each progress point is linked to a 'Performance Descriptor'. These Performance Descriptors have been devised in line with the national expectations specified by the Department for Education (DfE) in the National Curriculum Programmes of Study and in GCSE specifications. They map out progress in each subject area from 'Beginners-to-GCSE'.

  1. As part of our Management Information System (SIMS), each student and class have a record sheet summarising the levels of attainment in the class and these are reviewed termly.
  2. Lessons are planned around the age-related expectations, our own internal performance descriptors and exam specifications.
  3. The age-related expectations and our own internal performance descriptors are explained to students.
  4. The age-related expectations and our own internal performance descriptors are actively used.
  5. Exemplar material is used with students to highlight the standards for which they are aiming.
  6. Students sometimes mark others' and their own work against the age-related expectations and our own internal performance descriptors / exam criteria and they set individual learning targets for themselves and their peers.

- When work is returned, students are given written or spoken feedback which gives a clear evaluation of performance against stated success criteria / learning outcomes. Where appropriate, feedback is given which will lead to students recognising their next steps to learning and how to take them.

  1. Each department will identify key assessment tasks in their schemes of learning. These tasks should cover a wide range of assessment styles and should include formal assessments as well as other forms of assessment so that all students are able to demonstrate what they know, can do and understand.
  2. There will be a range of types of feedback in exercise books in response to key assessment tasks, written tasks, practice tasks, day-to-day note-taking, etc. Feedback will include teacher acknowledgement marking; formative written feedback from the teacher; peer feedback; self-assessment; diagnostic whole-class feedback.
  3. Formative teacher feedback should always refer back to learning objectives and to the related key assessment criteria / learning outcomes.
  4. Formative teacher feedback should be made regularly and in a timely fashion.
  5. Exercise books should always be marked in line with the whole-school written feedback policy.
  6. When marking generally for literacy purposes, whole school coding should be used regardless of the subject that gave purpose to the work

- Quality and consistency of marking is monitored within departments and by senior managers.

  1. Senior Leadership Team conducts a cross-curricular scrutiny of work across all year groups at least once a term. Findings and points for action are discussed with all staff.

2. Subject Leaders conduct a scrutiny of work across all year groups at least once a term.
3. At least 1 main assessment task should be moderated by all members of the department.
4. There should be a portfolio of work available for each subject – Subject exemplars on the DfE website are used as a main reference point for work in English and Maths at KS2. Past assessment papers (KS2, KS3 and GCSE) will be used for formative and summative assessments.

- When Individual Student Learning Targets are set, they should focus on specific and achievable goals

1. Individual Student Learning Targets should be SMART (specific, measurable, achievable, realistic & time-related).
2. Although there is no statutory requirement to set targets, we do still set targets for students as we believe that having goals to aim for is integral to making progress. Targets are set on a mathematical basis with age-related expectations translated into points scores. These targets are set in September for Years 6-8. Targets are set for Year 5 by the end of the Autumn Term. We are highly aspirational for all of our students and have a minimum expectation for all students. We expect students to make an aspirational four points progress each year. This is highly aspirational. Within each year group there is a range of four expected 'progress point scores' within each level. When there are summative assessments, the teacher will use these progress points to evaluate the standard of the work. For disadvantaged students, in order to ensure equity and appropriate levels of challenge, we 'uplift' their starting points and equalise their targets in line with students of a similar profile. This is done on the premise that students living with disadvantage are achieving these levels of performance in spite of the challenges they face, we set targets in line with what they could achieve without those challenges.

b) Monitoring and supporting progress

- Data is made available to support the monitoring of progress.

1. Attainment points are collated for each year group on a termly basis - analysis by individual student, gender, groups are all available.
2. National, local and school-level data is made available in the Autumn Term to allow Subject Leaders to make comparisons in order to support the evaluation of school performance.
3. Our points system links directly to the SATS and end of year GL assessments to ensure consistency throughout. This enables the school to track each pupil throughout their four-year journey at Holywell.

- Whole-school target-setting is part of the whole-school system for checking progress. Whole-school checkpoints in the year include:

1. Termly updates of Attainment points (SIMS sheets and termly review of class profile)
2. Termly updates of Effort Grades (APPENDIX 3)
3. Annual subject audit/review of performance
4. KS2 and KS3 target-setting (in the Autumn Term)
5. KS2 and KS3 results and progress analysed by SLT (termly + annual report to SLT/Governors)

c) Involving students

- Students are given many opportunities for peer and self-assessment in each subject.

    1. This may include strategies such as 'traffic lighting', marking against the age-related expectations and our own internal performance descriptors / exam criteria, setting targets for peers, negotiating targets with teachers.
    2. Students need help in understanding the age-related expectations and our own internal performance descriptors / exam criteria and also in how to set realistic targets for future learning and progress.
    3. Students need training in how to self and peer assess.

d) Communicating with parents and others (reporting)

- A strong partnership with parents, based on frequent, regular, personalised and pertinent communication, helps the students to achieve their best.

    1. Information to parents is clear, consistent and comprehensive. End of Year written reports and comments at parents' evenings highlight strengths and areas to be developed.
    2. Use of Satchel One (Show My Homework) to communicate homework tasks set.
    3. Use of a range of communication strategies (Phone contact, messages in Student Organiser, messages via WEDUC/Satchel One) to inform parents of progress / issues / homework. The Organiser may also be used to record individual learning and behavioural targets. Monitored by class tutors / Heads of Year.

- Statutory reporting information is provided to parents.

    1. Reports to parents include an indication as to whether students are performing above, below or at expected levels of attainment. Year 6 (End of KS2) also include details of NC Test Levels and Teacher Assessment levels for Core Subjects. An opportunity for discussion is offered.

e) Using data

- The SIMS assessment software is used to collect, store and analyse data for all students. Data available includes:

From Lower School…
- KS1 Results – NC Test Levels and Teacher Assessments for English and Maths
- Year 4 Teacher Assessments for English, Maths and Science

From Local Authority (LA)…
- County comparative data

From DfE / ASP
- Analysing School Performance
- School Performance Data

Internally generated…
- Teacher Assessments in all Core and Foundation Subjects (for all year groups, and updated termly)
- KS2 Results – NC Test Levels and Teacher Assessments for English and Maths
- GL Tests in English (Reading) and Maths

To Upper School…
- KS1 and KS2 Test Results for English and Maths
- GL assessment results for English and Maths
- Teacher Assessments for all Core and Foundation Subjects
- Subject specific information – e.g. details of curriculum coverage

All of this information is available to staff, governors, parents and outside agencies.

Data is used for the following purposes:

1. To provide baseline information for curricular target-setting and for setting individual student learning targets
2. To provide summative information where required (e.g. statutory reporting to LA and DfE).
3. To monitor, track and analyse the progress made by year groups, class groups, teaching groups, gender and ethnic groups, disadvantaged students, able students and individual students.
4. To monitor, track and analyse the achievement or underachievement by individuals or groups of students.
5. To provide continuity and progression of learning between year groups. (Data and other appropriate information to be provided for new form and subject staff in September).
6. Subject staff and SENDCO may use data to identify individual needs and support applications for help from outside agencies.
7. To inform curriculum delivery and planning (e.g. subject coordinators may use data to evaluate the delivery of their subject, to identify areas of strength and weakness and so address this through subject development planning and performance management.)
8. To help set individual and school targets.
9. To provide continuity and progression of learning between phases and Key Stages and to allow for ease of transfer. Data is collected from feeder lower schools and on entry and fed into SIMS system.
10. To measure the effectiveness of the school.

f) Managing assessment

- Assessment is seen as an essential teaching skill and there is an important link between assessment and high-quality teaching.

1. It is the responsibility of all teachers to ensure that assessment is an integral part of the teaching and learning experience at all levels – from planning through to delivery and evaluation. They should use the information and data available to them to inform student learning. They should keep abreast of the latest developments in assessment and follow the guidelines set out in the school assessment policy. Where identified, either at a personal level as part of appraisal or at a whole-school level, training will be provided in order to ensure good assessment practice and uniformity across the school.
2. Each teacher is responsible for accessing, using, monitoring and updating assessment data for their teaching groups.
3. Each teacher is responsible for ensuring that all lessons deliver the agreed schemes of work and that all assessments identified in that scheme of work are completed.
4. Records of individual student progress should be simple, relevant and useful, providing information for future planning. They should be regularly maintained and

should be available to support judgements made – particularly when reporting to parents.

5. All reports and comments regarding student attainment should be supported by evidence and should not be a surprise to students.
6. Assessment practices should be communicated and shared with students – displays, reference materials, checklists, age-related expectations and our own internal performance descriptors etc. should be used to support students in becoming competent at assessing their own and others' performance and level of attainment.

- Senior managers have a strong understanding of key aspects of assessment, from the use of data to effective classroom practice, and they monitor these rigorously.

1. Senior Leadership Team is responsible for monitoring assessment practices and the use of data across the school. They establish an annual planning and review cycle which ensures that Subject Leaders regularly reflect on the progress students make in their subject area, and that they reflect annually on the performance of their department. Individual teachers are also responsible for reflecting on the data available and should set challenging targets for all of their students.
2. SLT are responsible for ensuring that all relevant data is available to staff and administrative support is provided to help collect and produce this data.
3. SLT and Subject Leaders are responsible for analysing data and reporting back to whole-staff, SLT, governors, parents and individual members of staff.
4. Subject Leaders are responsible for devising an assessment schedule pertinent to their own curriculum area based on this document. The assessment schedule should ensure that assessment activities covering different learning styles and abilities are included in that schedule. It should also ensure that appropriate levels of challenge are planned in for all students.
5. Subject Leaders are responsible for analysing the data provided to them and setting curricular targets for all students in their subject area.
6. Subject Leaders are responsible for monitoring the implementation and review of the assessment schedule within their own curriculum area.

g) Connecting the elements of assessment

- Assessment is the key to improving the curriculum, teaching and learning and should be inclusive.

1. Assessment is the joint responsibility of students, individual teachers, year teams, Curriculum Coordinators and SLT.
2. Assessment information must be used to inform further curriculum planning / target setting.
3. Communication and sharing good practice between staff is vital to developing assessment for learning across the school and ensuring consistency of approach.

- Assessment is only worth doing if it is used as a learning or evaluation tool.

1. Written Feedback Policy

"It is the nature, rather than the amount, that is critical when giving students feedback on …written work."
(Black, Harrison, Lee, Marshall & Wiliam: Working inside the Black Box, 2002. P8)

General principles:

- When work is returned, students are given written or spoken feedback which gives a clear evaluation of performance against stated success criteria / learning outcomes. Where appropriate, feedback is given which will lead to students recognising their next steps to learning and how to take them.

  1. Written feedback should always refer back to learning objectives and to the related key assessment criteria / learning outcomes.
  2. Feedback to any student should be about the particular qualities of his or her work (www = what went well), with developmental advice on what he or she can do to improve (nsc = next steps challenge), and should avoid comparisons with other students.
  3. Written feedback should always promote positive self-esteem. Sensitivity should always be shown towards a student's work and their feelings about it. Comments should be positive. Use of a student's name personalises the feedback.
  4. Feedback should give each student specific guidance on strengths and weaknesses, preferably without any overall marks.
  5. Students should understand that they will receive detailed written feedback on their work periodically and selectively.
  6. Written feedback should require interactivity/action by the student. Feedback follow-up should be done by students in green pen.
  7. Exercise books should always be marked in line with the whole-school written feedback guidelines (below) and work should be returned to students within two weeks of being handed in.
  8. Each subject area / year team should agree and publish a comprehensive assessment schedule for each year group which identifies key assessment tasks. These tasks should cover a wide range of assessment styles and should include other forms of assessment than written assessments so that all students are able to demonstrate what they know, can do and understand.
  9. When marking generally for literacy purposes, whole school coding should be used regardless of the subject that gave purpose to the work.

- The quality and consistency of marking should be monitored within departments and by senior managers

  2. SLT should conduct a cross-curricular scrutiny of work across all year groups at least once a term. Findings and points for action should be discussed with all staff.
  3. Subject Leaders should conduct a scrutiny of work across all year groups at least once a term.
  4. At least one main assessment task should be moderated by all members of the department.
  5. There should be a portfolio of work available for each subject – subject standards on the DfE website may be used as a main reference point for work at KS3 (including APP standards portfolios). Exam board exemplification and past papers should be used at KS2.

Written Feedback Guidelines

Written feedback should be:
- Useful – i.e. it must motivate and inform the learner and it must make a difference to the progress of the learner.
- Manageable – i.e. it must be time efficient for the teacher.

Feedback comments should:
- Be positive – always start with the positives/successes
- Be constructive
- Be purposeful
- Be easy to understand
- Be clear
- Be timely
- Be encouraging
- Be specific
- Be linked to clear objectives, learning outcomes and success/assessment criteria
- Be challenging / set challenges beyond current abilities
- Help the student to move forward
- Instil confidence and build self-esteem
- Motivate
- Reinforce
- Reassure
- Require a response (either acknowledgement [with signature and date] or action)

Feedback comments should be structured around www/nsc
- Highlight successes (www [=what went well])
- Identify if the student has not been successful or where there are areas for improvement and provide advice/suggestions/guidance as to how to close the gap or present students with a challenge: (nsc [=next steps challenge].)

In addition:
- There should be a range of different types of feedback (including traffic lighting/RAG-ratings, feedback on effort, feedback on feedback.)
- Good work should be rewarded with house-points.
- Formal feedback should be given regularly (including annual report to parents and feedback at Parents' evenings.)

Suggested Process for written feedback:
1. Establish rationale for written work
2. Communicate objectives and outcomes
3. Highlight successes
4. Give prompts for progress
5. Allow time for acting on feedback comments
6. Review action / redraft

Examples of useful prompt phrases:

REMINDERS
- Check the success criteria / learning outcomes – have you covered everything?
- Remember the Learning Objective
- The objective was to explain …is this an explanation or a description?

- Refer back to your 'key ingredients of an effective Powerpoint presentation'
- Remember your audience

SCAFFOLDS
- Add in a reason here – e.g. The steam evaporates because …
- Justify your decision: 'I think that … because …'
- Change 'bad' for a word that makes him sound more scary
- What type of soldier is Macbeth? Good, bad, decisive, arrogant, biased, …?
- Which drama convention did your group use? Role-on-the wall / Forum Theatre / Thought-tracking?
- Add in a subordinating conjunction – 'because … is … '
- Write five other words with the letter sequence –ough

EXAMPLES
- Try one of these … / Choose one of these to add in here …or add in one of your own
- Describe the experiment – perhaps: ….
- Start your summary with …

6. Linked documents

- Curriculum Policy
- Safeguarding Policy
- GDPR Policy

6. Monitoring, evaluating and reviewing the policy

Monitoring and evaluating the assessment policy should be carried out at several levels.
- Senior leadership team / Assistant Head teachers.
- Subject leaders.
- Governors.

APPENDIX A: Presentation and routines

Pride and Accountability: Presentation of written work

1. All work must have the date – full date for all subjects (Monday, 7th September).
2. All work must have a Learning Objective.
3. Dates and Learning Objectives must be underlined with a ruler.
4. All work must be done in your best hand-writing - neat and legible.
5. All work to be written in blue or black pen (unless your teacher specifically asks you to use a pencil – e.g. for drawings, graphs, etc.).
6. All follow-up to feedback to be written in green pen.
7. Use all pages; Use all of the page; Write to the end of the line.
8. Mistakes to be crossed out with one ruled line.
9. No graffiti in exercise books and/or on the cover of the exercise books.
10. No doodling in exercise books.
11. No tearing pages out of exercise books.
12. All note-taking / rough work to be done in General Notebooks or on paper.

Reminders
a. Do the very best work you can do (and more!).
b. Stick worksheets into books neatly.
c. Act on your feedback.
d. Aim to make your work good enough to be displayed or used as an example of good practice.

DUMTUMS	=	Date, Underline, Miss a line, Title (or Learning Objective), Underline, Miss a line, Start
Sp	=	spelling or correct spelling written in the margin
		Child expected to copy out 3 times below.
		This should be limited to 3 spellings per piece of work.
//	=	start of new paragraph
	=	grammar mistakes to be circled and children to correct as necessary.
		This may need the support of teachers or support staff.
	=	staff will mark in red pen
	=	children will respond in green pen
GNBs		General Note Books must be treated by pupils with the care and respect of any other exercise book. If staff wish pupils to use a GNB in a lesson, work must, for example, be opened along DUMTUM routines. Any GNB that has doodling or similar marking on its cover must be replaced by the pupil concerned.

APPENDIX B: Progression Chart

Progression chart from Year 5 to Year 8

APS	Year 5	Year 6	Year 7	Year 8
45				45
44				44
43				43
42				42
41			41	41
40			40	40
39			39	39 (110)
38			38	38
37		37	37	37
36		36	36 (110)	36
35		35	35	35 (100)
34		34	34	34
33	33	33 (110)	33	33
32	32	32	32 (100)	32
31	31	31	31	31 (90)
30	30 (110)	30	30	30
29	29	29 (100)	29	29
28	28	28	28 (90)	28
27	27	27	27	27
26	26 (100)	26	26	26
25	25	25 (90)	25	25
24	24	24	24	24
23	23	23	23	23
22	22 (90)	22	22	22
21	21	21	21	21
20	20	20	20	20
19	19	19	19	19
18	18	18	18	18
17	17	17	17	17
16	16	16	16	16
15	15	15	15	15
14	14	14	14	14
13	13	13	13	13
12	12	12	12	12
11	11	11	11	11
APS	Year 5	Year 6	Year 7	Year 8
	GD	EXS	WT	B

Appendix C: Definition of terms

ASSESSMENT
In this policy, the term 'Assessment' is based on the Black & William definition:
"Assessment refers to all those activities undertaken by teachers and by their students in assessing themselves which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged." (Black & William *Inside the Black Box* 1998 Kings College London)

ASSESSMENT FOR LEARNING (AfL) (Formative assessment)
AfL is any assessment activity which INFORMS the next steps to learning. The key message is that AfL depends crucially on actually using the information gained.

ASSESSMENT OF LEARNING (AoL) (Summative assessment)
AoL is any assessment which SUMMARISES where learners are at a given point in time – it provides a snapshot of what has been learned (both in terms of attainment and achievement).

INDIVIDUAL STUDENT LEARNING TARGETS
These targets are specific actions which students can take in order for them to realise learning outcomes / success criteria and/or to make further progress.

CURRICULAR TARGETS
A curricular target expresses in words supported by data a specific aspect of the curriculum as a focus for improvement. It may be focussed by numeric outcomes. It is identified from a range of sources as an area of weakness in student learning. Curricular targets can be for a whole class, a group of students and/or an individual student. It can also be long-term or medium-term.

APPENDIX D: References

This Assessment Policy document reflects current good practice in assessment. It reflects current, local and national practice. It is particularly influenced by the following:

Department for Education (2014) *National curriculum and assessment from September 2014: information for schools*

Department for Education (March 2014): *Reforming assessment and accountability for primary schools*

Ofsted (2014) *Note for inspectors: use of assessment information during inspections in 2014/15.* **Ref:** 140131

Ofsted (2003) *Good Assessment in secondary school. HMI 462: March 2003*

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Assessment Reform Group (1999) *Assessment for learning: beyond the black box*. University of Cambridge, Faculty of Education. To order, telephone 01223 369631.

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Clarke, S (2001) *Unlocking formative assessment*, Hodder & Stoughton

Clarke, S (2003) *Enriching feedback in the primary classroom*, Hodder & Stoughton

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Shirley Clarke's work with a group of schools in Gillingham is available on the AAIA website - http://www.aaia.org.uk/index800.htm (specifically: http://www.aaia.org.uk/pdf/Gillingham1.pdf: http://www.aaia.org.uk/pdf/Gillingham2.pdf; and http://www.aaia.org.uk/pdf/Gillingham3.pdf).

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Wiliam, D (2011) *Embedded formative assessment*, Solution Tree Press

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