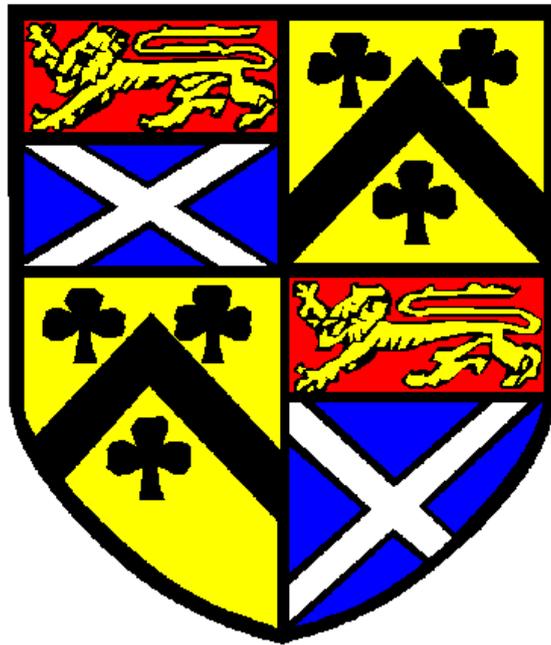# The Rochester Grammar School

Assessment and Feedback Policy

This policy was adopted on	
The policy is to be reviewed on	June 2022

1. RATIONALE

At The Rochester Grammar School we believe that that enhancing formative assessment within the classroom has a significant impact on student learning. As such this feedback policy is designed not only to give structure and consistency to the diet of feedback students receive but also to ensure that feedback is meaningful in line with recent DfE reports:

> 'Instead of using classroom assessment to identify strengths and gaps in pupils' knowledge and understanding of the programmes of study, some teachers were simply tracking pupils' progress towards target levels' (DfE, 2015: p.13).

We also believe in the quality of feedback over grading. Research, including that of Butler (1988), show that regular feedback without grades meant more rapid progress for students compared to providing regular grades.

Finally we have designed a policy that strives to meet the DfE requirements in their recommendations from "Eliminating unnecessary workload around marking" (2016). As such we are providing an outline of our shared expectations but the emphasis for how these are implemented will be teacher and curriculum specific.

2. PRINCIPLES OF ASSESSMENT

The policy's aim is to develop a culture of in-depth learning rather than pace. To do this the purposes of feedback is clearly identified to allow teachers the opportunity to relay the correct information at the correct time.

- Feedback should be a continuous process which takes places throughout the curriculum.
- Feedback should be timely and regular and using a range of different methods and teachers should provide regular opportunities to close identified gaps.
- Teachers should always ensure they model and clarify what good performance is. Learners need to know what they are expected to do. The criteria by which they will be assessed should be shared with them.
- Pupils must know the right answers to these two questions:
  - What am I doing well in this subject?
  - What do I need to do to improve my work in this subject?
- Feedback should be more work for the recipient than the 'donor'. Any marking completed must be a good use of teacher's time.
- Regular testing and retrieval of information should form part of the assessment process. Teachers should ensure information is actively retrieved rather than passively heard or re-read.
- Teachers should use feedback to evaluate their own teaching and inform the planning of subsequent work.
- The outcomes of assessment should be recorded in usable ways without overburdening teachers or learners and take into account the needs of those who may wish to use the information.

3. TYPES OF ASSESSMENT

At The Rochester Grammar School we believe it is important to ensure the balance between formative and summative assessment is valid to not only serve the student's needs in receiving regular and timely feedback but also support teachers workload balance ["Eliminating unnecessary workload around marking" (2016)].
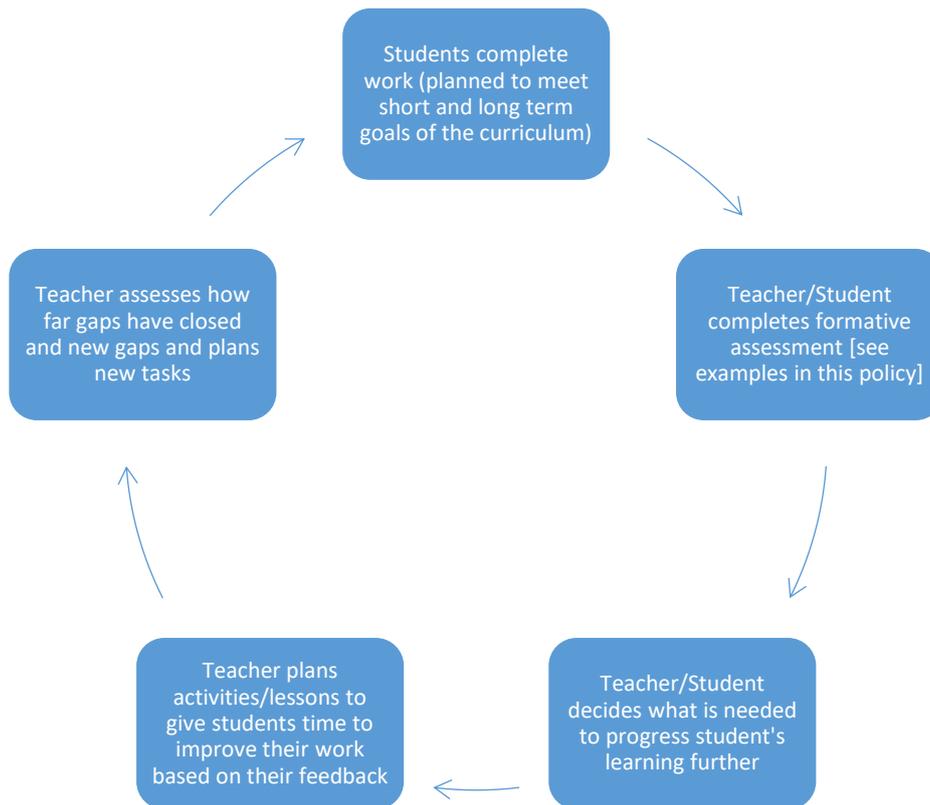
<u>Formative Assessment</u>

Formative assessment is defined at 'a process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there' *(ARG, 2002).* Black and Wiliam have defined formative assessment as 'all those activities undertaken by teachers, and/or their students to modify teaching and learning activities in which they [the students] are engaged' (1998: p.8). Feedback from teachers should give students information they can use to take their learning forward (Sebba, 2012). Feedback into teaching means that teachers can use observations of students and their work to adjust the challenges they provide for students (Harlen, 2012).

Therefore at The Rochester Grammar School we view formative feedback as an essential part of every lesson, viewing it as a process where our teachers involve themselves in a dialogue (oral or written) with our students to ensure they:

- Know where they are in their learning.
- Know where they need to be.
- Know how to get there.
- Moves their learning forward to achieve.

Please see appendix 1 for examples of formative assessment (please note this is not an exhaustive list but will give some examples of good practice).

We believe the key component of formative assessment is not using grades or levels but collecting information on student progress and actively using this to improve future teaching and learning. It is best summarised in the diagram below:

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                    ┌─────────────────────┐
                    │  Students complete  │
                    │  work (planned to   │
                    │  meet short and     │
                    │  long term goals    │
                    │  of the curriculum) │
                    └─────────────────────┘
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Students complete work (planned to meet short and long term goals of the curriculum)

Teacher/Student completes formative assessment [see examples in this policy]

Teacher/Student decides what is needed to progress student's learning further

Teacher plans activities/lessons to give students time to improve their work based on their feedback

Teacher assesses how far gaps have closed and new gaps and plans new tasks

Summative Assessment

Summative assessments differ to formative assessments as they occur at defined periods of the academic year such as mocks and statutory assessments. Summative assessments help teachers in making end of key stage assessments and are also of use in determining the overall progress and achievement of pupils when reporting to parents. Summative assessments are about more than just providing a grade. Students and teachers should use them to identify what students do not know/cannot do and build this into subsequent lessons and interventions.

4. PROCESS

General principles:

Students must respond to all feedback in a green pen.

Feedback should be related to the development of literacy and numeracy and not just subject specific knowledge and skills. It is not recognised as good practice to correct every mistake students make with no follow up as this will not support their independence. Literacy activities that are purposeful include but are not limited to:

- Whole class test on common misspellings with a particular focus on tier 3 vocabulary (please see literacy policy for more detail) – student then goes and corrects any in their own work.
- Circling some (but not all) mistakes made by the individual student. They then need to read over their whole work and correct any other similar mistakes.

- Exemplar paragraph with common spelling, punctuation and grammar mistakes made by students in their work. Work through as a class and then students reflects and corrects their own work for similar mistakes.

Teachers should ensure that students who require additional time or resources according to any additional need they may have are given it in each assessment they complete. Assessment will also be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

Feedback books:

Students should have a feedback book or section of their folder to keep track of the feedback they have received and the improvements they have made. All assessments, summative and formative, should be in this book and any teacher feedback, student reflections/responses and gap analysis should also be stored here to allow teachers and students to effectively track progress over time.

Key Stage 3
Formative Assessment

There should be at least one hour's worth formative assessment of which students received feedback per term as a minimum. This should be spread across the term and completed in many different forms such as the examples listed in appendix 1 with a focus on retrieval of knowledge. Formative assessments should not be given an examination grade but can be given a raw mark score.

Students should complete a gap analysis sheet based on all the feedback they have received once a term. These should be dated and kept in their feedback books/sections of their folders.

Summative Assessment

All Year 7 students will complete a baseline assessment at the beginning of year 7 and at the end of year 9 to assess the overall progress they have made during Key Stage Three.

Three times a year in each subject students will receive a summative assessment of at least 45 minutes to one hour in length. This should be testing the essential knowledge students have been learning and be closely associated with the knowledge banks.

This should be cumulative, taking into account everything they have learnt during Key Stage 3 up until that point e.g. if completed in January of year 8 the summative assessment should assess their year 7 knowledge along with that acquired in year 8.

Assessments should be marked using a percentage calculated for each student.

Students should then be awarded either:

- Deepening (those who score 80% or more).

- Secure (Middle 40% of grades).
- Emerging (those who score less than 40%).

This data will be collected and at relevant points analysed to allow Key Stage leads to intervene with students across subjects. Intervention on a subject level should still be completed by the subject teacher/curriculum leader.

After each summative assessment staff should plan and teach a feedback lesson allowing students to individually reflect and close the gaps in their knowledge and/or skills that have arisen from the assessment. Teachers should adapt future lessons to ensure these gaps are closed and this should form the basis of curriculum area interventions.

Key Stage 4
Formative Assessment

Students should have at least two substantial formative assessment opportunities a term, one of which should be knowledge based. This should be in many different forms such as the examples listed in appendix 1. Students should also have a retrieval based opportunity every lesson. Formative assessments should not be given an examination grade, this includes if single questions or essays from a paper are given as part of a formative assessment opportunity. Students can be given raw marks for exam based work however feedback must be focussed on where and why raw marks have been dropped.

Summative Assessment

Much like with Key Stage Three, Key Stage Four students should be set three summative assessment opportunities a year which cover the entire course they have studied so far. This will include the mocks that each year group receives and therefore the length of these assessments will vary depending whether they are in class or formal mocks.

Where appropriate (e.g. mock exams or where significant parts of the course are tested), assessments should be marked according to the exam board criteria and a mark and grade calculated for each student. This data will be collected and analysed to allow Key Stage leads to intervene with students across subjects. Intervention on a subject level should still be completed by the subject teacher/curriculum leader.

After each summative assessment staff should plan and teach a feedback lesson allowing students to individually reflect and close the gaps in their knowledge and/or skills that have arisen from the assessment. Teachers should adapt future lessons to ensure these gaps are closed and this should form the basis of curriculum area interventions.

Key Stage 5
Formative Assessment
Students should have at least two substantial formative assessment opportunities a term, one of which should be knowledge based. This should be in many different forms such as the examples listed in appendix 1. Students should also have a retrieval based

opportunity every lesson. Formative assessments should not be given an examination grade, this includes if single questions or essays from a paper are given as part of a formative assessment opportunity. Students can be given raw marks for exam based work however feedback must be focussed on where and why raw marks have been dropped.

Summative Assessment

Key Stage Five students should be set a minimum of three summative assessment opportunities a year which cover the entire course they have studied so far. This will include the mocks that each year group receives and therefore the length of these assessments will vary depending whether they are in class or formal mocks. If a teacher decides to do a full past paper outside of the minimum summative assessment requirements then this should have a grade attached to it also.

Where appropriate (e.g. mock exams or where significant parts of the course are tested), assessments should be marked according to the exam board criteria and a mark and grade calculated for each student. This data will be collected and analysed to allow Key Stage leads to intervene with students across subjects. Intervention on a subject level should still be completed by the subject teacher/curriculum leader.

After each summative assessment staff should plan and teach a feedback lesson allowing students to individually reflect and close the gaps in their knowledge and/or skills that have arisen from the assessment. Teachers should adapt future lessons to ensure these gaps are closed and this should form the basis of curriculum area interventions.

Summary of Key Stage Assessments

Key Stage	Formative	Summative
Key Stage 3	At least one hour's worth formative assessment of which students received feedback per term as a minimum (spread across a term). There should be a knowledge and skills focus to these assessments. Formative assessments should not be given an examination grade but can be given a raw mark score.	Three times a year in each subject students will receive a summative assessment of at least 45 minutes to one hour in length. Students will be awarded: • Deepening (those who score 80% or more) • Secure (Middle 40% of grades • Emerging (those who score less than 40%) Each must be followed up by a feedback lesson focussing on gaps in knowledge and skills.

Key Stage 4	At least two substantial formative assessment opportunities a term, one of which should be knowledge based. Formative assessments should not be given an examination grade but can be given a raw mark score.	Three summative assessment opportunities a year which cover the entire course they have studied so far (including mock exams). These will be marked according to exam criteria and given a grade. Each must be followed up by a feedback lesson focussing on gaps in knowledge and skills.
Key Stage 5	At least two substantial formative assessment opportunities a term, one of which should be knowledge based. Formative assessments should not be given an examination grade but can be given a raw mark score.	A minimum of three summative assessment opportunities a year which cover the entire course they have studied so far (including mock exams). These will be marked according to exam criteria and given a grade. Each must be followed up by a feedback lesson focussing on gaps in knowledge and skills.

5. STANDARDISATION / MODERATION

The process of moderation is an essential part of the assessment and feedback process, particularly following the completion of summative assessment. Teachers should be involved in the following moderation processes (where appropriate):

- With colleagues within their department.
- With colleagues at other schools.
- By attending training sessions with other schools.
- By using example materials from examination boards.

The purpose of moderation is to ensure that all students have the criteria applied fairly and honestly and to quality assure the feedback students are given.

6. MONITORING AND EVALUATION

The quality of feedback given to students will be monitored and evaluated as part of the Teaching and Learning monitoring programme. Curriculum Leaders will also monitor and evaluate the feedback in their curriculum areas through regularly learning and

assessment walks. The feedback policy and procedures will be monitored annually to ensure they remain meaningful and manageable.

Day to day formative assessment will be collected by the class teacher to identify gaps in students understanding. This data will inform planning prior to the next lesson and be used as one assessment method to complete the academic review.

Summative assessments will be collected and used within the department to inform academic reviews, identify gaps and plan for interventions. It may also be collated by Key Stage teams to plan for interventions across subjects. This information may also be shared with the governing body where appropriate.

Appendix 1:

When in-school formative assessment occurs colleagues need to ask themselves the following questions:

1. What will this assessment tell me about students' knowledge and understanding of the topic, concept or skill?
2. How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve
3. How will I ensure students understand the purpose and outcome of this assessment and can apply it to their own learning?
4. How will I ensure my approaches to assessment are inclusive of all abilities?
5. How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?
6. What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?
7. Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

Please find below some examples of formative feedback that can/may be used. Please note this is not an exhaustive list.

Retrieval quizzes
- Teachers can prepare weekly/fortnightly quizzes which could be online multiple-choice quizzes with instant scores and feedback or written-answer quizzes with instant scores and feedback depending on the subject
- Students should get instant feedback(self or peer marked) on which questions were incorrect or misspelled
- Students should act on that feedback instantly to correct their mistakes
- The teacher should make a note of student's scores to track progress

In class assessments with instant whole class feedback
- Teachers continually share whole-class, task specific feedback, displaying pupils work with a visualiser if possible
- If a visualiser is used the class could read it aloud, comment and make suggestions to improve the piece of work collectively
- All students reflect on their own work by redrafting based on the feedback given

In class assessments with delayed whole class feedback
- Teacher reads through the books and makes notes on common errors, spelling issues along with any students who done outstanding work to share with the class etc.
- The next lesson the teacher gives a lesson teaching how to correct these errors and testing incorrect spellings
- Students are given time to redraft/correct/attempt a new task to correct their mistakes.

In class assessments with individual feedback
- Teacher can circulate while students are silently writing and give individual feedback to students on their work
- Students' can instantly act on feedback and correct mistakes made in their work
- The teacher can collect the work in and provide numbered targets for each student based on general class errors.
- Students can be provided with specific exemplar models photographed, typed up, printed based on their errors
- The teacher can put a dot of colour next to student work depending whether it is above their expected standard, at their expected standard or below their expected standard. Students can then complete tasks to improve their work and colour coding.

Oral feedback
- Questions can serve many purposes when providing feedback.
  - They can be used to clarify the learners' thinking (e.g., "What did you mean by…"),
  - To make the learning process more transparent (e.g., "Why did you..."),
  - To inspire students to think about their work in a different way (e.g., "Have you considered looking at the topic from this perspective?"),
  - To expand the learner's' knowledge or skills (e.g., "Have you considered exploring..."),
  - To encourage learners to make changes to their work (e.g., "Have you thought about trying…").

Peer feedback
- Students mark another student's work with strong teacher guidance
- In writing subjects, teachers share lists of vital subject keywords to use in tasks
- In writing subjects, students write out spellings or definitions of keywords or use them in extended writing tasks
- Peer scoring of subject spellings, or concepts and definitions
- Peer-evaluation of subject paragraphs using checklist criteria

Self feedback
- Students self-check and correct mistakes, using their knowledge banks
- Students self-check their work line-by-line with a ruler to increase the accuracy of their work
- Students correct mistakes in their book
- Self-evaluation of subject paragraphs using subject keyword checklist

Instant feedback
- Hinge questions with multiple-choice options to identify misconceptions
- Mini whiteboards to answer questions