Cantonian High School
Ysgol Uwchradd Cantonian

THE BEST FROM EACH
SUCCESS FOR ALL

Assessment & Feedback Policy

March 2016
Revised May 2017
Revised June 2018
Revised January 2020

This policy was adopted by Governors on 06 February 2020

Contents

Marking and Feedback

Books should have evidence of the following:

- Verbal feedback

- Live Marking

- Whole-class feedback sheets

- DIRT – Direct Improvement Reflection Time

- Peer- and self–assessment

- Summative Assessment – levels

- Quality Teacher marking:
  - What Went Well …
  - Even Better If …

At Cantonian High School we believe that learning is at the heart of everything we do. Assessment is the process of obtaining, analysing and interpreting evidence for use by both pupils and teacher to enable the improvement of learning. It is at the heart of every lesson and serves the purpose of valuing pupils' learning.

Effective assessment creates a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

Research has shown that quality feedback is one of the most important factors in improving learning.

Expectations

There should be high expectations in the presentation of pupils' work and to achieve greater consistency across subjects, the following guidance should be followed.

<u>What we should expect to see in all books:</u>

- The date should be in Welsh and there should be evidence of Welsh comments

- Title and date underlined

- Drawing and graphs to be done in pencil

- All books should be marked using green pen

- 5 marking codes to be used

- WWW and EBI should be evident in the books with the EBI being question-led to allow pupils to make changes in order to improve. The EBIs need to challenge pupils to allow them to progress

- LNF trackers to be used in books

- Self- and Peer-assessment with pupils using WWW and EBI where appropriate

- Pupils should be aware of where they are in terms of targets. These should be clearly marked within the books

- When carrying out assessed work, pupils should have the opportunity to respond to feedback and targets given

- Literacy corrections should be evident in all books. Pupils should correct spelling errors three times

- There should be evidence of pupils responding to the feedback that you have given them

- All worksheets are glued in

- Evidence of live marking in all Class books

- Evidence of whole-class marking where appropriate

Tracking, Monitoring and Reporting Pupil Progress

Pupils should have a tracking sheet where they are able to track their progress towards their targets. All pupils should have access to a tracking sheet. Pupils should be involved in tracking and monitoring their progress and should be guided by staff in keeping their tracking sheets up to date. In addition to this, pupils should have a tracker for their literacy and numeracy levels. Pupils' progress will be monitored through **data captures as follows:**

Key Stage 3
Core subjects will undertake a minimum of one assessment each half term.
Non-core will undertake a minimum of one assessment every term.
Core will assess the LNF strands once every half term.
Non-core will assess the LNF strands once every term.

Key Stage 4
All subjects will undertake a minimum of one assessment each half term.

Key Stage 5
All subjects will undertake a minimum of one assessment each half term.

Types of Feedback
There are essentially two types of feedback given to the pupil arising out of assessment:

1. Summative (assessment of learning) consisting of statements about what the pupil has achieved.

2. Formative (assessment for learning) consisting of advice to the pupil about how to make progress to a higher level of attainment.

Teachers will use a combination of formative and summative statements, especially in reporting to parents.

Assessment for Learning

Assessment for learning is a key tool in identifying the learning needs of pupils. It helps pupils to know where they are in their learning and how to improve.

Assessment for learning helps to:

- Identify what a pupil already knows and how to build on it;

- Enable teachers to plan challenging and effective lessons;

- Set high expectations and encourage pupils to aim high;

- Develop pupils' ownership of their learning and progress.

Marking Pupils' Work

The quality of pupils' work is monitored regularly by teachers and pupils can expect to receive feedback. Pupils can expect the following types of feedback:

1. <u>Verbal Feedback by the teacher</u>
Verbal feedback is a valuable form of formative feedback. Some subject areas may use this type of feedback more frequently because of the nature of their subject. For example in design and technology, art, music and physical education, the most effective feedback is often verbal. It involves frequent use of open and probing questions and an ongoing dialogue as work progresses towards the learning intention/success criteria.

2. <u>Live Marking</u>
Live marking should be undertaken specifically after the task has been 'set up' for pupils. Teachers should target a select number of pupils within their class to monitor during this session. Highlighters should be used to identify to the pupil what they are doing well and what they need to improve on within their work.
Pink – Think
Green – Good
Yellow – SpaG error
Pupils should look back over their work and make these corrections there and then following a conversation with their teacher.

3. <u>Whole- Class Feedback Sheets</u>
The whole-class feedback sheet should be used to support pupils' improvement and understanding. The sheets can be adapted for different lessons and subjects. It is imperative that a DIRT session follows this feedback sheet so pupils are aware of what they need to do following the marking.

4. <u>Written feedback by the teacher</u>
Written feedback by the teacher will be undertaken in green pen. Light touch/"tick and flick"/checking marking will be used in order to support the giving of quality feedback at key points in the learning process; other work should be marked in less detail. Light touch marking will develop the skills of peer- and self-assessment, and will stand alongside whole-class and teacher-led marking of more closed tasks, class notes and exercises. Teachers will acknowledge such work variously through the use of an effort grade, ticks, simple marks or corrections (10/10) and/or brief attainment-based comments.

5. <u>Quality Teacher marking</u>
Written feedback will consist of a formative comment to identify ways to improve the quality of the pupils' work, using WWW EBI (What Went Well Even Better If). The frequency of written feedback will vary from subject to subject, but pupils should expect to receive constructive differentiated feedback regularly which will challenge all according to ability. Comments should focus on:

- Pupil achievement of the learning objective, outcomes and success criteria;

- Providing information on how the pupil can improve standards in the subject;

- Identifying next steps for learning;

- EBI should include challenge e.g. the teacher should pose a question linked to the EBI comment where the pupil can act on the feedback immediately.

6. <u>DIRT</u>
Direct Improvement Reflection Time allows pupils the opportunity to reflect on their work and make any changes or improvements. Pupils should be given this opportunity after quality teacher marking and in particular following the whole-class feedback sheet.

<u>Corrections</u>
Teachers are not expected to correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. NB: Some subjects may correct spellings that are subject-specific rather than all spelling errors. All errors need to be identified; if there are more than five, the most important five are identified for correction. For pupils with specific learning difficulties this could be reduced to three. In the lower school, or for less able pupils, it will be necessary to write the correct version for the pupil. All staff are expected to use the following correction codes:

- Sp – spelling mistake;
- P – punctuation mistake;
- CAP – capital letter needed or misused;
- ? – this bit does not make sense (underlined);
- // – start a new paragraph here;
- ^ – a word missing.

7. Self-Assessment and Peer Assessment
Pupils should be encouraged to use the 'what went well / even better if' system against clear and agreed success criteria. Opportunities should be built into the scheme of work to allow for peer- and self-assessment. This should allow pupils to gain a better understanding of where they are, where they need to be and what they need to do to get there. Peer- and self-assessment should be done in RED pen to highlight it as pupil marking.

Book Scrutiny - Monitoring and Evaluation

Book scrutiny with pupils will be undertaken as this allows pupils to explain the impact that feedback has on their progress. The focus is on feedback and not marking as this is what allows the pupils to make the most improvements with their work.

Reporting

Parents will be provided with **one full report annually**. This report will include current performance against levels/grades together with target levels/grades. A written comment will be provided by subject teachers in the report.

Responsibilities

- It is the responsibility of the Subject Teacher to ensure that they complete reports to a high standard for every pupil in their teaching groups.

- It is the responsibility of the Subject Area Leader to ensure that reports are completed by their teaching staff on time and to the high standard expected by the school.

- It is the responsibility of the Head of Key Stage to ensure that all reports are checked and, if necessary, amended and comments made before they go to SLT for signing.

Policy Review

This policy will be reviewed annually.

Agreed by Headteacher: ....

Agreed by Chair of Governors: 6. 2. 20

Date of Issue: Spring 2020

Date for Review: Spring 2021