



## **POLICY DOCUMENT FRONTPAGE**

**POLICY NAME:** Assessment, Feedback and Presentation Policy

**DATE ADOPTED:** September 2019

**DATE GOVERNORS AGREED POLICY:**

**REVIEW PERIOD:** 2 Yearly

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## **ASSESSMENT, FEEDBACK AND PRESENTATION POLICY**

### **Aims and Expectations**

This policy aims to establish a clear and shared understanding of what is meant by high-quality Assessment, Feedback, and Presentation amongst staff, parents and students at Alec Hunter. Our policy is founded on the following principles:

- Assessments across all Key Stages are of a high-quality. Assessment is vital to evaluate students' understanding and skills and to identify successes, next-steps, misconceptions and difficulties.
- The feedback regarding students' work is a vital part of the assessment process. Recent studies have undertaken both by the Department for Education (March 2016) and the Education Endowment Fund (April 2016) have questioned the value and impact of extensive and detailed written feedback on the students' work. We aim to create a meaningful, motivating and manageable approach to the feedback on the student books, folders and online work across all key-stages at Alec Hunter Academy.
- The quantity of feedback must not be confused with the quality. We aim to ensure that feedback is diagnostic and inspires student to make progress towards the 'next-steps' in their learning, and at the same time engages students to partner with the feedback and respond to it.
- There are many variations in the amount and type of feedback expected between departments depending upon the nature of the subject and number of lessons each subject has on the curriculum. More information about this can be found in the Department Feedback Policy and in the appendix attached.
- Presentation is valued at Alec Hunter Academy as it promotes pride in learning and develops important future life skills such as organisation as well as ensuring the work is of a high standard and can be used for revision purposes for future assessments.

The policy will be followed by all teachers in the school and monitored by the Leadership Group, Heads of Curriculum Area and Lead Teachers. This policy will be under continual review to ensure it is providing the best possible outcome on student progress and results.

All Middle Leaders must ensure that all assessment procedures are integrated into subject Curriculum Plans and are meaningful, manageable and consistently observed.

## Assessment at Alec Hunter Academy

Assessment at Alec Hunter is undertaken in two ways: summative and formative. The way that staff feedback will vary depending on whether the assessment is formative or summative.

The definition of summative and formative assessment is below:

- **Summative:** also known as Learning Milestones at Alec Hunter. These are assessments given at the end of the year, at the end of a unit or as part of examination weeks in KS4. It is a formal opportunity for teachers and students to evaluate their learning.
- **Formative:** the aim of formative assessment is to informally monitor student learning to provide ongoing feedback that can be used by teachers to plan lessons and support effectively but also provide students with opportunities to improve their learning. These may be pieces of class work or homework which are set by the class teacher to determine how much progress students are making.

### Summative Assessment (Learning Milestones)

There are many opportunities throughout each academic year for students to complete Learning Milestones. At both Key Stage 3 and Key Stage 4 Learning Milestones are graded using GCSE 9-1 or equivalent. In addition students will receive written or typed feedback giving a clear diagnosis of:

- The areas in which the student has done well
- The areas in which the student needs to develop or improve in order to make progress
- Staff may also choose to comment on other aspects of their work such as their attitude to learning, the level of their literacy (taking into account the SPaGST demands of the subject) and the quality of their presentation if it so requires.

### Learning Milestones at Alec Hunter are:

- Completed under the same conditions across all groups as determined by the HoCA or LT.
- Assessed using a subject specific mark scheme – it may be from an examination board – with agreed grade boundaries that are shared with subject teachers.
- May be standardised within Curriculum Teams.
- Recorded onto Go4Schools and form part of the evidence that teachers use to award current grades to the students they teach.

There are some subjects which do not have a requirement for summative assessments in Key Stage 3 and 4. These include Learning for Life, Core PE and some vocational subjects.

### Key Stage 3

In Key Stage 3 there are 3 Learning Milestones in each of Year 7 and Year 8 – one of which will be the end of Year 7 & 8 exam in Summer Term 2. It is up to the departments to determine the best point in the curriculum for the students complete to the other two Learning Milestones.

In order to ensure workload is manageable for teachers and students have had a chance to complete a meaningful formal assessment for reporting, we recommend that:

- In Year 7 departments will set a piece of assessed work in Autumn 2 and Spring 2.
- In Year 8 departments will set a piece of assessed work in Autumn 1 and Spring 1.

## Key Stage 4

In Key Stage 4 there will be various opportunities throughout Years 9-11 to complete Learning Milestones. Each GCSE Core and Options Subject will set up to 6 Learning Milestones throughout the year – this equates to roughly one per half term. Up to two of the Learning Milestones that students complete each year in most subjects are Formal Exams.

In Year 11 there is greater flexibility around the number of Learning Milestone completed. This is because students will complete a range of different tasks such as revision and more frequent exam practice in preparation for the start of their GCSEs. The amount of summative assessment that takes place will be determined by the classroom teacher and HoCA/LT depending on the progress the class is making towards their exams.

### Next Steps following a Learning Milestone: Growth Tasks

In order to maximise the success students have in their time at Alec Hunter, lesson time is given in the curriculum in both Key Stages to allow students to reflect on their performance following the marking of each Learning Milestone.

- Staff must not just 'move-on' to the next activity but ensure that pupils are given time to reflect, review and understand the feedback that they have been given.
- Sufficient time in lesson (which may be extended to Homework) should be allocated so that students may complete a meaningful Growth Task.
- Growth Tasks should not just be a 'post-mortem' of the work that was completed for assessment but an opportunity for students to learn from any mistakes, and make even more progress.
- Growth Tasks should be completed in green pen/font by the student.

Central to the Growth Tasks is the use of metacognition. Research published by bodies such as the Education Endowment Fund, John Hattie and the Department for Education evidence the fact that one of the best ways to boost progress and performance is through the use of metacognition. Students are given time to reflect on how they performed, areas of difficulty and ways they could tackle similar tasks differently in the future. In the appendix are a range of metacognitive questions that teachers may use to ask students to reflect on their progress.

In addition Growth Tasks should involve completion of an activity allowing students to demonstrate that they have understood the areas for improvement and can produce an improved piece of work. Some students may have mastered the skills and content in the Learning Milestone assessment. When this occurs students should be set a Growth Task which either helps them to apply what they have learned to another question(s) or one that allows them to attempt a more challenging task, accelerating their progress even further.

## **Formative Feedback**

### **Written Formative Feedback by the Teacher**

Departments have determined meaningful points throughout the curriculum for written formative feedback to take place. These points should be shared on the curriculum plan used within the department and this should be communicated clearly with subject teachers. The frequency of written formative feedback is dependent upon the number of lessons in that subject per fortnight.

Formative feedback will clearly highlight success and areas for improvement but it may not provide specific grades. We know from numerous studies that students interact more deeply with formative advice when grades are not provided. We understand that there is more and more research being carried out about the value of different types of feedback and therefore we do not wish to be restrictive in what form that feedback may take. As long as it is diagnostic (meaningful) and promotes progress (motivating) then we value it.

Features of Formative Feedback at Alec Hunter Academy:

- It must summarise ways to move forward.
- It may summarise areas of success.
- It can be written or typed.
- It can be in any colour except black, blue or green as these are the pens the students use.
- It may come in a range of different styles and techniques as long as it is clear, diagnostic and aids progress.

### **Pupil Response to Written Formative Feedback**

Following cycles of formative marking there should be an expectation that students have time to review the feedback they have received, correct any errors and act on any advice given. This is a vital part of the learning process and every time students receive written feedback a short period of time must be set aside for students to review the comments that teachers have written. Any actions that result from the feedback should be completed by the students in green pen/font.

Not every piece of work that students do requires written feedback by the classroom teacher. Alongside written formative feedback, the student will receive feedback in a range of other forms as detailed below.

### **Verbal Feedback in Lessons**

Recent studies have shown that verbal feedback in lessons, which is not written down, can have a strong impact on progress. Staff should take opportunities to feedback in lessons and circulate the room during lessons when students are completing independent learning so that they can feedback 'on-the-spot' with their learning and correct errors. There is no expectation that verbal feedback interaction will be recorded by the teacher or by the student.

### **Peer and Self Review**

Some of the best feedback can be given by the students with coaching and guidance from the classroom teacher. Students who are able to master understanding of the assessment criteria make better progress towards their long term targets. We are working hard with the students this year to develop them as independent learners and will be placing higher expectations on students to self-critique their work, or the work of others. Students should complete peer and self-review in green pen/font. Training for staff will take place to help develop this further.

## Literacy and Feedback Codes

Students at Alec Hunter have told us that they would like a common code used by teachers to share common misconceptions but also to use themselves when self-correcting work or when peer-assessing each other's work. We are currently trialling a new whole-school feedback code that heavily supports literacy. This code will be shared throughout the school using posters and marking code stickers.

Certain subjects have a higher requirement to complete extended writing (such as English and Humanities) and therefore more regular attention should be given to literacy especially when feedback is given on formative and summative assessment. For these subjects the marking code has been created to communicate common literacy errors in a meaningful and manageable way for staff and students. Other subjects with less emphasis on extended writing may choose to use the literacy codes to correct or alert students to subject specific spelling errors.

A copy of the Whole School Marking Code can be found on the front of student exercise books and on posters on classroom walls.

Code	Meaning
✓	Correct/Good Point/Well Written
✓✓	Wow! This is a really high standard.
Sp	Correct a spelling mistake.
P	Punctuation is missing.
C	Capital Letters are missing.
T	You have used the incorrect Tense. Can you fix this?
EXP	Improve the way this is expressed so that it makes more sense.
^	You need to add a word.
//	You need to start a new paragraph.
e.g	Please provide examples or explain yourself further.
UL	Underline your titles and check your presentation success criteria.

In order to make the marking of literacy meaningful, we are following the advice of the EEF that literacy should be marked differently when there is misunderstanding, compared to when mistakes are careless. Students who persistently make the same literacy mistakes and who are not acting on the advice given by their classroom teacher may find themselves placed on a Book Watch warning which is mentioned in the presentation section below.

## Presentation of Work at Alec Hunter Academy

Students at Alec Hunter Academy are required to develop pride in their learning. In order to help students to develop pride, we have created a presentation checklist that students and staff can use.

Good presentation skills are an important skills for students to develop. It helps to develop the skills of organisation as well as promotes the vision that the learning students do is important should be valued, not just by staff but by the students themselves.

Well organised notes, books or online folders help students to find and access work easily when they are reviewing and revising topics.

The presentation checklist can be found on the front of exercise books and folders that students use. A copy of the minimum expectations can also be found on classroom walls for reference.

<b>Minimum expectations for the presentation of your work</b>
<b>Non-negotiable points</b>
Have I written a date for each lesson?
Have I written a title for each lesson?
Have I underlined the date and title?
Have I clearly identified if the work is HW or CW?
Have I stuck in all sheets in the right order?
Have I used every page wisely and not wasted paper?
Have I used my best handwriting?

When books are handed in by pupils in all subjects there will be an opportunity to check standards of presentation, organisation and notes and any concerns will be addressed **if needed**. Students whose books fall below presentation standards may be placed on 'Book Watch' to monitor standards more closely.

At first students who regularly fall below standards will be placed on a yellow 'Book Warning' notice and if standards do not improve they will be placed on a red 'Book Watch' by the classroom to teacher so closer monitoring of classwork and homework can take place. Students will have their books monitored at the end of each lesson for a minimum of five lessons so standards are raised. If poor standards persist, students may receive a lunch-time detention, or for more serious cases, an after-school detention to re-do or improve the work.

## **Monitoring and Evaluation of Assessment, Feedback and Presentation**

The effectiveness of this policy will be under continual review. There are key points and checks determined in the academic calendar for review by Middle Leaders only (Heads of Curriculum Area and/or Lead Teachers) and for those in conjunction with Senior Leaders.

Monitoring and evaluation will take place:

- By regular discussion between Senior Leaders and Middle Leaders in fortnightly link meetings about the quality of provision of assessment throughout the curriculum.
- Through opportunities, as defined by the Middle Leaders, for departments to standardise, moderate, review and adapt assessments in half-termly curriculum progress meetings.
- By regular Book Reviews in the academic calendar carried out by subject specialists and senior leaders.
- By regular student voice on the success of the assessment, feedback and presentation policy.
- By a rigorous and focused programme of lesson observations and reviews each term. Autumn Term has been dedicated entirely to review the success and effectiveness of this policy on pupil progress.

## APPENDICES

### Appendix 1:

#### Frequency of Written Feedback per Subject

##### Key Stage 3:

	Frequency
English	Every 3 weeks
Maths	Every 3 weeks
Science	Every 3-4 weeks
History, Geography	Every 4 weeks
RPE	Every ½ term
French – Year 7, German, Spanish Year 8	Every 4 weeks
French – Year 8	Every ½ term
Computer Science	Every ½ term
Technology, Art	Every 4 weeks
Music, Drama	Every ½ term
Learning for Life	Every ½ term

##### Key Stage 4 \*:

	Frequency**
English	Every 2 Weeks
Maths	Every 3 Weeks
Biology, Chemistry, Physics	Every 3-4 Weeks
History, Geography, RPE	Every 3 Weeks
MFL – French/Spanish/German	Every 3 Weeks
Computer Science	Every 3 Weeks
Technology, Art	See Appendix – Departmental Adaptations to Policy
GCSE PE, Music, Drama	Due to practical nature of subject, theory books are marked a minimum of once per ½ term
Vocational	As per subject specific assessment plan
Learning for Life and Core RPE	Every half term

\* Year 11 Autumn Term Only. In spring and summer, Year 11 feedback varies due to the higher number of formal exams as well as the fact that many subjects start revision during spring term and as such may not use exercise books in the same way.

\*\*When calendared formal exams are taking place, feedback within exercise books/online folders may be delayed.

When classes are split as is sometimes the case, the agreed opportunities for giving formative feedback should be divided up appropriately between class teachers ensuring minimum expectations above are met.

## Appendix 2:

Suggested Metacognition Questions to use throughout learning to aid progress.

### **There must be some metacognition during the Growth Task.**

#### **Metacognition Questions to allow for Reflection and Growth**

##### **Before a Task**

- *How does this link to previous learning?*
- *Is this similar to a previous task?*
- *What do I want to achieve? What should I do first?*

##### **During The Task**

- *Am I on the right track?*
- *What can I do differently?*
- *Who can I ask for help?*
- *What don't I understand?*

##### **After a Task**

- *What worked well?*
- *What could I have done better?*
- *Can I apply this to other situations?*
- *What was the most difficult aspect of this work?*
- *What made it difficult?*
- *How did I overcome this?*
- *What still don't I understand? How can your teacher help you further?*

## Appendix 3 - Departmental Adaptations to the Policy:

### Mathematics:

- Due to the nature of the subject, there will be minimal feedback using the literacy codes on the Whole School Marking Code. The Maths Department has agreed to identify incorrect spelling of key mathematical language.

### Science:

- Due to the nature of the subject and examiner feedback, there will be limited use of literacy codes. Comments will focus on scientific literacy such as the use of key words.

### Learning Milestones

- More than 6 Learning Milestones will be set over the academic year due to the fact that Science is split into 3 subject areas and all need testing throughout the year.
- Due to their frequency, many of these will count also as formative assessment to prepare for greater progress in a later Learning Milestone.
- Each Learning Milestone will take place at the end of a topic. This will focus on past-paper questions and use a standardised mark scheme.
- Each learning milestone will be teacher marked. Feedback will be given in the form of a typed yellow sheet with personalised progress questions and a growth task to complete. These are standardised across the department.
- At Key Stage 4 students will complete a self-review yellow sheet to further aim their ability to identify strengths and weaknesses and develop their metacognition.
- At Key Stage 4 there are 3 version of the student self-review sheets:
  - Version 1 – blank grid for top sets
  - Version 2 – bullet point grid for sets 2-4
  - Version 3 – metacognition grid to be used for catching up only
- If a test is not being used as a learning milestone it may still be set but will be peer marked. Yellow sheets will still be completed by students
- All feedback must be provided to students within three weeks of the Learning Milestone (test) being sat by students.
- The grading of Learning Milestones is worked out by the department using distribution curves and as a result is dependent on receiving a full cohort of assessment scores before grades can be allocated. In this case, the feedback sheet will not contain a grade when it is handed out by teachers and instead response to the feedback using green pen is carried out before the grade is awarded to the pupils.
- Once boundaries have been determined for each Learning Milestone, these must be communicated to students and then entered by the student onto the Yellow Feedback sheet.

### Formative Feedback outside of Learning Milestones:

- Some formative feedback opportunities are highlighted in the department Curriculum Map – this occurs when there are larger gaps between Milestones.
- Task set for formative feedback will focus on developing skills such as graph drawing, practical work and extended writing.
- Tasks must be teacher marked and an EBI should be given. However, for longer tasks some simpler questions can be peer marked.
- EBI must be acted on by students in green pen

### **Entry Level Science (Year 11 only):**

- This is a course carried out by a cohort of Year 11 students. The course is completed through continual high-control assessments and completion of coursework. It is expected that each group will complete a minimum of 9 summative assessments per term whilst completing the course.
- The Science Department are not allowed to give written feedback on the high-control assessments and instead students will receive regular verbal feedback throughout the course on their progress.
- High-control assessments that are completed by students will be graded by the class teacher and kept locked away after completion.
- Classwork in exercise books will be in the form of rough notes that will not be assessed by the class teacher due to the frequency of summative assessments completed by students throughout the term.

### **RPE:**

- In KS4, pupils use folders rather than exercise books to allow them to take personal pride in their work.
- To ensure pupils organise their folders well, the department have created a 'Folder Checklist'.
- Assessments will be found at the front of the folder and department-created feedback sheets summarise WWW/EBI and Growth Tasks.

### **MFL:**

- A range of different skills can be assessed in Languages. These are writing, reading, listening translation and speaking.
- MFL teachers may give formative feedback on extended pieces of writing outside of the Learning Milestone cycles in KS3 and KS4.
- Reading and Listening tasks can be self or peer assessed in class.
- Translation into English may also be self-assessed whereas translation into target language would most like require teacher input.
- In addition the department will carry out regular vocabulary tests and these can be peer or self-assessed.
- In the majority of cases, verbal feedback will be given on speaking practice.

### **Computer Science/ICT:**

- In KS4, books are used for notes and revision purposes and do not contain assessed work.
- In KS3 all work is produced and submitted electronically.
- In KS3 formative low stakes quizzes are given mid-way through the units of work to monitor student progress.
- Homework tasks are set online. Students will have the access to Word, Excel and PowerPoint through their school Office 365 account in order to complete them.
- Only assessments and homework tasks receive written or typed feedback in CS/ICT.
- The use of the Whole School Marking Code will not apply to online marking and students will be encouraged to use spell-checkers and grammar-checks on all computer documents before handing in and proof reading work carefully.
- As the majority of work in CS/ICT is completed online, students will be encouraged to take pride in their work by storing it electronically in an organised way. Staff will periodically check students' online folders to ensure they are following procedures correctly.

### **Physical Education, Drama and Music:**

- There is a greater proportion of practical lessons than theory lessons so there is an expectations that students will have completed less written work than other GCSE subjects.
- In practical lessons the use of verbal feedback and peer-coaching takes precedence.

### **Technology:**

- In KS3, groups are taught on 10-12 week rotations between Design-Technology, Food and Textiles. They are taught by a different teacher for each rotation and each teacher will review work three times throughout each rotation to review the 3 Assessment Objectives.
- At KS4, due to the practical nature of all Technology subjects, feedback will be based around the 3 Assessment Objectives and there is an expectation that there will be less written work and written feedback than in other GCSE subjects.

### **Art:**

- Assessment and Feedback will be based around the 4 Assessment Objectives as set by the examination board.
- In KS4, teachers are not allowed to give written feedback on sketchbooks which are part of GCSE Coursework so feedback is given using feedback sheets which relate to the 4 Assessment Objectives and provide guidance for progress.
- Greater use of verbal/peer and self-assessment is used to help move the students forward in their project work.

### **Vocational Subjects**

- By the nature of vocational courses, most work is completed through continuous assessment or high control. When pupils are completing such an assignment there will be no written feedback in line with exam board regulations to ensure there is no misconduct or malpractice. As such there will be sustained periods of the course, where no written feedback is seen or acted upon. However once assignments or controlled assessment are complete there will be completed 'official' coursework documents which may be reviewed upon request.
- Some elements of the BTEC/Vocational Course can receive feedback and this will occur as and when this is part of the assessment plan.
- Verbal Feedback is an integral part of all Vocational lessons and they will receive verbal feedback regularly in lessons to help them make progress. This will not be formally recorded.
- Self and Peer assessment will take place where applicable, depending on the subject and specific unit.
- As the majority of work in vocational subjects is completed online, students will be encouraged to take pride in their work by storing it electronically in an organised way. Staff will periodically check students' online folders to ensure they are following procedures correctly.
- The use of the Whole School Marking Code will not apply to online marking and students will be encouraged to use spell-checkers and grammar-checks on all computer documents before handing in and proof reading work carefully.

### **Learning for Life and Core RPE (Year 9 only):**

- At the end of every term students will receive an ATL Grade: Bronze, Silver or Gold based on their Attitude to Learning in each of the topics studied.
- There is no grading of work in Learning for Life and there are no formal assessments.
- Greater emphasis will be given to the quality of communication, presentation of work, organisation and literacy as this is an important life-skill to develop.
- There is no expectation that students will complete a lot of green pen work in LfL unless correction of spellings, literacy or presentation is required.

**Tutorial Time:**

- Students will receive exercise books to use during tutorial where they can complete Core Skills literacy and numeracy tasks as well as reflection and SMSC related tasks.
- There is no expectation that these exercise books are marked by the tutor.
- Literacy tasks or Numeracy Tasks (such as Numeracy Ninjas) may be self or peer assessed.
- The majority of Reflection and SMSC Tasks are designed to be either discussion-based or by personal reflection where the back of the exercise book may act as a reflection diary for the students to write down their personal thoughts.