



# Range High School ASSESSMENT AND FEEDBACK POLICY

Person responsible for Policy: Headteacher

Date of next review: August 2026 - This policy is to be reviewed every three years - (major changes will be brought to the trustees attention as, and when they occur)

This policy should be read in conjunction with:

- Curriculum Policy
- Teaching and Learning Policy
- Standards and Achievement (Target-setting) Policy

RESPONSIBILITY FOR THIS POLICY HAS BEEN DELEGATED TO THE HEADTEACHER

Updated: May 2023

Trustees informed: 6 July 2023

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### **1.1 POLICY AIMS**

This policy aims to:

- 1) Provide clear guidelines on our approach to all aspects of assessment in including the objectives, planning, preparation, delivery and response to feedback and assessment.
- 2) Establish a consistent and coherent approach in the use of formative assessment to identify gaps in learning and misconceptions.
- 3) Establish a consistent and coherent approach to summative assessment outcomes and reporting to parents.
- 4) Clearly set out how and when assessment practice will be monitored and evaluated

### **1.2 LEGISLATION, GUIDANCE AND EVIDENCE BASED RESEARCH**

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers and is informed by:

- The recommendations in the final report of the Commission on Assessment without Levels
- Responsive Teaching: Cognitive Science and Formative assessment in practice, Fletcher-Wood, 2018
- Wiliam and Leahy's Five Formative Assessment Strategies in Action, Jones, 2021
- Retrieval Practice, Jones, 2019
- The impact of Assessing pupils progress initiative report OFSTED 2011
- Assessment – what are inspectors looking at, Sean Harford, 2018
- EEF, Teacher feedback to improve pupil learning guidance report, 2021
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1
- Range High School OFSTED report, March 2022 (improvement point)

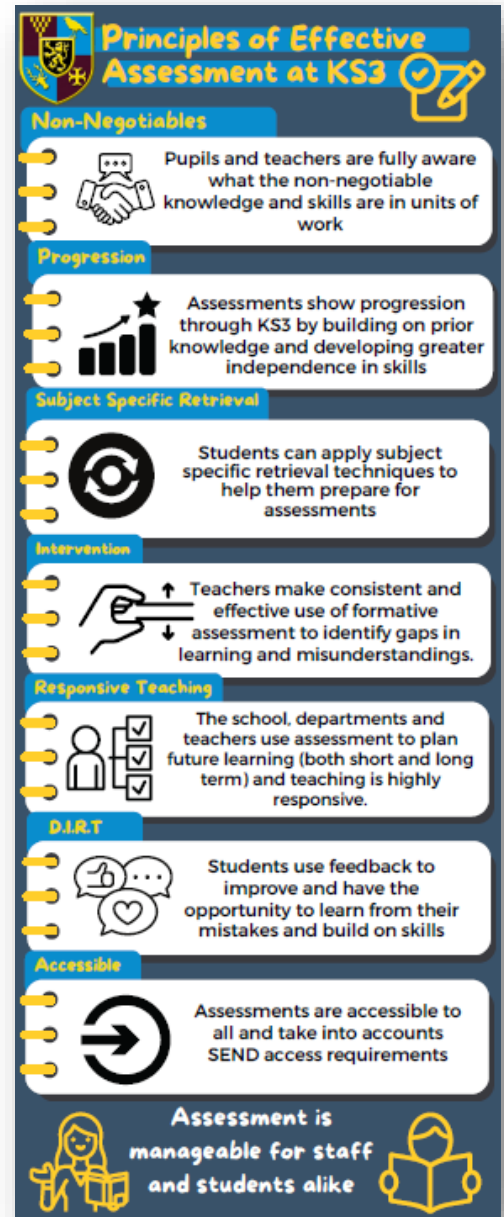
### **1.3 VISION FOR ASSESSMENT AT RANGE HIGH SCHOOL**

***The reason for assessment is to ensure teaching and learning is working well. The vision for assessment at Range High School is that we assess the right things at the right time to know how well pupils are doing and use that information to support pupils.***

## 1.4 THE PRINCIPLES OF ASSESSMENT AT RANGE HIGH SCHOOL

Underpinning all the assessment structures in this policy are guiding principles. These principles focus on the whole process including the planning and preparation for, the assessment and the use of feedback. These elements will underpin assessment across the school and be evident in departmental assessment policies:

1. Pupils and teachers are fully aware of **the non-negotiable knowledge and skills** are to allow them to progress.
2. Assessments show progression by **building on prior knowledge** and promoting **greater interdependence in skills** allowing students the chance to learn from previous mistakes.
3. Students are taught and acquire **subject specific** retrieval techniques which allows them to know more and remember more.
4. Both formative and summative assessment are used to **identify gaps in learning and mis-conceptions**.
5. **Assessment data is used effectively** to plan future learning. This includes:
  - i. Formative assessment is used effectively both within and at the end of lessons to adapt and plan teaching and learning.
  - ii. Summative assessment is used effectively to plan longer term teaching and learning including intervention strategies when necessary.
  - iii. Form teachers and pastoral leaders also make effective use of data to support pupil progress



6. Marking should be Meaningful, manageable and motivating, teachers are not required to do write long comments on every child's piece of work for every lesson. It is important that feedback that is written is **meaningful, manageable and motivating**. Feedback is provided and work returned within a meaningful timeframe. It redirects or refocuses the learner's actions to achieve a goal and is based on the task or outcome rather than the individual. Feedback can be provided in many different ways including written, verbal, electronic or peer but **feedback should aim to activate thinking and move learning forward**.
7. **Assessments are accessible for all** pupils and for students with SEN, take in account their access arrangements and passports. It should also be used to help identify students with special education needs and be used effectively to support these students.

8. Assessment policy needs to **take into account staff workload** and strategies should be used to reduce teacher workload wherever possible.

### **1.5 SUMMATIVE ASSESSMENT WITHIN DEPARTMENTS**

**Summative assessment** is an assessment of the learning students have undertaken such as an end of unit test score. It is an indication of the current level of attainment of a student and is therefore used to make judgements about the amount and pace of progress the student is making.

1. The school maintains department databases and a whole school database to track pupil progress effectively, including that of groups. This is done by CALs, SLT and other TLR post holders.
2. Every department has an established assessment timetable of summative assessment tasks (minimum of 3 tasks) for each year group, shown in the Faculty Assessment Policy. Assessment points will be carefully planned to assess key knowledge, understanding and skills.
3. Departmental curricula detail explicit end points students should meet by the end of Year 7, 8 and 9, in order to master key skills and knowledge ready to thrive in KS4. Assessments are designed with these standards in mind, and through accurate judgements made throughout KS3 we can ensure all students are ready for the next stage.
4. Teachers will share information about the required knowledge and skills relating to the assessment with the students before they begin, so they know what standards they are aiming to achieve and potentially how to achieve them.
5. All departments will have and actively use descriptors in “student speak” to enable a clear understanding of the assessment criteria and feedback comments.
6. The core summative assessment tasks will be marked using focussed comments. The comments will redirect or refocus the learner’s actions to achieve a goal and should be based on the task or outcome rather than the individual.
7. Time will be built into lessons (DIRT) and department schemes of work for students to reflect on formative assessment comments, and to review or revisit and redraft work to try to address the comments made by the teacher.
8. We expect students to have work marked in this way in line with the Faculty policy for their Key Stage.
9. The HOF/CAL will monitor the successful completion of all core assessments and the emerging picture of progress indicated by grades entered in the departmental database.

### **1.6 FORMATIVE ASSESSMENT WITHIN DEPARTMENTS**

1. Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children’s continuing progress.

2. Formative assessment 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.

Formative assessments are used to:

- Identify children’s strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the child’s rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

3. All Faculties will make explicit where students do their work (exercise books, draft books, folders, portfolios, electronically).

4. There is no requirement to mark all student work and all marking should aim to make thinking happen.

## **1.7 USE OF DATA AND TARGET SETTING AND PROGRESSION**

### **Use of Data**

- We use Key Stage 2 data and comparative national data to set challenging targets for our pupils. We aim for our pupils to make progress which is above average for similar pupils nationally. We ensure overall school targets achieve a positive progress 8 figure.
- Targets are expressed as flightpaths at KS3, GCSE grades at KS4 and A-level/BTEC grades at KS5.
- On entry to Year 7, based upon prior attainment, students are placed into an ability band (developing, secure, extending and excellence) and each subject uses progress grids, mapping age related expected progress throughout KS3.
- At KS4 we use a Progress 8 Plus model following guidance on expected progress from the DFE and for Sixth Form students progress is based on a L3VA methodology.
- All subject teachers are expected to share individual targets with each student in their group and use them to benchmark progress following interim assessments. This should be recorded in a way that is visible in the pupil's work such as a subject pro forma inside the front cover of an exercise book or at the beginning of a booklet or portfolio. It should indicate the pupil's target for the end of the Key Stage.
- In Key Stage 3 this should be broken down to a target for the end of each year. This is also where the results of any graded assessments throughout the year are recorded.
- Targets and teacher estimates are reported to parents/carers in line with the school's assessment calendar.
- Teachers have access to the following data for each pupil they teach:
  - a) CATS scores
  - b) KS2/KS3/GCSE results as appropriate
  - c) Final grade achieved by the pupil at the end of the previous academic year
  - d) Individual school target
  - e) If pupils belong to a designated group (For example Disadvantaged)
  - f) Results of any graded pieces of work
  - g) Standard of other work as appropriate

## **1.8 REPORTING TO FAMILIES**

Through assessment of students' work we can track student progress and we use four main ways, at different points in the year, to communicate this to families in line with the school's assessment calendar. These methods of reporting will be reviewed and evaluated on a regular basis.

### **1) Interim Card**

All teachers are asked to provide a snapshot of pupil progress compared to target, and a grade for attitude, participation and effort.

### **2) Parents' Evenings**

Parents are offered a consultation with subject staff who teach their child.

### **3) End of year reports**

The school provides a full written report for all pupils in Y7-13. In KS3 this is a report that is written by the form tutor based upon information provided by subject teachers and reflecting a student's involvement in school life. At KS4 and 5 the report is a collection of subject teacher comments.

### **4) Class charts**

Class charts records positive and negative behaviours in real time throughout the school day. Parents can see merits awarded for specific positive behaviours and sanctions awarded for negative behaviours.

### **1.9: INCLUSION**

- The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.
- Assessment should take in account pupils special educational needs and should take into account the requirements of pupil passports and agreed access arrangements.
- Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.
- We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.
- For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

### **1.10 MONITORING AND EVALUTION OF ASSESSMENT AND FEEDBACK**

The quality of assessment and feedback is quality assured through

- 1) SLT HOF/CAL link meetings
- 2) The staff appraisal process
- 3) School mock deep dive schedule
- 4) Pupil panels
- 5) Departmental book scrutiny which are carried out for each Key Stage throughout the academic year.