



Assessment and Feedback Policy

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The aims of this policy are to:

- Ensure there are clear guidelines on the school’s approach to assessment that align with the trust’s secondary assessment and reporting systems.
- Ensure that crucial knowledge/skills and assessment strategies are logically sequenced in curriculum plans and schemes of learning.
- Ensure new knowledge and skills are linked to prior learning.
- Ensure students are aware of the crucial knowledge and skills by which they will be assessed.
- Ensure recall and retrieval is embedded as regular practice in all lessons.
- Ensure home learning activities support the recall of prior learning.
- Ensure teaching and learning involves effective formative assessment and sufficient opportunities to act on this feedback so that students can learn more effectively and make progress.
- Ensure key assessment evidence is recorded centrally by departments and used to inform a student’s progress and provide targeted support.
- Ensure meaningful assessment information is provided for students and parents/carers.
- Ensure assessment strategies are manageable within existing resources and teacher workload reforms

Assessment at Laurence Jackson is conducted using the two assessment strands explained below.

Formative Assessment

- Formative assessment is the method of assessing pupils while learning is happening rather than at the end of a topic or sequence of lessons. Formative assessment takes place on a day to day basis during teaching and learning allowing teachers and students to assess attainment and progress more frequently. Teachers use formative assessment practices to inform teaching, address misconceptions and gaps in student learning, subsequently then reteaching and providing targeted support where needed. Examples include strategies such as whole class questioning techniques, low stake testing (multiple choice questions) and mini-whiteboard activities.

Summative Assessment

- Summative assessment sums up what a student has achieved at the end of a period of time, relative to the curriculum aims and the relevant national standards. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, or at the end of a year. Summative assessment incorporates the culmination of knowledge and skills learnt. The goal of summative assessment is to evaluate student learning at the end of a period of teaching and comparing it against some standard or benchmark. Examples include written exams, an observation or the completion of a designated assessment task or project.

1.1 Effective Assessment at Laurence Jackson School is underpinned by the following steps:



Step 1: Logically sequenced crucial knowledge and skills

In all subjects there is explicit crucial knowledge and skills identified in curriculum topics. Crucial knowledge and skills are coherently planned and sequenced within curriculums to allow the accumulation of knowledge over time. At LJS crucial knowledge and skills clearly outline what all students are expected to know by the end of a topic.



Step 2: Student knowledge organisers/Topic Overviews

Crucial knowledge and skills for every topic is shared with students in the form of a knowledge organiser which is clearly evident in books/folders and used by students frequently to support the link between new knowledge and existing schemes in order to develop long term memory. These are student friendly documents and are used frequently by teachers and students as part of classroom teaching, formative assessment, recall activities, home learning tasks and summative assessment preparations.



Step 3: Recall and retrieval of prior learning

The recall by students of crucial knowledge and skills is embedded into the start and end of every lesson as part of the school's recall and retrieval practice. There is a clear expectation that bell tasks and home learning tasks are linked to prior learning. The strategies are designed to help students remember long term content and to help students integrate new knowledge with their prior learning.



Step 4 Effective formative assessment

All teachers use formative assessment practices to inform future teaching in order to address misconceptions/gaps in learning. Formative assessment involves the regular use of low stakes strategies for example, whole class questioning techniques, quizzes, mini-whiteboards activities etc. These strategies compliment quality first teaching of modelling, guided practices and independent practice. All teachers ensure there are at **least two formal formative assessment tasks** for each topic and that this evidence is documented appropriately on department tracker sheets to monitor and inform students' progress.



Step 5: Summative Assessments

Summative style assessments occur within subject curriculum plans and inform the three times a year formal reporting process. These assessments are based on the culmination of knowledge and skills over time.

1.2 Summative assessment

Formal summative exam experience is an important part of a student's educational success. An actual exam experience allows for students to practice and apply their knowledge in exam conditions. Summative exams compliment regular department formative assessments which are an essential means of tracking knowledge gains and gaps in all students so that targeted support can be provided.

Our summative assessment principles are as follows:

- Summative assessments test the breadth of knowledge that all students are expected to have after a certain period of teaching and samples a wide range of knowledge domain. All students experience a summative assessment where appropriate in curriculum plans.
- The sharing and regular use of topic knowledge organisers and regular formative assessment means students are well informed of what knowledge is required for summative assessments to ensure they can prepare well for exams.
- Summative assessments are designed with a variety of question styles to align with the formative assessment experience of students in lessons. The level of question demand increases throughout the summative assessment. All summative assessments are quality assured by SLT prior to distribution to students.
- Summative assessments are carried out in formal exam conditions within appropriate school settings. The additional needs of students based on exam access arrangements are accommodated as part of all assessments undertaken in school.

1.3 Recording and reporting of assessment data to parents/carers

- Each teacher will accurately and regularly monitor the progress of every student they teach via formative and summative assessment data. This evidence is recorded in department tracking sheets as directed and quality assured by subject leaders.
- Summative assessment feedback to students and parents/carers is represented by the issuing of progress checks three times a year.
- Progress checks allow for the whole school analysis of summative assessment data in conjunction with internal department tracker sheets to further evaluate student progress and inform future teaching and targeted intervention.
- All years have one subject teacher parental consultation evening per year, these evenings are conducted virtually via an online software package.

1.3 KS3 Progress Check Overview

KS3 Progress Checks (PC)

KS3 have 3 calendared Progress Checks (PCs)

All KS3 PCs will include a judgement based on assessment evidence using the terminology below when reporting a student's progress. This judgement will be based on the knowledge and skills assessed in that subject.

- MEP = More than Expected Progress
- EP = Expected Progress
- BEP = Below Expected Progress
- UP = Unsatisfactory Progress

All KS3 PCs will include a professional judgement of a student's attitude to learning. Attitude to learning is based on a 4-point scale with descriptors and will be reported to parents with progress measures (see Appendix 2).

- Exceptional / Excellent Student (1+/1)
- Good Student (2)
- Coasting Student (3)
- Student at significant risk of underachieving (4)

1.4 KS4 Summative Assessment Overview

KS4 Progress Checks (PC)

Y11 have 3 PCs (2 of which will be reported to parents one is internal prior to GCSE exam start)
Y10 have 3 PCs (all of which will be reported to parents)

All KS4 PCs will include a % result for the most recent assessment task/exam and also a Current Working Grade (CWG) for the student at that point in the school year. The CWG will be allocated based on the summative assessment work completed by a student up to the issue date of that specific PC. In some subjects the CWG may include exam results and practical assessment evidence. The CWG will be represented as a number grade.

Vocational qualifications will be graded using qualification specific criteria.

All KS4 PCs will have a professional judgement of a student's attitude to learning. Attitude to learning is based on a 4-point scale with descriptors and will be reported to parents with progress measures (see Appendix 1).

- Exceptional / Excellent Student (1+/1)
- Good Student (2)
- Coasting Student (3)
- Student at significant risk of underachieving (4)

1.5 Feedback and marking strategies linked to assessment

To compliment effective assessment practices, teachers provide developmental feedback to students in a variety of ways as part of effective assessment. Feedback is always centred on moving students' learning forward and encourages students to have the courage to take on responsibility for their progress. Students are expected to act on teacher feedback by annotating their work using green pen. Feedback and marking strategies are mindful of impactful research and teacher workload reforms, examples include;

Modelling/worked examples and guided practice:

- The teacher breaks down a model answer discussing what makes it a high-quality answer.
- The teacher writes a live model, the students complete a partially-completed example, the student then completes the task independently.

Whole-class verbal feedback

- The teacher collects in and reads all students' work, noting down common misconceptions, common SPAG errors, main areas to improve, main things students are doing well and any good examples of work to share with the class. This can be through the use of a whole-class verbal feedback sheet. In the next lesson the teacher shares this information with the class. This could be through a PowerPoint slide, typed notes or verbally sharing written notes. Teachers also share examples of good work through a visualiser, to show pupils how to improve their own work.

Live whole-class feedback

- A teacher may use a visualiser to review a model answer or a student's work with a class, identifying good elements and areas to improve. Students then use this to feedback to improve their own work.

Live individual feedback

- As students complete work, the teacher views individual work (using the visualiser to do this), pointing out strong elements, recommending an improvement or highlighting errors/common misconceptions. Pupils then improve their work immediately.

Feedback on knowledge checks

- Knowledge checks completed in lessons/homework should be self-marked as this improves their memory of the correct answer in the future. This can be achieved through a class discussion of answers, through providing the correct answers to students or through students self-checking using their notes or textbook/revision guide.
- Quizzes can be set through Microsoft Forms. Teachers can prepopulate the feedback to specific questions as part of this software. This provides students with instant feedback on the questions they completed, and teachers can also access feedback about the class and individual's results. Carefully designed Multiple choice questions will be used in knowledge recall activities.

Student Self-assessment

- This includes a student's self-assessment of a piece of work using shared success criteria and/or keyword checklists. Teachers provide clear success criteria to students so that they can review and improve their work.

Written Marking:

- Teachers can provide written feedback comments to students on their work. Where appropriate these written comments are linked to school or agreed subject specific marking codes and if relevant the application of STAR principles to support students' progress.

<u>LJS MARKING CODES</u>	
	<ul style="list-style-type: none">Errors in students' work should be marked by staff in red pen and given an appropriate code.All marked work must be signed and dated by staff.
✓	The point is well explained and correct
X	This is incorrect
Sp	You have made a spelling error (<i>please record correct spelling X3 in your book</i>)
Cap	You have used a capital letter incorrectly or have missed a capital letter
P	You have made an error in punctuation
//	You need to start a new paragraph
-2 / A2/ A3	"Classchart" reward or negative points on your work where appropriate
Subject codes	Only used where applicable and with clear and shared success criteria (which is visible in students' books).

STAR

Effective Feedback and Marking Principles

When providing written marking teachers may apply the LJS STAR marking principles.

Strength:

It is an expectation that you recognise a strength/positive in a student's work. You need to clearly identify what the student has done well with specific reference to success criteria.

Target related comment:

The target should clearly identify to the student what aspects they need to address in order to make further progress.

Action:

This is the most important part of the feedback. Using specific success criteria give detailed feedback on what the student needs to do to improve their work. This feedback must be action driven. Write this feedback in red pen and if the feedback relates directly to a section of work, identify the area of the work that you want the student to focus on.

Reflection:

The student must clearly demonstrate they have actioned the feedback given by the teacher. It is essential that students are given this green pen time and that they are encouraged to recognise that this is more than just 'getting the correct answers' but rather learning how to respond better to assessments in the future, learning how to avoid making repeated mistakes etc.

Appendix 1: Attitude to Learning Descriptors

Attitude to Learning
Types of Learners
<p>Exceptional Learner (1+) – your child approaches their learning in a way which means they are a source of constant inspiration for excellence in others. If your child maintains this attitude to learning, your child is highly likely to exceed our expectations in terms of their attainment and progress.</p> <p>Reasonable Adjustment for SEND students – your child responds superbly to additional support strategies and pushes themselves to develop their own strategies and independence in their learning. They invest effort at all times in meeting expectations and in displaying the characteristics of an ‘excellent student’. They try their best to move forward from setbacks or mistakes, showing a keenness to re-engage quickly with their learning. They are enthusiastic about applying and using their knowledge in different ways.</p>
<p>Excellent Student (1) – your child approaches their learning in a way which demonstrates that they are totally committed to getting the most out of all learning opportunities available and regularly prove to be a source of inspiration for excellence in others. If your child maintains this attitude to learning, your child should meet our expectations of their attainment and progress and could exceed them.</p> <p>Reasonable Adjustment for SEND students – your child typically responds well to additional support strategies and pushes themselves to develop their own strategies and independence in their learning. They invest effort at all times in meeting expectations and in displaying the characteristics of a ‘good student’ and by finding ways to improve their individual learning further. They try their best to move forward from setbacks or mistakes, showing a keenness to re-engage quickly with their learning. They are enthusiastic about applying and using their knowledge in different ways.</p>
<p>Good Student (2) – your child approaches their learning in a way which demonstrates they typically have a positive attitude towards progress and achievement and are beginning to demonstrate some attributes of an excellent student. If your child maintains this attitude to learning, your child is highly likely to meet our expectations in terms of their attainment and progress.</p> <p>Reasonable Adjustment for SEND students – your child responds to additional support and strategies which are put in place. They invest effort into meeting expectations regarding green pen, presentation of work and by completing work to the best of their ability. They are showing a willingness to challenge themselves in a task.</p>
<p>Coasting Student (3) – your child approaches their learning in a way which typically demonstrates insufficient effort towards their learning; failing to push themselves or make the most of the opportunities available to them. If your child maintains this attitude to learning, your child is highly likely to not reach their potential and there is uncertainty around whether they will meet our expectations in terms of their attainment and progress.</p> <p>Reasonable Adjustment for SEND students – your child does not always respond to additional support and strategies which are put in place. They do not take opportunities to be more independent and rely on additional support instead of challenging themselves in a task.</p>
<p>Student at significant risk of underachieving (4) – your child approaches their learning in a way which typically demonstrates poor effort and a lack of sufficient response to support from their teachers. This is a barrier to your child becoming a more effective learner. If no improvements to your child’s attitude to learning are made, your child is highly likely to significantly underachieve.</p>

Please note: to arrive at your child's Attitude to Learning score, teachers have considered the 4 key attributes below (Ready, Respectful, Resilient and Reflective); together with the corresponding criteria. They have applied a 'best fit approach'. Our ambition is for all students to have an excellent attitude to their learning, so that they can fulfil their potential.

Type of learner...	READY	RESPECTFUL	RESILIENT	REFLECTIVE
Exceptional	Arrives on time and is well organised and fully equipped for learning. Settles and engages with the bell activity immediately. Manages their time highly effectively. If they miss a lesson, they take responsibility for catching up with work missed. Home Learning is completed to an excellent standard and is submitted on time.	Is polite in their communication with others in lessons. Listens intently to the teacher or other students' making contributions in lessons, never interrupts others. Supportive of other students.	Shows impressive determination and views setbacks and mistakes as opportunities to learn and progress.	Considers feedback carefully and seeks out ways to apply to this beyond the task that instigated the feedback. Asks excellent questions to both clarify and extend their learning. Green pen time is used highly productively. Superb self-awareness in relation to strengths and areas for development.
Excellent				
Good	Usually on time, with correct equipment and rarely needs reminders to begin and engage with the bell activity and/or to remain on task throughout the lesson. Willingly does all that is asked of them and sometimes more. Home Learning is completed to a good standard and is usually submitted on time.	Usually polite in their communication with others in lessons and displays good listening skills. Able to be supportive of other students when asked to do so.	Shows determination and is willing to persevere when things are challenging.	Makes good use of feedback to improve. Beginning to ask good questions to both clarify and extend their learning. Green pen time is used productively. Emerging self-awareness in relation to strengths and areas for development.
Coasting	Usually on time, with correct equipment. Can need prompting to start the bell activity and/or to keep up with the work in the lesson. If they miss a lesson, they need prompting to take responsibility for catching up with work missed. Improvements are needed with home learning tasks around quality and/or submission dates.	Lacks motivation to make the most of their learning and can therefore waste opportunities to learn. Does the bare minimum that is asked of them and little more. There may sometimes be issues around conduct in lessons which is affecting the student's learning (and others).	Lacks determination to persevere when encountering difficulties. Not interested in seeking out extra challenge.	Doesn't always value feedback and often needs prompting to make use of this. Green pen time isn't used to its full potential. Reluctant to develop self-awareness in relation to strengths and areas for development.
At significant risk of underachieving	Late to lessons and/or not fully equipped to complete work. Home learning is a cause of concern either because of the lack of it or quality/late submission of it. Reliant on interventions from teacher to engage with the tasks that they do.	Conduct is a significant cause for concern and a barrier to the student's learning and others.	Significant lack of determination. Often gives up before trying. Effort is frequently a cause for concern.	Not interested in feedback. Does not make good use of green pen time. Not yet developing self-awareness in relation to strengths and areas for development.