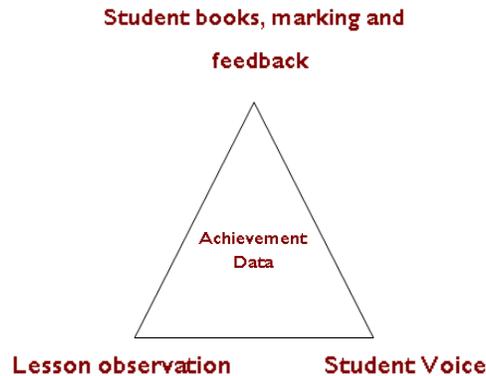


Assessment and Feedback Policy

Assessment at Malbank will form one element of on-going assessment of pupil progress:



THE PRINCIPLES OF OUTSTANDING ASSESSMENT

A gold standard for assessment has been implemented with staff after consultation with whole staff. Assessment falls into 5 stages:

- 1. Preparation** - Shared purpose for the assessment; Questions that allow depth of learning; Sharing assessment criteria; Demonstrating what success will look like; Coaching models for revision; Providing time for revision; Empowering students to manage their own learning – reading lists, websites, shared resources, paired research; Clear date set for exam with plenty of notice; Visible classroom reminders – key words, technical language
- 2. Execution** - High expectations for exam conduct clearly established; Calm purposeful environment; Eliminate equipment worries with spare kit; Variety – does every in-house assessment needs to be examined in rows?
- 3. Feedback** - Praise successes; Next step targets that are 'SMART'; Precise and specific linking to assessment criteria; Stickers, smiley faces, postcards home, certificates for encouragement
- 4. Reflection** - Build time into lessons for students to reflect on the assessment; Get them to personalise targets by putting them into their own words; Make yourself available for a debrief for all; Target specific underachieving students for a debrief; In preparation for the next assessment, make lesson time to reflect on these targets
- 5. Reinforcement** – opportunity for students to demonstrate their learning in a variety of ways

General Principles

- All teachers will mark in green pen
- Every piece of work is valued and assessed according to its purpose and with regard to the ability and level of each child.
- Assessment is a key part of the educational process which helps all pupils to become better learners. Our assessment should therefore:
 - ◆ Recognise the whole range of pupils' achievement and experiences.
 - ◆ Encourage a positive approach to pupils' progress that is reflected in their records.
 - ◆ Encourage teachers to help pupils to develop the skills they need to become reflective learners.
 - ◆ Provide precise information for teachers to make their Doddle judgements
 - ◆ Lead to the creation of Doddle Smith Forms
 - ◆ Promote a shared understanding by pupils and teachers of clear and explicit learning targets.
 - ◆ Involve pupils in self-assessment of their own work and progress.
 - ◆ Be regularly reviewed and revised to take account of National Curriculum orders.
 - ◆ Provide precise information for the Diagnosis, Therapy and Test (DTT) coaching cycles
- Assessment is formative, summative and on-going using Doddle.
- Whole school policy is regarded as a framework for individual departmental policy. Individual departments will have their own guidelines on assessment and recording.

Aims of Assessment

- To make it easy for pupils to judge their levels of performance within each subject area
- To give pupils and parents regular feedback on progress
- To inform the planning of future work
- To make it clear to pupils what they need to do in order to improve.
- To ensure consistency of standards and procedures between teachers within specific subject areas
- To provide departmental portfolios of pieces of work which demonstrate agreed standards throughout all key stages. This does not always mean that the evidence is in written form as this is not appropriate in all subject areas.
- To provide evidence for Doddle Judgements
- To inform the DTT process

Types of assessment

Assessment for Learning

This is an on-going process; it enables the teacher and their students to identify where the learners are in their learning, where they need to go and how best to get there.

High quality AfL will

- Provide insights into pupil learning
- Promote success
- Support targets for improvement

- Enable continuous reflection on what they know and what they need to do.
- Promote intervention in learning
- Create coaching opportunities
- Facilitate DTT
- Raise standards
- Increase student ownership of learning

The teacher will

- Set clear objectives and outcomes that are understood by learners
- Interpret standards and grades so that they are understood by all pupils
- Identify clear success criteria
- Provide oral and written feedback identifying strengths and the next steps for improvement
- Encourage students to self-assess and use peer assessment to inform next stages in learning
- Enter judgements in Doodle
- Engage in whole class DTT following formal assessments
- Uphold high standards and promote pride in work through enforcement of the P Codes

The pupils will

- Understand where they are in their own learning
- Know the success criteria and standards they are aiming towards
- Have a clear understanding of what they need to do in the next steps of learning
- Take ownership of their progress
- Respond to Green pen marking
- Adhere to the P Codes
- Play an active part in DTT and recall activities

Assessment of Learning

This is more to do with making a judgment based on grades and standards. It is summative rather than formative. It is episodic rather than continuous. It is a statement of the standard reached at a point in time.

High quality AOL will

- Provide accurate judgments on the standards pupils have reached
- Enable comparison with school and national benchmarks
- Inform the target setting process
- Hold the pupil, teacher, department and school to account
- Promote intervention
- Facilitate the DTT cycles

The teacher will

- Make on-going judgements throughout the academic year, using the, 'Enter teacher Judgements' function in Doodle to record which skills have been acquired, which are at working towards status, and which indicate the student is a novice at that particular skill. Alongside High Quality Written Feedback (HQWF) this will indicate the level a pupil has reached in their learning
- On-going judgments will be based on clear evidence of attainment demonstrated by each pupil in terms of: a substantive piece of work; an accumulation of smaller pieces of work; an assessed piece of work; an appropriate test or assignment.

- Assess the progress made by pupils and implement strategies to allow pupils to reach personal national and school benchmarks

The pupil will

- Be able to see strengths and areas for development on the Doodle Student Progress Form and in the HQWF
- Be able to identify progress towards targets
- Be able to understand their performance in terms of standards and national benchmarks
- Plan for improvement.

Methodology of Assessment

When work has been collected in for marking/feedback, it is important to think about the reason why you are examining the pupils' books. Reasons may include:

To check if a pupil has completed a task

To check that all pupils have understood a key piece of learning before moving on

To check a first draft and provide verbal feedback

To test a particular skill on the Doodle Steps

To provide high quality written feedback to improve the pupils learning and provide next step guidance

To provide a summative judgement on attainment

To inform your lesson planning

Once you know why you are examining a pupil's book/work this will guide you on the type of feedback that you will be providing. When high quality written feedback is not being given, it is acceptable to provide brief commentary with grades or levels.

Teachers will use Doodle to 'enter teacher judgement', assessing a particular skill or skills with a specific piece of homework, class work, or a student's response to an exam. Teacher judgements should be entered into Doodle on an on-going basis. It is good practice to have a set of exercise books open alongside Doodle. Teacher judgements can be entered into Doodle whilst with a class, if a particular skill is visible and measurable within the lesson.

Assessment for Learning should be evident in all lessons; it is part of the process of good learning and teaching. It should be planned for in terms of setting clear learning objectives, outcomes and success criteria.

Teachers should be able to assess the learning by the progress pupils are making in the lessons. This can be accessed by high level questioning of the learners, observation of the responses made by the learner and assessment of substantive pieces of work.

Pupils should demonstrate the skills of becoming independent learners, be able to assess if they are meeting the success criteria and understand the next steps in their learning.

The teacher should be providing high quality oral feedback which is informative, constructive and clearly identifies next steps in learning, and HQWF through Green Pen marking.

Over a learning cycle the teacher should be assessing pupil progress by examining completed assignments. In these cases high quality written feedback should be provided which gives insightful information on the strengths

and weaknesses of the work submitted and identify ways for future improvement. The feedback should relate clearly to the objectives and success criteria set for the work being assessed. Particular skills will be measured by entering judgements on Doodle. This should be done on a regular on-going basis.

Evidence suggests that this high quality written feedback is only useful when it is **not** accompanied by a grade and when pupils are given time to reflect and act upon the feedback. The Diagnosis, Therapy, Test (DTT) method will be used to provide time for students to understand their areas of development, to receive coaching for an area of development, and for teachers to retest a skill after the coaching has been completed.

It is not expected that high quality written feedback is given every time and to all pupils when they hand books in for 'marking'. High quality written feedback should be given when there has been a significant milestone reached or in some cases not reached.

As a guide high quality written feedback should be given to each pupil at least once per half-term. For subjects where the timetabled allocation is 5 lessons or greater over a cycle, the expectations would be a minimum of twice per half term.

In order to manage this staff may wish to plan their work so that not all pupils are receiving high quality feedback at the same time. Teachers should make sure that they record when and to whom they have given high quality written feedback, so that they do not miss out some pupils. When HQWF has been given pupils should be given time to reflect and act upon the guidance provided by setting targets for themselves or incorporating the advice into their next piece of work.

In addition to the HQWF, teachers will stick into exercise books for each student, Student Progress Sheets, or Smith Forms created by Doodle. These will be printed off half termly to inform students of their progress against the Doodle Steps. The Smith Forms will indicate to students their progress against the key assessment objectives of the term.

Assessment of Learning should be linked to standards of attainment and graded or levelled. It should be clear to the pupil from the way marking has been undertaken where the pupil has gained the marks. Appropriate advice may be offered in written commentary on how to improve.

Assessment of Learning should be linked to the Doodle assessment criteria and Doodle points so that the level of attainment can be monitored by both the pupil and parents/carers, through HQWF and Doodle reports. It should also be linked to target setting in terms of the pupil achieving school and national benchmarks.

When making summative judgements it is important to assess the pupil on knowledge/understanding and skills learned and **not** to give pupils assessments on work that they have not covered.

Judgements will need to be made with reference to standards in terms of GCSE 9-1 grades (KS3-KS4) or Exam grades/BTEC levels (KS5). Judgements must not be estimates of what the pupil may achieve in future.

What is High Quality Written Feedback?

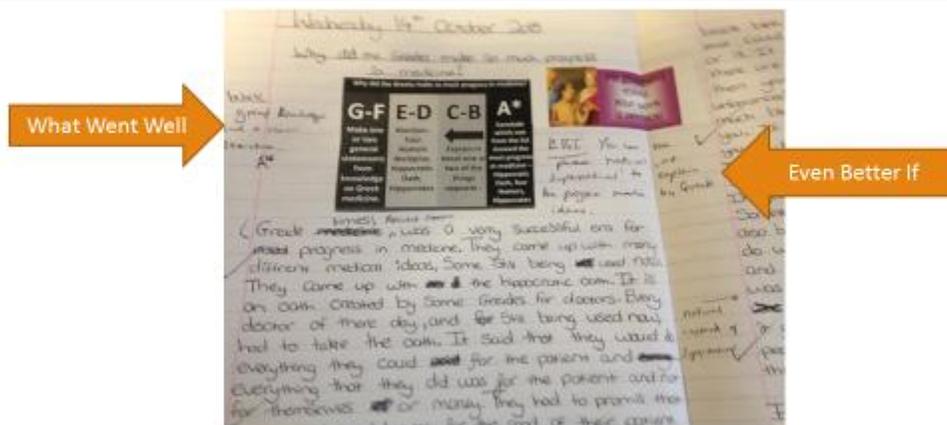
This should:

Focus on learning objectives

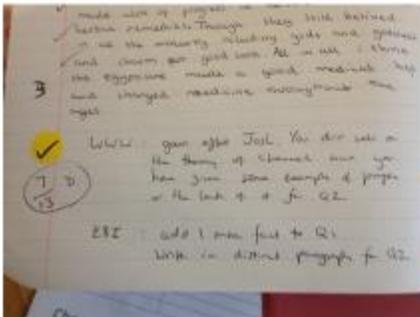
Relate to the success criteria

- Confirm what the pupil can do
- Stimulate the correction of errors and mistakes
- Scaffold the next steps
- Show evidence of the P Code being followed
- Show evidence of students responding to feedback
- Show evidence of work improving after completion of the Marking, Feedback & Response MFR cycle.
- Show evidence of the Diagnosis, Therapy and Testing (DTT) cycle
- Show half-termly print-outs of strengths and areas for development from Doodle (see point 4 below).

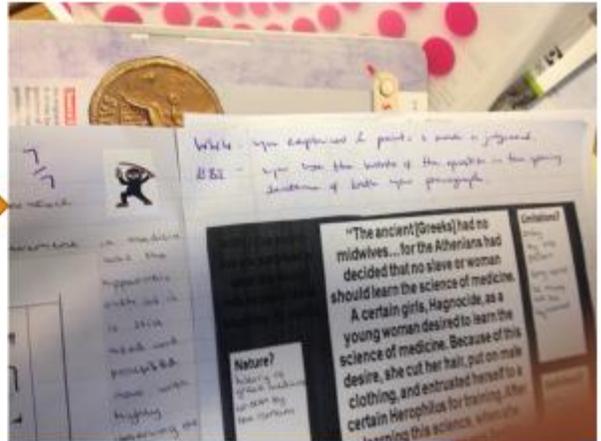
1. Students should receive formative next step feedback twice a half term from all of their teachers



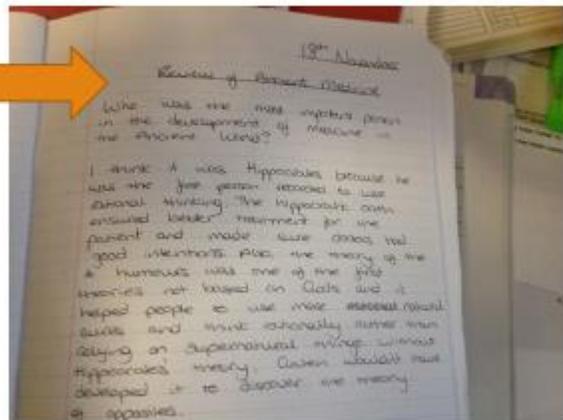
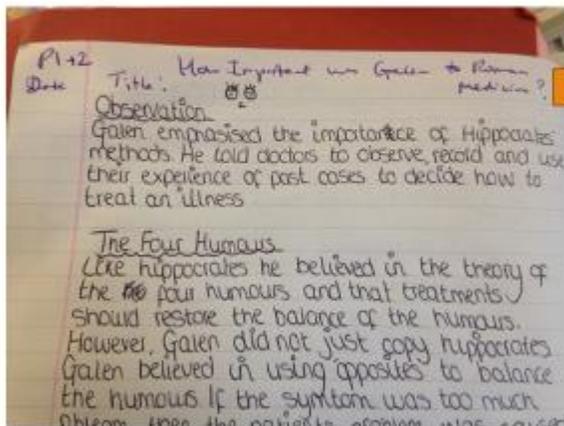
2. There should be evidence of students completing the MFR cycle by responding to feedback. This might be instant, or bear fruit on a later test, as shown below:



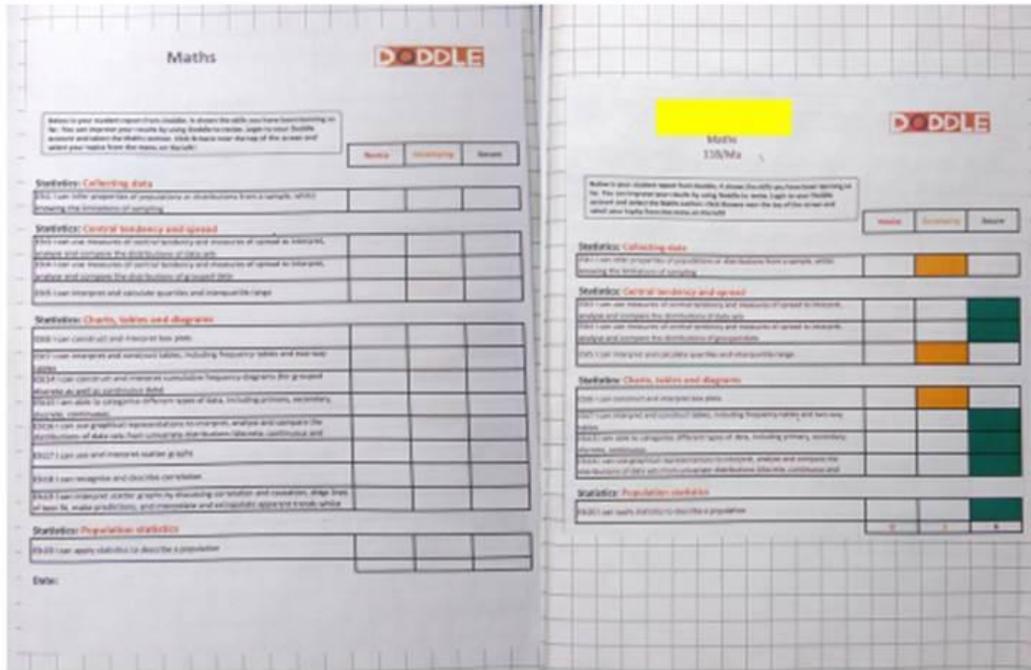
Responding to feedback = progress



Check the 'P' Code is being consistently applied in marking and that it is having an effect on presentation & pride in the students' work



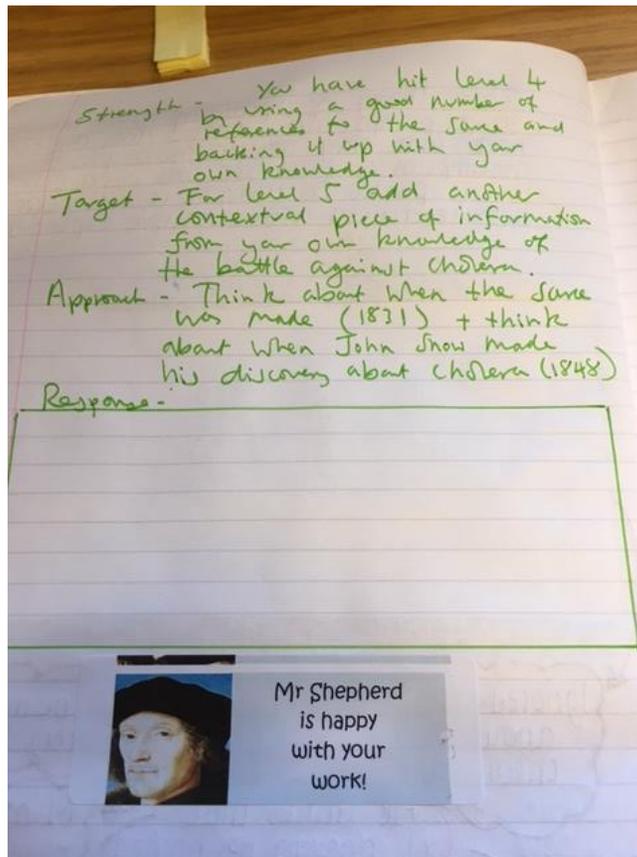
4. Stick in the Student Progress form into each student's book half-termly.



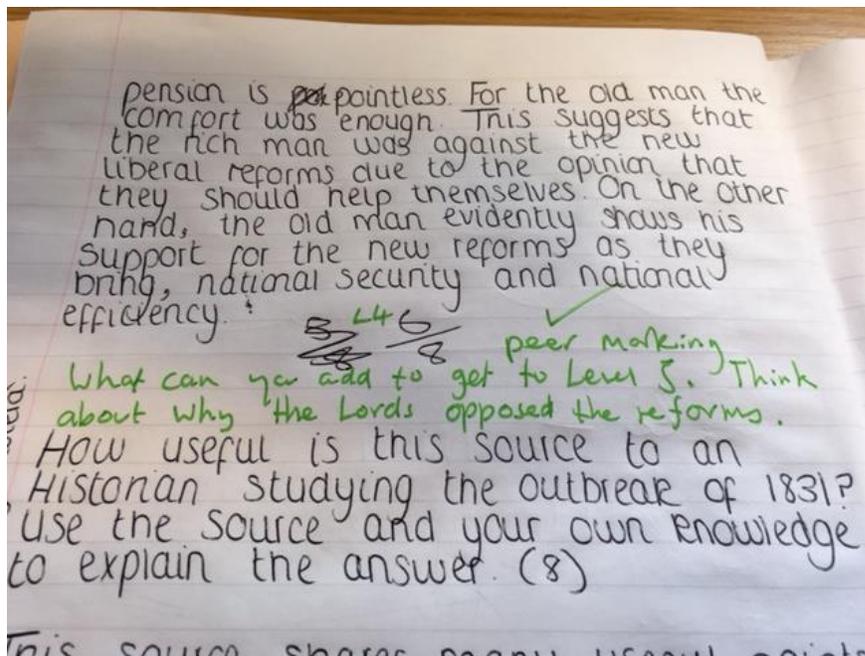
6. Green pen HQWF:

Formative marking may take different forms:

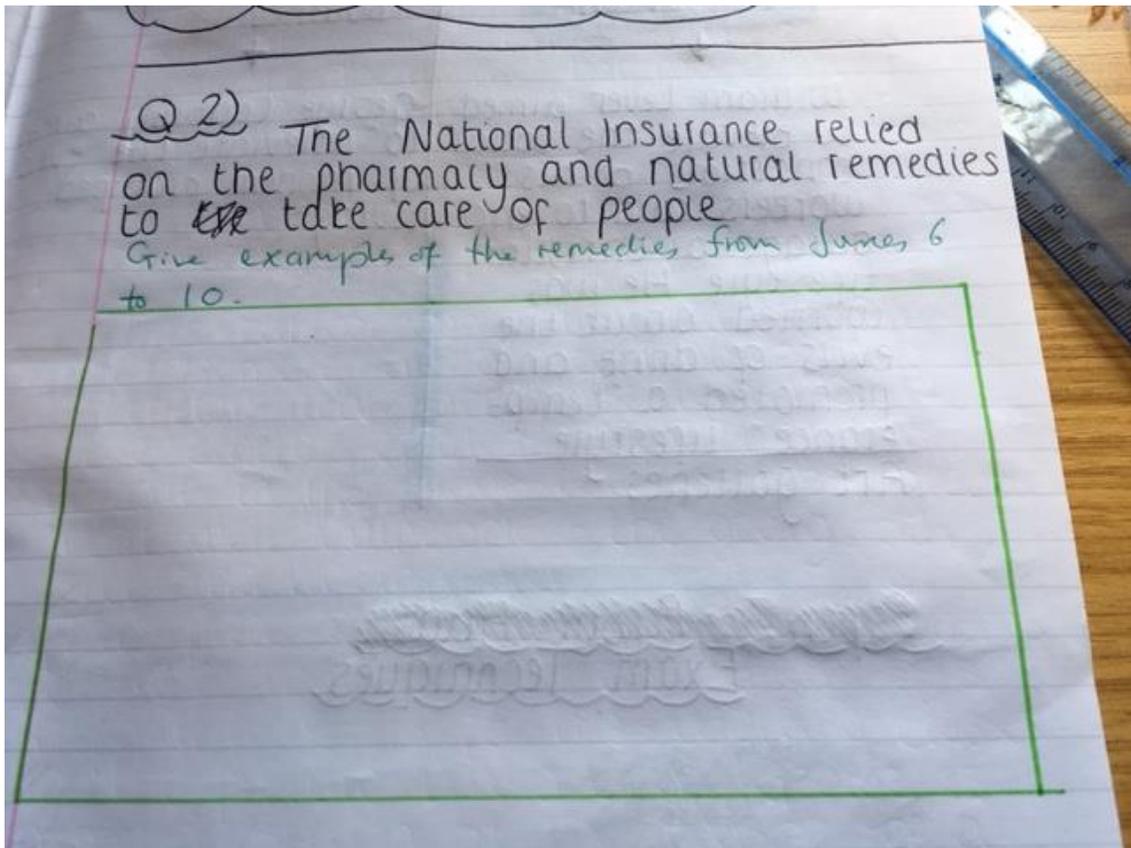
1. In this first example, at the end of a run of lessons on sources, this student has received feedback designed to specifically move her 8m answer up from L4 to L5. Whether you use STAR or EBI/WWW, please note the 'approach' element, where it has been signposted exactly how to move up a level. The green box elicits a response of the appropriate amount to complete a top level answer.



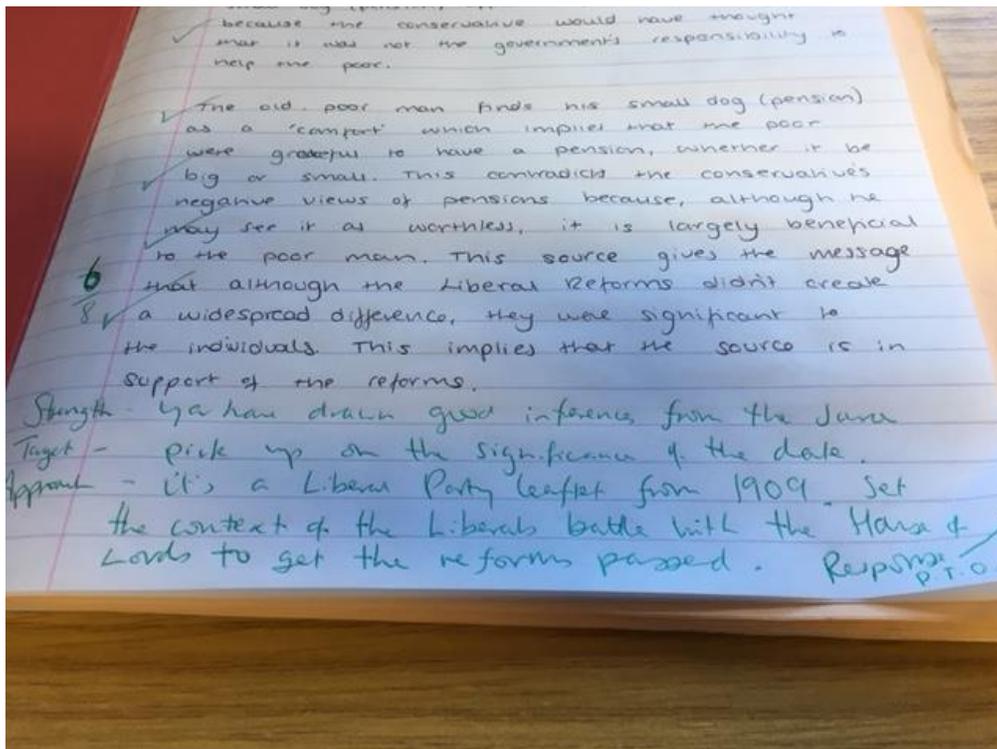
- Sometimes formative marking maybe in the shape of a small piece of advice to 'nudge' a piece of work up to the next level.



- Sometimes it may be a more functional 'catch-up' type of question so that no gaps in learning are left.



4. Regularly, we can use formative marking to challenge students to develop their answers



5. We can use formative marking to set challenging questions that generate a deeper understanding of the topic

▶ In 1572 Catholics in France slaughtered Protestants during the St Bartholomew Day celebrations and brought the religious wars there to a temporary end. Elizabeth feared that France would now turn its attention to heresy in England.

Despite this list of problems, Elizabeth was cautious about provoking an outright confrontation with English Catholics. A new Treason Act was introduced in 1571 making the denial of Elizabeth's supremacy or the importation of the Pope's order of excommunication acts punishable by death, but, beyond that, she consistently blocked attempts by the more aggressively Protestant MPs to increase penalties for recusancy or attendance at mass.

Q To what extent, therefore, can we consider that Elizabeth's changes in her treatment of the Catholics was due to external international influences?