



Nether Stowe School

**Assessment and Feedback Policy Expectations– Autumn
Term 2022**



Principles

- Assessment is meaningful, purposeful, and has impact on learning, 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

In KS3 at least one progress check and one Milestone will be completed in each subject, each term. All KS4 and KS5 assessments will be designed to be completed in accordance with the whole school assessment schedule [Appendix 1b]. 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

Milestones will be conducted across the academic year to assess students’ conceptual and procedural understanding of the knowledge and skills delivered. A milestone will take the form of exam-style questions which assess KS3 know and show charts or at KS4/5 the specific assessment objectives and examination criteria.

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.

Practical subject assessment will take the form of a task that aligns with the assessment objectives/know and show focused on since the previous milestone. Where appropriate, a photograph/video/sound recording of practical work can be included to evidence achievement.

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>Feedback to Milestone <i>‘Green Pen Upgrade’</i></p>	<p>For KS3 and KS4 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 can be used to 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>Whilst reviewing the Milestone the teacher will note:</p> <ul style="list-style-type: none">○ Areas to celebrate (WWW)○ Areas for further development (EBIs)○ Common literacy and numeracy areas for development○ WAGOLLS, WABOLLS to help with gap analysis and inform planning○ The biggest lever which will help the greatest number of students in the class upgrade their knowledge and understanding <p>Whole class student feedback</p> <p>KS3 Must include space for recording student’s name and Age Related Expectation (Emerging/Developing/Established/Mastery)</p> <p>KS4/5 Must include space for recording student’s name, percentage score, grade quintile 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">● What Went Well to reinforce positive feedback and to support the students in developing their understanding of what is successful.● Upgrade Foci – identification of conceptual and procedural errors



	<ul style="list-style-type: none">• Literacy upgrade opportunities• Numeracy upgrade opportunities <p>Within the assessment no more than 5 literacy errors to be identified for all literacy categories.</p> <p>For KS5</p> <ul style="list-style-type: none">• The KS4 expectations should be followed (as outlined above) if a common whole class lever can be identified or,• If having reviewed the students' work, a more effective upgrade can be achieved by providing individual feedback, then the standardised assessment pro-forma [Appendix 2] on green paper will note:<ul style="list-style-type: none">○ Areas to celebrate (WWW)○ Areas for further development (EBIs)○ Common literacy and numeracy areas for development○ The biggest lever which will help the individual student to upgrade their knowledge and understanding.○ and may also include:○ Any WAGOLLS, WABOLLS to help with gap analysis and inform planning
<p>'Green Pen Upgrade'</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">• Reteaching (Whole, Subset Group)• Personalised tasks to deepen knowledge/understanding (Individual/Paired activities).• Written responses to demonstrate understanding• Extra Challenge to stretch the most able



	<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>Progress Checks</p>	<p>In all subjects at least one progress check is to be completed before each milestone. The purpose of the progress check is to monitor and diagnose the quality of a student's learning, providing 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> <p>The progress check must include assessment of the most recent upgrade lesson. This will enable the teacher to check students' understanding of the previously identified lever.</p>
<p>Feedback to progress check 'Green Pen Upgrade'</p>	<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 (Feedback to Milestone 'Green Pen Upgrade'). The only difference being, at KS3 an Age Related Expectation, and at KS4/5 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.</p>

Nether Stowe School

Assessment and Feedback Policy – Autumn Term 2022



	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.
Interim Assessment	<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 – see ‘Improving Literacy’ below.</p>

Presentation and Standards			
Colours for Clarity	<p>To ensure consistency in approach:</p> <p>All students must write in black pen and no other colour can be used.</p> <p>Students write using a green pen when responding to feedback.</p>		
Presentation	Follow school guidelines and faculty templates for presentation of student work.		
Improving Literacy	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.		
	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.

Nether Stowe School

Assessment and Feedback Policy – Autumn Term 2022



	Clarity of communication	Underline sentence, phrase or paragraph.	Rewrite
	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.		
Appendix			
Appendix 1	Nether Stowe Assessment Schedule 2022-23		
Appendix 2 Folder	Whole school standardised assessment feedback pro-formas		
Appendix 3 Folder	Examples of Feedback Sheets and Upgrades		