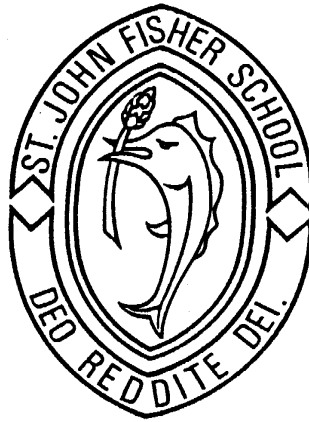# St JOHN FISHER CATHOLIC COMPREHENSIVE SCHOOL

FEEDBACK AND ASSESSMENT POLICY

The Mission statement:

"St John Fisher School seeks to help and encourage pupils to develop individually, collectively and freely a way of life modelled on Christ, in accordance with the Faith of the Roman Catholic Church."

Date of Policy: September 2017
Date of Ratification: November 2017
Date of Review: Review in progress
Owner: Mr I Jordan

This policy should be used in conjunction with the school's:

Teaching and Learning Policy
Student day-to-day Feedback SOP Standard Operating Procedure

Feedback and Assessment Mission statement

St John Fisher aims to ensure that feedback to students is frequent, effective and impactful and can be completed by a teacher in a reasonable time frame.

Aims:

1. Assessment advises and assists the student in the process of learning.
2. Students' errors, misconceptions and areas for development are identified promptly and addressed.
3. Assessment process identifies learning needs, enabling the teacher to plan and evaluate the learning.
4. Teachers allocate more time to planning to ensure progress and less to marking and making individual written comments.

Types of Assessment:

Formal Assessment

1) Teachers mark one piece of work formally per half term e.g. test paper, essay, performance piece etc. and this must be specified in the relevant Scheme of learning (SoL).
2) This piece of work will have been validated and the validation process will form part of the SoL.
3) After marking, a sample of this work will be moderated within subject areas to ensure consistency of marking and grading.
4) This piece of work should receive formative feedback and a significant portion of time (specified on SoL) should be devoted to engaging with and acting on that feedback. E.g. QLA, Gap analysis etc.
5) This piece of work will contribute significantly to the generation of Current Performance Grades (CPGs)

Feedback for BTEC subjects (L2 and L3)

1) It is recognised that assessment and feedback in BTEC subjects must also adhere to the assessment and verification requirements of the exam board.
2) Regular assessment and feedback is a requirement of all BTEC courses.
3) As such, BTEC subjects in KS4 and KS5 will not follow the same assessment policy as the rest of the school.
4) Assessment and Feedback for BTEC subjects will be based upon and follw the guidance in the "BTEC Centre Guide to Internal Assessment 2108/19" https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide_to_Internal_Assessment_for_BTEC_Firsts_and_Nationals.pdf

Feedback for A level subjects

1) Assessment in A level subjects should involve regular, detailed, diagnostic feedback relating to substantive pieces of work.
2) A piece of substantive work will be formatively marked and diagnostic comments as well as targets for improvement written by the teacher.

Feedback for years 7-11

1) Students will be expected to carry out structured peer or self-assessment every four to six lessons and this should be indicated using green pen.
2) Every set of books will be reviewed every four to six lessons. *A fuller description of the review process is available in the student feedback SOP*
3) No written comments are expected in the books (teachers may use discretion), however, a 'book review sheet' will be completed and kept centrally within subject areas*.*
4) Teachers will be expected to modify their planning based on the book review sheet.
5) Feedback will take place the following lesson to the class and could constitute visual feedback (PowerPoint slide show etc.) oral feedback, tasks to address weaknesses etc.
6) The next lesson (after the book review) students must engage with the feedback – this could involve correcting errors, misconceptions and areas for development, answering questions, drawing diagrams etc. This response to the feedback will take place in purple pen.
7) Issues around presentation/quality and quantity of work (both positive and negative) are recorded and acted upon in the following lesson

Responsibilities of:

Teacher

- Follow the school policy on written feedback and assessment and the 'day to day feedback SOP'
- Use appropriate validated tasks to formally assess progress (in consultation with their curriculum lead)
- Encourage and ensure that students engage with assessment including student response
- Ensure assessment builds motivation and confidence
- Books, class notes, folders are reviewed every four to six lessons and a record kept of this process.
- The review process must inform the planning of subsequent lessons.
- The review process must inform feedback that will be provided to the whole class.
- The feedback must be recorded by students in their exercise books every four to six lessons.
- Teachers must mark one piece of work formally per half term e.g. test paper, essay, performance piece etc.
- The feedback associated with this piece of work must provide students with a clear understanding of what they need to do to improve and make further progress.
- All teaching staff to ensure students know the grade/level they are working at. This should be recorded on their books or folders.

PSHRE Tutor

PSHRE is a timetabled lesson and therefore, as with all other timetabled lessons, it is considered just as important. Feedback and assessment will fall in line with a) the PSHRE Policy - Role of the PSHRE Tutor and Assessment, Reporting and Recording, b) the Whole School Feedback and Assessment Policy- Role of the teacher and c) the 'day to day feedback SOP'

Curriculum / Subject Leader

- Ensure that teachers in their team understand the assessment requirements for their subject as well as the different ways in which teachers can assess students' progress.
- Lead in developing the formal assessments and ensuring the validation/moderation of these.
- Regularly monitor the review and feedback process within their departments, explicitly comparing review sheets to pupils' exercise books.
- Model Good practice themselves and identify and share good practice within their team.
- Curriculum leaders to keep records of all monitoring, learning walks, action plans to be developed and put in place if necessary.
- Ensure that the curriculum plan and schemes of learning allow for formal assessment of progress to be timed appropriately so that Data Collections accurately and reliably reflect current attainment.

Role of the Leadership Team:

- Feedback will be monitored during learning walks and every half term through feedback audits incorporating review sheets and exercise books, as well as ensuring that Curriculum and Subject leads are effectively monitoring the feedback process.
- Conducting short notice book reviews which may be called at any time.
- Monitoring that assessment for learning is used effectively to inform planning to ensure progress.
- Monitoring the role of Subject / Curriculum Leaders in ensuring good practice in assessment is consistent across all lessons.

Role of the student

- participate actively in assessment opportunities in lessons.
- take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers.
- support other students constructively when asked to be involved in peer assessment.

Role of the Parent:

- discuss with their child the assessment report sent to them following each data window. This will include a summary of current grades for each subject.
- liaise with the subject teacher or HoY about any concerns regarding their child's progress as identified through assessment.

How this Policy Contributes to Raising Standards

Key points for success:

- Student progress is evidenced (data, pupil work, questioning) following feedback and assessment.
- The curriculum is appropriate to meet the needs and interests of students and assessment information is used to plan appropriate teaching and learning
- Teachers and other staff have a better understanding of what the students can and cannot do and pick up any misconceptions swiftly and address them.
- Assessment is communicated effectively to students as part of lessons and to parents through reports following the data windows.
- Staff report spending a greater proportion of time planning for the successful future learning of their students.

Monitoring and Evaluation

- Monitoring and evaluation of the implementation of this policy will be conducted by the Leadership Team and reported through committee to Governors to inform review.

- Key evaluation processes will include:

  - Structured surveys of staff
  - Structured surveys of students
  - Scrutinies of both 'lesson review sheets' AND student exercise books
  - Observations of lessons.

Definitions

Errors: Mistakes not caused by carelessness but by a lack of understanding or skill.

Misconceptions: a view or opinion that is incorrect because based on faulty thinking or understanding.

Feedback: Information provided to students in any form that allows them to address errors and misconceptions and improve their work.

Validation: The process by which a formal assessment is judged to be fit for purpose in that it tests the knowledge skills and understanding of the topic effectively and will produce a realistic Current Performance Grade (CPG)

Moderation: The process by which the marking and grading of a formal assessment is checked (and if necessary modified) to ensure consistency and accuracy.

Monitoring: A process to ensure that a policy or procedure is being followed to a good standard

Evaluation: A process to assess the effectiveness and feasibility of a policy or procedure.