Nether Stowe School

Assessment and Feedback Policy Expectations 2023 -2024

Principles

Effective assessment must:

- Be meaningful, purposeful, and has impact on learning, without being burdensome or onerous on staff or students.
- Shape future teaching and learning; supporting planning regarding next steps to address identified gaps in procedural or conceptual understanding and facilitate student progress.
- 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.
- Increase personalisation of feedback
- Impact on curriculum planning and adaptation.
- Regularly take place in timed conditions to ensure the robustness of assessment and feedback
- Have strong routines of standardisation and moderation
- Be evaluated through strong and deep quality assurance of impact
- Use a common language when discussing assessment and feedback with all stakeholders
- Ensure that every opportunity is taken to celebrate success and reward ambition and resilience.

Common Language / Key Terminology

Milestone:

An assessment to assess students' conceptual and procedural understanding of the knowledge and skills delivered from a number of topics. 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 and B delivered = Topic A and B tested; Topic C and D delivered = Topic A, B, C & D 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.

Progress Check:

An assessment used 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.

The progress check must include assessment of long-term recall such as the identified EBI from the previous progress check or milestone.

Interim Assessment:

Any activity which provides the teacher with data to check a student's understanding of a concept or procedure. This includes high quality questioning, Socrative quiz, Intentional Monitoring of a Student Does or Red Zone

Red Zone:

A period of time where students work independently within a given timeframe. The activity may vary depending on the subject. The task could be completed individually or as a group depending on the nature of the task. For example, a group performance in drama.

Red Zones could be used to undertake an interim assessment.

WWW (What went well):

Used to identify and celebrate the strengths of a piece of work. WWWs should always be closely linked to the curriculum.

EBI (Even Better If)

Used to identify a specific area for development. EBIs should always be closely linked to the curriculum.

Assessment Frequency

Departments identify the appropriate schedule for Milestones and Progress checks to take place – see appendix A

Feedback Expectations

This policy will focus primarily on feedback given following completion of a Progress Check or Milestone. Our school expectations are that in all lessons assessment is used to check for understanding through a variety of mechanisms including high quality questioning and intentional monitoring. The resultant feedback will vary in format and could include verbal, written or software generated answers. For example, through Socrative.

Milestone Assessment Feedback

All students will receive individual and personalised feedback which includes WWW and EBI linked to the know and show charts at KS3 or examination specification at KS4/5. Feedback is given in a format best suited to the subject being studied - see appendix A – but will always include a WWW and EBI.

The teacher will use the data collected to plan an upgrade lesson(s) and to make further adaptation to the curriculum plan. For example, the use of DNAs to assess the longer-term recall of key knowledge revisited in the upgrade lesson.

Progress Check Assessment Feedback

All students will receive personalised feedback which includes WWW and EBI linked to the know and show charts at KS3 or examination specification at KS4/5. Feedback is given in a format best suited to the subject being studied - see appendix A – but will always include a WWW and EBI.

The teacher will use the data collected to plan an upgrade lesson(s) and to make further adaptation to the curriculum plan. For example, the use of DNAs to assess the longer-term recall of key knowledge revisited in the upgrade lesson.

Interim Assessment Feedback

The teacher will use the data collected to adapt their teaching. Some students *may* receive personal feedback following an interim assessment or they may benefit from the teacher adapting the lesson to meet the identified needs of the class.

Colours for Clarity

To ensure consistency in approach:

All students must write in black pen and no other colour can be used.

Work is Marked in Red

Students write using a green pen when responding to feedback.

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, where additional support is required.	Correct error.
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 A	Subject Specific Assessment and Feedback