



Malbank School & Sixth Form College

Assessing, Reporting and Feedback Principles

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Malbank School and Sixth Form principles of Assessment, feedback and reporting

1. Introduction

We believe that Assessment for Learning (AFL) is key to excellent teaching and learning and **Malbank School and Sixth Form** use assessment to drive learning. We know it is vital for us to know where each child is in their learning journey to successfully pitch teaching to each child's specific needs. Through their learning journey at **Malbank**, pupils will experience different types of assessment: formative (ongoing) and summative (structured) these will take the forms of: in-class assessments, formal end of year exams, homework and as part of their everyday 'diet' in lessons.

Assessment for learning is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

2. What assessment might look like as part of the teaching and learning experience in lesson:

Over the course of their learning journey at **Malbank**, our aim is that pupils are given a variety of ways to demonstrate their understanding of key knowledge and to demonstrate their acquisition of skills. In lessons this might be seen through:

- Knowledge tests – quizzing, mini—whiteboards, starter activities
- In-class assessments
- Homework – in books or submitted through online platforms like Teams, Seneca or GCSE pod.
- End of year, topic or unit formal, timed assessments of exams

3. What assessment might look like in student's books, work or folders:

Whilst each subject area and key stage may differ in the methods it uses to assess learning, there is an expectation that all teachers will provide both formative and summative assessment and feedback methods so students know what they can 'do' and how to close any gaps in knowledge or skills they may have.

The following list is not exhaustive or prescriptive but should as act as a guide:

- Green box feedback – where a student will respond to the feedback from their teacher to develop a dialogue of feedback
- Whole class feedback sheets/stickers
- Peer and self-assessment
- WWW (what went well) and EBI (even better if)
- Regular, purposeful, constructive and positive dialogue with students so that they know what they need to do to improve.
- RAG rated reports which show where knowledge and skills have been met in subject areas or topics.

- Regular verbal feedback in lessons which supports individual progress.

4. What reporting and feedback to parents/carers will look like:

- Regular (termly) summative feedback as to overall progress to date – at KS3 this will be reported as a T/T-/T+ (on, below and above) and at KS4/5 this will be reported as a GCSE/A Level/BTEC grade.
- Regular written reports at KS3/4 which identify key strengths and areas for development relating to each subject area.
- Parents' consultation evening per year group to discuss bespoke support and progress.
- End of year examinations (KS3) and mock examination grade (KS4/5)

Date: June 2022

Signed: JZM

***pending Governor ratification in September 2022**