# SOUTH LINCOLNSHIRE ACADEMIES TRUST (SLAT)
## BOURNE, GILES & SPALDING ACADEMIES

# ASSESSMENT POLICY

## Aspire - Challenge – Achieve

| Owner | Approval | Date Approved |
|---|---|---|
| J Hind | L Conley | June 2021 |
| **Policy Type** | **Date of Next Review** | **Approved by** |
| Trust Wide | July 2022 | Executive Headteacher |

# Assessment and Feedback Policy
## *'A Marked Improvement!'*

## Aspire

The sole focus of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work; adults should not be doing the hard thinking work for the student. Marking should serve a single purpose – *to advance student progress and outcomes.*

Crucially, the most important person in deciding what is appropriate is the teacher. Oral feedback, working with students in class, reading their work – all help teachers understand what students can do and understand. Every teacher will know whether they are getting useful information from their marking and whether students are progressing.

Consistency across a department and the school is still important, but this can come from consistent high standards, rather than unvarying practice. Shared expectations of marking across the whole school will help everybody to be clear about what is required of them. Then each subject and key stage should be able to determine the policy in their areas, responding to the different workload demands of each subject, and drawing on teacher professionalism to create meaningful and manageable approaches.

## Challenge

*To maintain high standards of both the quality and quantity of feedback whilst reducing teacher workload.*

Written marking is only one form of feedback. The diagram below illustrates methods that can be used to maintain the quality of feedback whilst reducing the reliance on written marking by teachers. Marking should help to motivate students to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their students, this can become a disincentive for students to accept challenges and take responsibility for improving their work.
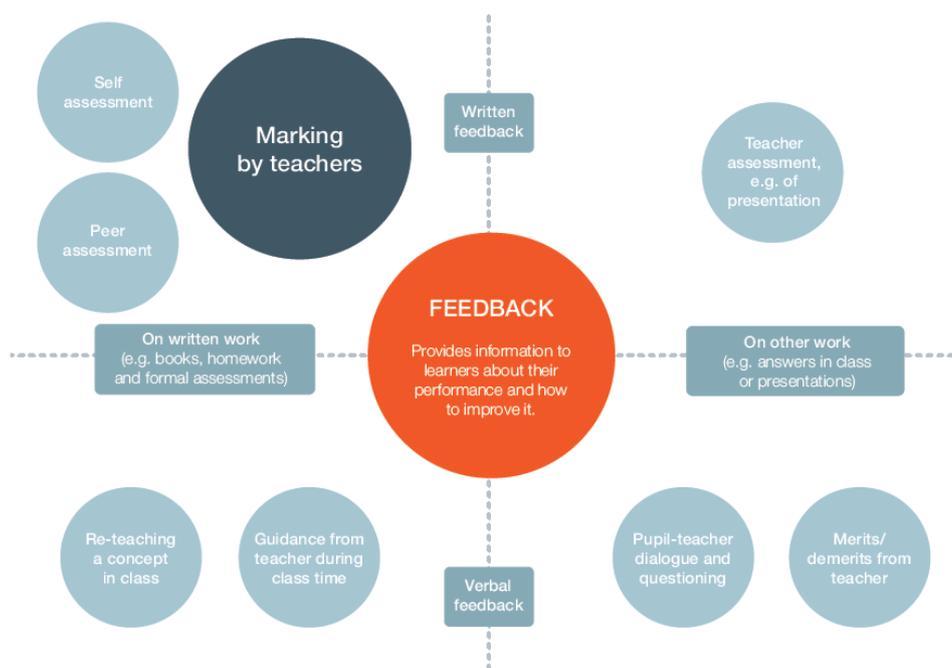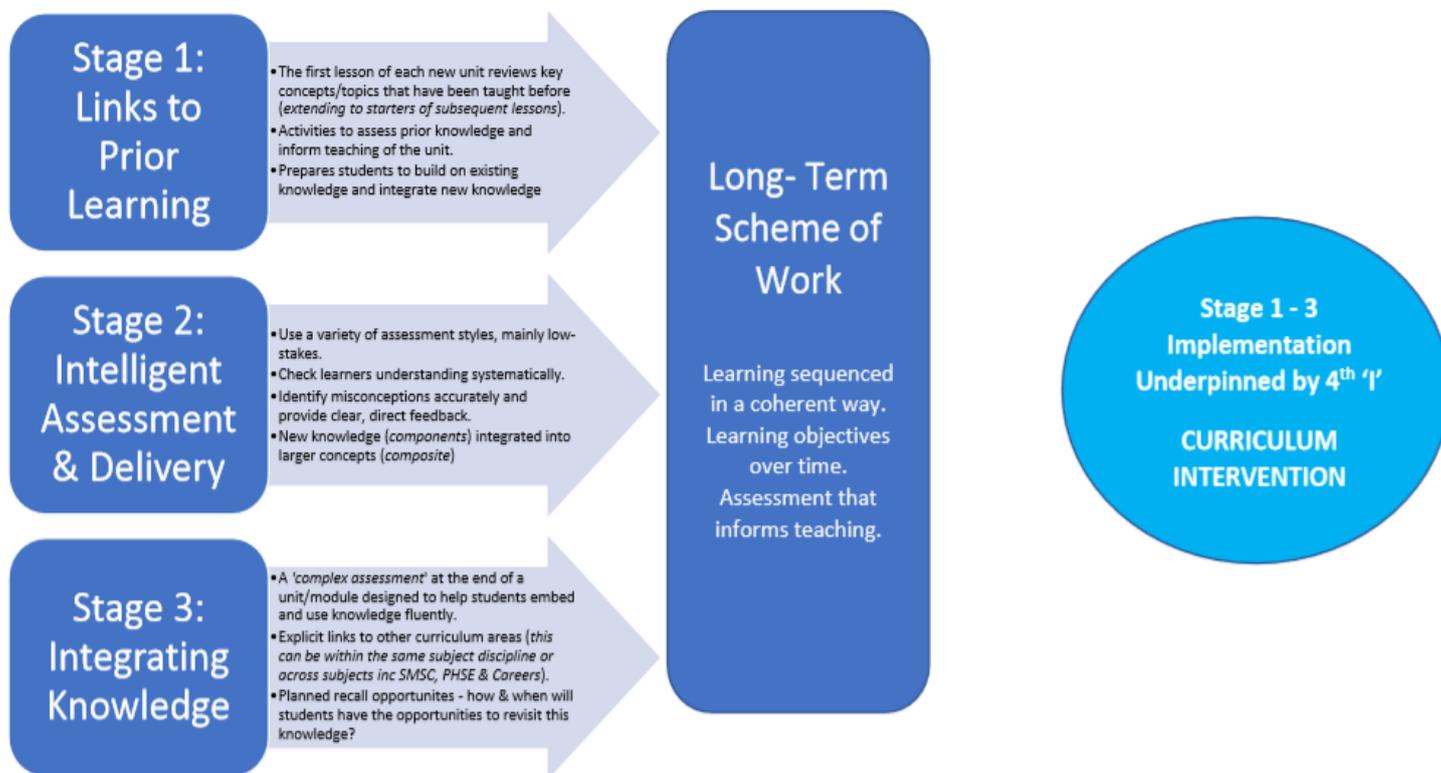
## Achieve



*Figure 1. Examples of different forms of feedback.*

# The SLAT model for Curriculum Implementation

The whole school approach below sets out how all units of work across the school will be delivered. Teaching in all subjects is designed with clear and logical sequencing to help learners embed knowledge into their long term memory and to know how new knowledge links into larger concepts. Our vision for assessment is to facilitate embedding knowledge through recall and appropriate curriculum intervention to enable a fluency and automaticity of understanding. Within this framework we recognise that all subjects are different and the ways in which subject disciplines are learnt will differ. Assessment and feedback fits into stage 2 of this model.

**Stage 1: Links to Prior Learning**
- The first lesson of each new unit reviews key concepts/topics that have been taught before (*extending to starters of subsequent lessons*).
- Activities to assess prior knowledge and inform teaching of the unit.
- Prepares students to build on existing knowledge and integrate new knowledge

**Stage 2: Intelligent Assessment & Delivery**
- Use a variety of assessment styles, mainly low-stakes.
- Check learners understanding systematically.
- Identify misconceptions accurately and provide clear, direct feedback.
- New knowledge (*components*) integrated into larger concepts (*composite*)

**Stage 3: Integrating Knowledge**
- A '*complex assessment*' at the end of a unit/module designed to help students embed and use knowledge fluently.
- Explicit links to other curriculum areas (*this can be within the same subject discipline or across subjects inc SMSC, PHSE & Careers*).
- Planned recall opportunites - how & when will students have the opportunities to revisit this knowledge?

**Long-Term Scheme of Work**
Learning sequenced in a coherent way. Learning objectives over time. Assessment that informs teaching.

**Stage 1 - 3 Implementation Underpinned by 4th 'I'**
**CURRICULUM INTERVENTION**

## A Framework for Departments Assessment and Feedback Policies

Subjects will need to determine their own assessment and feedback policies in line with the whole school policy. The key principles of which are:

### For Formative Assessment
- Maintain a general work/class work book & a best book/folder in which all assessed work is marked using the Assessment codes (not all necessarily by the teacher)
- Maintain a pre populated assessment tracker sheet at the front of student's assessment book to record grades / progress
- Always use the Assessment Codes adopted by whole school;

    *Green pen = Teacher assessment*        *Purple pen = Student progress*
    *Hwk = indicates homework*              *Red pen = Peer / Self-assessment*

- Always plan time in lessons for students to act on advice from assessment / marking and then verify that progress has been made
- Ensure school literacy policy is followed. Mark key paragraphs to highlight subject specific spelling mistakes and correct key punctuation and grammar
- Always write comments that have value and will enable progress to be made against Learning Objectives. Where relevant include the level / grade
- Where possible aim for a quick turnaround of marking of books and test
- Provide KS3 Flight path information / GCSE grade descriptors / exemplar work for students
- A department exemplar folder should exist for each Key Stage to illustrate expectations
- Cyclical reviews / evaluation of assessments in conjunction with schemes of work to inform future lesson planning

**For Summative Assessment**

- Departments to map out Assessments by Year / Key Stage on an Assessment Summary Table
- Departments to map out the marking load by year group and by AOL on a calendar
- Ensure a variety of assessment scales and style principally at KS3
- At KS4 and 5 base summative assessment upon past exam questions or coursework/controlled assessment criteria
- Always write the flight path / GSCE grade on all Summative assessments
- Record assessment grades on the SIMS Department data tracker and Doddle for KS3 as appropriate
- Departments should create their own internal work sampling schedule to ensure department procedures are being followed throughout the year
- Standardise work to ensure consistency of grades/levels awarded across the department

## Assessment Styles

In order to maintain high standards of both the quality and quantity of feedback whilst reducing teacher workload departments are to construct their own subject assessment policies based on the framework outlined below.

| Type of Assessment | Teacher Terminology | Examples | How this work is marked | Curriculum Intervention | Frequency *(Exact no's on each Depts. Assessment Response document)* |
|---|---|---|---|---|---|
| **Immediate** | ***Low stakes Small scale Start of new unit 'Novice'*** | Online activities Knowledge Tests/Quizzes Starter activity Mini Whiteboards Show My Homework Spelling tests/quizzes | Online Peer assessed Self-assessed | Results inform teaching Corrections noted at the time | **High / Medium** |
| **Responsive** *(Formative)* | **Middle Stakes Medium scale Interim 'Developing'** | Practice exam questions Homework | Forensic Marking Sample Coded Marking | Misconceptions identified and informs planning. Gaps in skills and knowledge addressed | **Low / Medium** |
| **Summary** *(feed-forward)* | **Complex Key Pieces of work High Stakes Large Scale 'Mastery'** | PPE's End of unit tests Essays Projects Coursework End of Year exams | Detailed marking for all students by the teacher Hattie style comments utilised | Time is given for detailed follow up and intervention – e.g. redrafting, re-teaching of key concepts | **Low** |

**Recommended forms of feedback:**

| Type | What it looks like |
|---|---|
| **Immediate** | • Takes place during a lesson with individuals, groups or the whole class.<br>• Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers.<br>• Often given verbally to students for immediate actions, and may re-direct the focus of teaching or the task.<br>• Praises effort and contributions. |
| **Responsive** *(Catch-up)* | • Takes place after the lesson or activity with individuals or groups.<br>• Addresses knowledge from the lesson or activity or missing prior knowledge.<br>• Often given verbally with time to rehearse knowledge immediately.<br>• Usually delivered by a teaching assistant based on guidance from the teacher.<br>• An element of the child's responses to catch-up are recorded in their workbooks to show progress over time. |
| **Summary** *(Feed-forward)* | • Involves reading/looking at the work of all students at the end of a lesson or unit.<br>• Identifies key strengths and misconceptions for the class or sub-groups.<br>• Takes place during the following lesson.<br>• Addresses over-arching strengths and misconceptions as well as specific misconceptions for the sub-groups.<br>• Allocates time for editing based on feedback given or rehearsal of knowledge.<br>• May involve some peer support or support from a teaching assistant.<br>• May be delivered by the teacher or a teaching assistant. |