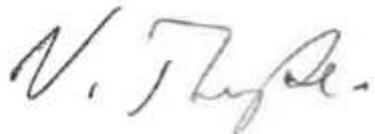


Ashton on Mersey Assessment & Feedback Policy

Version and Date		Action/Notes
1.0	Nov 2017	New policy to reflect change in practice
2.0	Nov 2021	Reviewed by David Kavanagh
3.0		

Policy Reviewed:	2021
Policy Review Frequency:	4 years
Next Review:	2025
Signature of Chairman of Governors:  15/12/2021	Signature of Vice-Chairman of Governors:  15/12/2021

1. Vision

At Ashton on Mersey School we seek excellence for all our pupils in Years 7 – 13, within the context of a caring and mutually supportive partnership between governors, staff, pupils and parents. We fully recognise that, by its complex nature, Assessment and Feedback must take account of prior learning experiences, teaching, learning and special educational needs as well as any particular directives from the Department for Education (DfE) and recommendations from OFSTED (Appendix 1). This policy must be read in conjunction with the following policies:

- Teaching and Learning policy.
- Special Educational Needs policy.
- Target Setting policy.
- Literacy policy.
- Numeracy policy.

Other related documents:

- Individual faculty Assessment and Feedback strategy documents.

2. Aim

The purpose of this policy is to ensure that:

- a. All pupils are engaged in their learning.
- b. All pupils are set aspirational targets that they are encouraged and supported to reach.
- c. The learning experience of the pupils is appropriate for their individual needs and abilities.
- d. All pupils are suitably prepared for the next stage of their academic journey or to successfully take their place in employment.
- e. All pupils are given feedback on their work
- f. All pupils are aware of their current progress
- g. All pupils are confident in improving their work and responding to feedback
- h. All teaching staff are confident in giving feedback
- i. All teaching staff are confident in addressing misconceptions
- j. All teaching staff give feedback regularly and in a variety of ways

3. Roles & Responsibilities

3.1 The Headteacher will ensure that:

- a. The policy and its procedures are followed.
- b. The Assessment and Feedback Policy is readily available and actively promoted.
- 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 Headteacher 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.
- **Layer 2 – Supporting:** Self/Peer assessment and feedback given by a pupil to their peer or a reflection on their own work.

- **Layer 3 – Assessing:** Detailed teacher assessment of individual pieces of pupil work.
- **Layer 4 – Improving:** Pupil response to feedback in a planned response activity.
- **Layer 5 – Extending/Preparing:** Homework or independent work completed away from the classroom.

4.2 Frequency of Assessment and Feedback

This policy recognises that a simple 'one size fits all' approach is neither helpful nor appropriate. Therefore the frequency of Assessment and Feedback takes in to account the varying needs, teaching requirements and contact time of the range of subjects delivered at the school. Consequently, the frequency of Assessment and Feedback is individual to each subject and has been agreed in consultation with teaching staff in those subject areas. More detail of this can be seen in the summary document (Appendix 3).

4.3 Quality of Assessment and Feedback

The quality of Assessment and Feedback should ensure that every pupil receives a consistent standard of feedback on their work which enables them to make improvements, address misconceptions, correct mistakes and as a result, make gains in their understanding and progress.

- **Layer 1 – Forming:** Formative teacher assessment of day to day classwork in the form of regular temperature checks (see example Appendix 4) as set out in the frequency summary (Appendix 3).
- **Layer 2 – Supporting:** Self/Peer assessment and feedback given by a pupil to their peer or a reflection on their own work. This is guided by the teacher to ensure quality feedback is given.
- **Layer 3 – Assessing:** Detailed teacher assessment of individual pieces of pupil work. This will be in the form of commenting on a Strength, setting a Target and planning a Response.
- **Layer 4 – Improving:** Pupil response to feedback in a planned response activity often referred to as 'MAD time' (Making A Difference). This planned activity should be meaningful and move the pupil on in their learning.
- **Layer 5 – Extending/Preparing:** Homework or independent work completed away from the classroom. This should be meaningful and extend or support the learning in the classroom.

4.4 Literacy

All pupils will receive intervention in terms of Assessment and Feedback of written work. This will take the form of marking for Spelling, Punctuation and Grammar.

Spelling

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. Assessed pieces of work should be copied on blue paper to highlight their importance.
- d. '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 yellow paper to highlight their importance – as per the faculty policy.
- e. Self/Peer Assessment should be clearly labelled as such.
- f. Teacher Assessment should be clearly labelled and be conducted in purple pen than the completed work.
- g. Pupil response should be completed in directed 'Make a Difference activities' (MAD time).
- h. Pupil response should be completed in green pen.
- i. Homework should be clearly labelled and kept in a consistent location – as per the faculty policy.
- j. Homework should be set using the school Satchel. Satchel is the school Virtual Learning Environment (VLE).

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. Staff are regularly consulted on workload. For example, this is a standing question for all work scrutiny and sampling activities.

6. Update and review

Regular reviews with the Headteacher, Deputy Headteacher and Curriculum Managers will inform updates to this strategy (Please see Appendix 6 – Update sheet).

Updated: November 2021

Review date: November 2025