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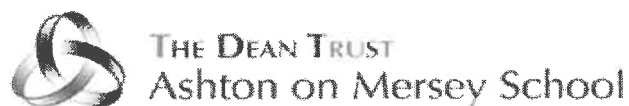


Ashton on Mersey Assessment & Feedback Policy

Version and Date		Action/Notes
1.0	Nov 2017	New policy to reflect change in practice
2.0		
3.0		

Policy Reviewed:	2017
Policy Review Frequency:	4 years
Next Review:	2021
Signature of Chairman of Governors: 	Signature of Vice-Chairman of Governors: 

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- c. Assessment and Feedback in school supports the vision and procedures outlined in the policy.
- d. Assessment and Feedback in school addresses the emerging needs of pupils.
- e. Assessment and Feedback in school supports the development of whole school priorities.
- f. Training in school supports the development of teachers in Assessment and Feedback.
- g. All staff understand their role in promoting effective Assessment and Feedback and receive appropriate support through the aforementioned suite of training.

3.2 The Assistant Principal for Teaching and Learning will ensure that:

- a. Assessment and Feedback in school supports the vision and procedures outlined in the policy.
- b. Appropriate training is undertaken in order to support staff in carrying out their Assessment and Feedback responsibilities.
- c. Monitoring and assessment of the impact of this policy takes place.
- d. An annual report is prepared for governors outlining the action taken within the preceding year and evaluating the impact of that action; the annual report for governors will also outline recommendations for SIP targets for the following year.
- e. Staff, governors, parents and students are kept up to date with relevant information relating to the quality of Assessment and Feedback in the school.
- f. The effectiveness of the Assessment and Feedback training has a positive and effective impact on Assessment and Feedback across the school.

3.3 All staff will ensure that:

- a. They have read the policy and understand their responsibilities.
- b. They promote the core values outlined by the policy.
- c. They adhere to the policy in terms of Assessment and Feedback frequency and quality.
- d. They keep accurate and updated records of Assessments.
- e. They engage in IQTL activities related to Assessment and Feedback such as work scrutiny and drop-ins.
- f. They engage in Teaching and Learning training around Assessment and Feedback.
- g. They maintain a record of training attended.

4. Feedback strategy

4.1 Types of feedback.

The feedback strategy has 5 elements called 'layers of feedback'. These have been developed as part of a consultative process which involved all staff at the school. In simple terms the 5 layers of feedback that each pupil will receive on their work will be as follows (see appendix 2):

- **Layer 1 – Forming:** Formative teacher assessment of day to day classwork.

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All teaching staff will mark for correct spelling in the 'Teacher assessed' pupil work outlined in layer 3 above.

Punctuation

All teaching staff will mark for correct punctuation in the 'Teacher assessed' pupil work outlined in layer 3 above. This includes correct use of: capital letters; commas; full stops.

Grammar

All teaching staff will mark for correct use of grammar in the 'Teacher assessed' pupil work outlined in layer 3 above. This includes correct use of: homophones.

Pupil response

Pupils will be directed to correct spelling, punctuation and grammar by teaching staff using the following symbols (Please see Appendix 5).

- Sp** – Spelling mistake
- P** – Check punctuation
- C** – Incorrect capitalisation
- G** – Check Grammar

4.5 Organisation

The organisation of Assessment and Feedback can be found in a range of locations such as: pupil exercise books/files/folders/online platforms.

Certain expectations of work completed are:

- a. Work is completed to the best of the pupils' ability.
- b. Presentation is neat and orderly with dates recorded, titles underlined, learning objectives noted.
- c. 'Temperature checks' are stuck in to exercise books or other appropriate locations for pupils to easily refer to. Teaching staff may consider printing these on coloured paper to highlight their importance – as per the faculty policy.
- d. Self/Peer Assessment should be clearly labelled as such.
- e. Teacher Assessment should be clearly labelled and be conducted in different coloured pen than the completed work.
- f. Pupil response should be completed in directed 'Make a Difference activities' (MAD time).
- g. Pupil response should be completed in green pen.
- h. Homework should be clearly labelled and kept in a consistent location – as per the faculty policy.

5. Staff workload and well being

Ashton on Mersey school recognises the need for the reduction of unnecessary workload and paperwork for teaching staff. As a result the feedback strategy was written in consultation with teaching staff and aims to reduce unnecessary workload around marking and feedback.