

## Digitech Studio School Assessment and Feedback Policy

*This policy should be read in conjunction with the 2017-18 Teaching and Learning Policy*

**One big idea:** We firmly believe that assessment is the bridge between teaching and learning.

### Assessment and Feedback Aims

Digitech Studio School recognises the importance of clear, accurate and regular assessment and feedback in supporting the education and personal development of students. This policy provides guidance for all staff.

The key aim of this policy is to ensure that:

- **EVERY** student knows what he or she must do to improve.
- **EVERY** teacher is equipped to make well founded judgements about pupil's attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to plan ahead, particularly for students who are not fulfilling their potential.
- **EVERY** parent/carer is informed about the progress their students is making termly

### Regularity of Assessment, Feedback and Homework

Our belief is that regular feedback and responding to feedback is crucial to student motivation. Teachers do not give feedback on all pieces of work and should plan which pieces they will give feedback on. There should be a quality piece of feedback after every five lessons where appropriate. Substantial pieces of work should be assessed against Awarding Body marking criteria in order to inform progress reviews. The School Wallchart Calendar indicates whole school and CLF wide formal assessment points, progress review dates and internal examinations.

If a student misses a lesson, this is identified with a 'Close the Gap' sticker. Teachers need to give guidance to the student to complete the work missed. It is the student's responsibility to close the gap.

As a minimum, teachers will set and assess one piece of homework every two weeks. The assessment can take place as a 'Do Now' in the lesson. This will provide students with feedback to ensure that gaps are decreased. It is a minimal expectation that all staff use Show my Homework to record and track homework set in school. This enables parents to understand what homework has been set and when this work needs to be handed in.

- All homework should be clearly identified as such with the title HOMEWORK.
- Homework can be self, peer or teacher assessed.

### FEEDBACK

At Digitech Studio School we have moved away from the concept of marking to 'feedback that has a direct impact on student work'.

- There is appropriate, constructive feedback; the student understands what the teacher is saying about his/her work, and will respond to this feedback in writing (often in a different coloured pen)
- Guidance for future development is given in the form of an imperative action.

- Teachers expect students to produce work, which is of a high quality. Teachers challenge poor quality work and mark for Literacy.
- Feedback is given as quickly as possible to ensure that students are being intervened with striking impact. Live feedback is encouraged.
- Dedicated Improvement and Reflection Time is built into the lesson.
- Feedback does not have to be written

### **Records of Assessment Outcomes**

There is a school requirement that all teaching staff maintain an accurate, current record of assessment outcomes for the students in their group/s at the assessment points planned on the School Wallchart Calendar. These marks should be kept in the mark book provided at the start of the year on SIMS and must be made available.

At the start of the academic year, teachers should download a 'SISRA class report' for each of their classes. The report aims to identify students who may be 'at risk' of underachieving or not completing their course for a variety of reasons (lower GCSE point score, re-sitting GCSE mathematics or English etc.). The reports should be accessible and reviewed during line management meetings.

Records of assessment outcomes need to be located for ease of access within each teaching area. Teachers delivering vocational courses must use a unit tracker document that is accessible and updated regularly. All BTEC trackers should be placed on the 'General staff shared' drive and be appropriate and up-to-date at all times.

### **Monitoring**

Each Head of Department or Link SLT will monitor teachers' feedback through regular monitoring procedures such as work and book scrutiny, lesson observations, internal verification records, feedback from whole school reviews and student focus groups. Feedback will be given to teachers and support and monitoring will ensure any issues raised are acted upon.

The senior leadership team will monitor written feedback through whole school work sampling and book scrutinises/ reviews, observations, learning walks, student focus groups and work and file scrutiny. Feedback will be given to teachers. During line management meetings, there will be a review on the findings and discussions on how issues are being tackled.

Should a teacher's standards of assessment and feedback continue to be judged as being unacceptable further support through and ITAP and careful monitoring will be provided, by the line manager, in line with the school's Capability Procedures. If standards continue to be unacceptable after this further support and monitoring, the Principal will consider further sanctions.

### **The Range of Feedback across the School**

- **Individual oral feedback**
- **Whole-class oral feedback.** Usually happens at the end of lessons, going through work set, talking about processes and answers, discussing and reviewing learning and any misconceptions.
- **Group oral feedback.** When working with a group, feedback is part of a dynamic process either at the end of or during the lesson.
- **Work simply ticked or initialled.** Enough oral feedback takes place during lessons for this to be all that is required for most children to have achieved a fair level of understanding.

- **Closed exercises.** (Exercises or sums requiring ticks or crosses) marked by the student while the teacher goes through each question. It is a waste of teacher time to mark these away from children, as they have no way of knowing later why or how they made mistakes. It is more productive to give children fewer of these during the lesson, so allowing time to go through them together while children mark and self-correct or peer mark their work, so enhancing the learning.
- **Quality feedback by teacher.** Pieces of work marked more thoroughly. The model suggested is to focus on pointing out success and improvement rather than mark every error in existence. Concepts, skills and knowledge seem to be, on the whole, a better focus for quality written feedback, where the skill can be improved and developed, than for application learning intentions, which act more as a test of all skills learnt so far. This developmental marking should lead to a dialogue with the student whereby they respond to the developmental marking and show improvements to their work/understanding.
- **Peer Marking.** Students can be trained to identify their own successes and improvement needs, with control gradually handed over from teacher to student. This then means that more pieces can be marked in this way. The feedback is many dimensional: child self-evaluation, response partner contribution and some teacher feedback.
- **Assessment for learning.** Assessment activities are planned with the intention of informing the next steps in the students learning.

### **Presentation of Student Work**

High quality presentation is expected in all areas.

- Feedback for Creative subjects will be given via the coursework and signposting page, which will be stuck inside the front cover of every sketchbook.
- Date all work
- As students begin to use HEADINGS and SUB-HEADINGS these MUST be underlined with a ruler.
- All work will be done in Black pen unless the subject teacher gives a different instruction. This is to ensure students are fully prepared for the exam procedure.
- For self-correction, the student may use a pencil eraser. Work in pen should be crossed out with ONE line through the centre.
- Correct use of margins should be taught and encouraged. A ruler MUST be used.
- Diagrams should be drawn in pencil and lines to labels should be drawn with a ruler in pencil, unless directed otherwise by the teacher.
- Mathematics work should be completed in pencil or pen as instructed by the teacher.
- Students SHOULD NOT use felt pens for drawing or for colouring their work in books. (Other than a teacher directed task). Colouring pencils or wax crayons only. Other mediums can be used in creative subjects.
- All work on paper, should be carefully filed or stuck in the appropriate book.
- Students should respond to teacher's imperative comments. E.g., redraft paragraph 2 using at least 3 complex sentences.
- Homework is completed in the back of the book where appropriate.

### **The Feedback and Assessment Policy is written in the context of the Teachers Standards.**

#### **Standard 1**

1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

#### **Standard 2**

2.1 Be accountable for pupils' attainment, progress and outcome

2.3 Guide pupils to reflect on the progress they have made and their emerging needs. 2.2 be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these 2.5 encourage pupils to take a responsible and conscientious attitude to their own work and study Standard 3: 3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstanding.

Standard 3

3.3 Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject

Standard 4

4.1 Plan and teach well-structured lessons

4.3 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

Standard 6

6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirement

6.2. Make use of formative and summative assessment to secure pupils' progress

6.3. Use relevant data to monitor progress, set targets, and plan subsequent lessons

6.4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Standard 8

8.5 Communicate effectively with parents with regard to pupils' achievements and well-being

Appendix: Marking Rubric Update needed

**Sp**

You have made a spelling mistake. Your teacher will write the correct spelling in your book and you need to learn it. Write the word in your book THREE TIMES or use the “Look, cover, write” sheets to help with this.

**C**

You have missed out a capital letter e.g. at the start of a sentence, for a proper noun or the words in a title. Please add the missing capital letter.

**//**

A paragraph is need here. Remember TiPToP!

**?**

This sentence or section does not make sense or is confusing. Please write it out again more clearly.

**P**



Punctuation is missing. This tends be a full stop, comma, apostrophe or question mark. However, it could indicate missing speech marks, explanation marks, a colon or semi colon.

**T**

Your tense is incorrect here. Please check and rewrite using the correct tense.

**G**

Your grammar needs attention. Please check and rewrite using Standard English.