



# **Nether Stowe School**

**Assessment and Feedback Policy – Autumn Term 2020**



**Principles**

- Assessment is meaningful and purposeful without being burdensome or onerous
- Primarily shape future teaching and learning; supporting planning regarding next steps to address identified gaps in procedural or conceptual understanding and facilitate student progress.
- Update students as to their progress over time, celebrating what went well and highlighting areas for further development
- Develop long term memory recall through assessments which require recall of knowledge and understanding from previous topics studied as well as the most recent topic .

**Expectations**

*All assessments will be designed to be completed in accordance with the whole school assessment schedule [Appendix 1]. Within the timeframes outlined by the whole school assessment schedule, departments will calendar the dates of milestones at meaningful points within their programmes of study.*

*The whole school assessment calendar also calendars the dates of whole school data captures. Data captured at these defined points will be discussed at individual class, faculty/departmental and whole school scales and appropriate interventions identified to address any identified gaps in progress.*

**Milestones**

**Core Subject Expectation [English, science, mathematics & Y7, Y9 French]**

At all key stages, **four milestones** will be conducted across the academic year to assess students’ understanding of the knowledge and skills delivered. A milestone will take the form of exam-style questions that refer to specific assessment objectives and examination criteria. **Six milestones** will be completed in Y12.

All milestones should take an accumulative form over an academic year, for example: Topic A delivered = Topic A tested; Topic B delivered = Topic A and B tested, etc.

**Non-Core Subject Expectation**

At KS3, three **milestones** will be conducted to assess students’ understanding of knowledge and skills delivered. In most subjects this will take the form of exam-style questions that refer to specific assessment objectives and examination criteria. At KS4 and 5, **four milestones** will be conducted across the year. **Six milestones** will be completed in Y12.

*Practical subject assessment will take the form of a task that aligns with the assessment objectives focused on since the previous milestone. Where appropriate, a*



	<p>At calendared points during the academic year, Y9, KS4 and KS5 classes will have at least one trial examination week/fortnight. At this calendared point the milestone will take the form of the trial examination paper. All other milestones will take place within the confines of a normal lesson.</p>	<p><i>photograph/video/sound recording of practical work can be included to evidence achievement.</i></p> <p>Assessment should take an accumulative form over an academic year, for example: Topic A delivered = Topic A tested; Topic B delivered = Topic A and B tested, etc.</p> <p>At calendared points during the academic year, KS4 and KS5 classes will have at least one trial examination week/fortnight. At this calendared point the milestone will take the form of the trial examination paper. All other milestones will take place within the confines of a normal lesson.</p>
<p><b>Feedback to Milestone 'Green Pen Upgrade'</b></p>	<p>A standardised assessment feedback pro-forma [Appendix 2] on green paper is to be completed for each Milestone. The pro-forma has two sections. The first section will help the teacher plan the upgrade lesson and identify any individuals who require specific personal feedback. The second section will be shared with all students in the class to help them improve (upgrade) their understanding.</p> <p><b>Section 1: Teacher upgrade planner and personal feedback</b> Must include:</p> <ul style="list-style-type: none"> <li>• Class list with individual MEGs</li> <li>• Space to record:             <ul style="list-style-type: none"> <li>○ If the Milestone has been submitted for marking</li> <li>○ If the student was present on the date to the Milestone</li> <li>○ If SPaG improvements were identified on the script</li> <li>○ Notes, WAGOLLS, WABOLLS to help with gap analysis and inform planning</li> <li>○ Biggest lever</li> </ul> </li> </ul> <p><b>Section 2: Whole class student feedback</b></p>	



	<p>Must include space for recording student’s name, percentage score, grade and Minimum Expected Grade (MEG).</p> <p>This section will provide feedback to the whole class and include:</p> <ul style="list-style-type: none"><li>• <b>What Went Well</b> to reinforce positive feedback and to support the students in developing their understanding of what is successful.</li><li>• Upgrade Foci – identification of conceptual and procedural errors</li><li>• Literacy upgrade opportunities</li><li>• Numeracy upgrade opportunities</li></ul> <p>Within the assessment no more than 5 literacy errors to be identified for all literacy categories.</p>
<p><b>‘Green Pen Upgrade’</b></p>	<p>Analysis of the students’ responses to the Milestone will identify gaps in either conceptual or procedural understanding. Teachers are expected to plan and deliver high quality activities to address the identified gap, prioritising the biggest lever to achieve this goal. A typical upgrade lesson will include:</p> <ul style="list-style-type: none"><li>• Reteaching (Whole, Subset Group)</li><li>• Personalised tasks to deepen knowledge/understanding (Individual/Paired activities).</li><li>• Written responses to demonstrate understanding</li><li>• Extra Challenge to stretch the most able</li></ul> <p>Teachers are expected check and corroborate students’ improvements to ensure that an error or misconceptions has been addressed and to the improvements are to the required depth. Live marking is a highly effective technique to provide instant feedback to students during the upgrade lesson.</p> <p>A tick is acceptable when work is correct – further literacy errors are to be picked up in this work. Continued misconceptions need to be readdressed by the teacher.</p> <p>Again, no more than 5 Literacy errors to be identified for all literacy categories</p>
<p><b>Progress Checks</b></p>	<p>In all subjects a progress check is to be completed around the half-way point of a unit of work. The purpose of the progress check is to monitor and diagnose the quality of a student’s learning, providing</p>

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	<p>feedback to the teacher in order to make necessary changes to lessons to address identified areas for improvement prior to the milestone assessment. The progress check also provides feedback to students in preparation for their milestone assessment.</p>
<b>Feedback to progress check 'Green Pen Upgrade'</b>	<p>The feedback for the progress check task needs to be completed in a timely fashion so that students' improved responses are easily located near the original work. Students should leave a suitable gap before ruling off work.</p> <p>The standardised assessment feedback pro-forma [Appendix 2] on green paper is to be completed for each progress check following the guideline detailed above (<b>Feedback to Milestone 'Green Pen Upgrade'</b>). The only difference being that it is not normal for a grade to be generated following the completion of a progress check.</p> <p>No more than 5 Literacy errors to be identified for all literacy categories</p> <p>As with the milestones, the students' responses to the progress check subject target is written in green pen and can be framed through the use of a green line. Teachers are expected to check and corroborate students' improvements to ensure that errors and misconceptions have been addressed. A tick is acceptable when work is correct – further literacy errors are to be picked up in this work. Continued misconceptions need to be readdressed by the teacher.</p>
<b>Interim Assessment</b>	<p>Teachers are expected to plan opportunities to provide interim feedback for students. This can take the form of self and peer assessment, live marking, use of targets and subject specific coding systems, PP first marking or verbal feedback.</p> <p>No more than 5 Literacy errors to be identified for all literacy categories</p>



<b>Presentation and Standards</b>										
<b>Colours for Clarity</b>	<p>To ensure consistency in approach:</p> <p><b>All students must write in black pen and no other colour can be used.</b></p> <p><b>Students write using a green pen when responding to feedback.</b></p>									
<b>Presentation</b>	Follow school guidelines and faculty templates for presentation of student work.									
<b>Improving Literacy</b>	<p>Teachers are responsible for promoting the development of literacy and students are expected to take action in correcting errors. Teachers identify improvements as shown in the table below.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Literacy Improvement</th> <th style="text-align: center;">Teacher Action:</th> <th style="text-align: center;">Student Action:</th> </tr> </thead> <tbody> <tr> <td>Accuracy correction (e.g. Spelling, Punctuation, Wrong Word)</td> <td>Highlight errors by circling error or omission. Write out correct spelling.</td> <td>Correct error. Write out spelling correction three times.</td> </tr> <tr> <td>Clarity of communication</td> <td>Underline sentence, phrase or paragraph.</td> <td>Rewrite</td> </tr> </tbody> </table> <p>Literacy errors to include spelling, incorrect use of punctuation, use of paragraphing and where the wrong word has been used. In addition, teachers should identify words that are illegible or where the meaning is unclear. When assessing milestones / progress check/ interim pieces of work, it is expected that no more than 5 literacy errors should be identified. It is expected that students will make the necessary corrections with their green pens and their improvements will be checked for accuracy with a tick.</p>	Literacy Improvement	Teacher Action:	Student Action:	Accuracy correction (e.g. Spelling, Punctuation, Wrong Word)	Highlight errors by circling error or omission. Write out correct spelling.	Correct error. Write out spelling correction three times.	Clarity of communication	Underline sentence, phrase or paragraph.	Rewrite
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<b>Appendix</b>										
<b>Appendix 1</b>	Nether Stowe Assessment Schedule 2020-21									
<b>Appendix 2</b>	Whole school standardised assessment feedback pro-forma									

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## Appendix 3

Examples of 'Green Pen Upgrades'