

Saffron Walden County High School



Assessment and Reporting Policy

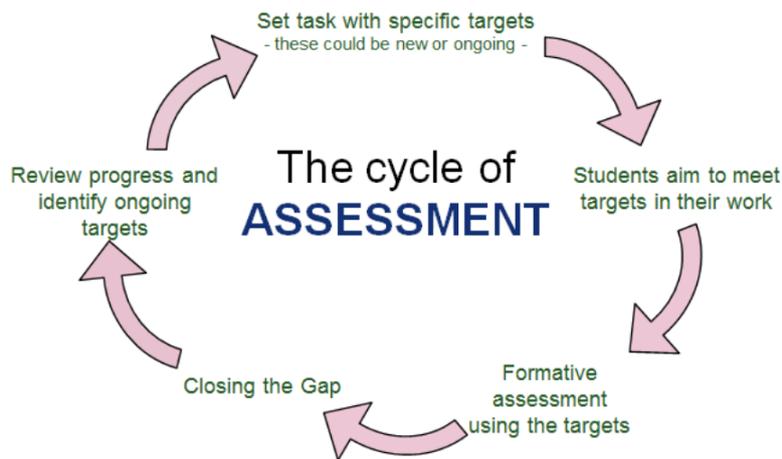
Written Feedback Policy

This policy has been amended for 2020-2021 (see appendix A)

Effective assessment is essential if students are to demonstrate progress over time. Assessment can only be said to be formative if the **pupil has the opportunity to develop their learning from the assessment**. Opportunities must be given for pupils to 'close the gap' in their learning.

All marking should be meaningful, manageable and motivating

Assessment Loop at SWCHS



Key assessment opportunities (e.g. end of unit tests, end of enquiry assessments)

- 1) These have been identified by departments and should be integrated into all Schemes of Work.
- 2) Assessment criteria should be shared with the students
- 3) Other than in Year 9, the feedback should include the grade attained by the pupil (against KS3 Expectations or exam grading).
- 4) Include formative feedback (see below)

Approaches to Formative Feedback.

At SWCHS we do not impose a single approach on departments. However, we have agreed key principles for our feedback. Feedback should:

- 1) offer positive, constructive feedback which enables students to make progress
- 2) be clear and precise as to the next steps/what students need to do to improve.
- 3) be followed up with opportunities, time and support for students to act on the advice given to **Close the Gap and also Feed Forward**. Observations and work scrutiny suggests that this kind of reflection or activity is most useful when students are given the time to do it (usually in lessons so that further guidance can be sought). This should not just be a 'post-mortem' of the work that was completed but an opportunity for students to learn from any mistakes, and make even more progress.
- 4) reflect research. Research published by bodies such as the Education Endowment Fund, John Hattie and the Department for Education evidence the fact that one of the best ways to boost progress and performance is through the use of metacognition.

Students are given time to reflect on how they performed, areas of difficulty and ways they could tackle similar tasks differently in the future. In the appendix are a range of metacognitive questions that teachers may use to ask students to reflect on their progress.

- 5) be worthwhile. Staff are not expected to routinely mark class notes or very structured tasks where it is unlikely that staff marking time would impact on progress.
However, please ensure students feel work is valued and make sure any HW task you will not be marking is either celebrated or used in the lesson.
- 6) secure progress. If your assessment shows that students are not making progress towards their target level or grade then there should be evidence of further feedback/action which will allow the student to move forward. If a student remains 'stuck' you should discuss next steps with your Area collegiate team.
- 7) include opportunities for peer and self-assessment (best practice often involves agreed criteria, or use of models, or mark schemes or checklists).
- 8) not lead to targets that are only around presentation. Although books should show that students have pride their work and take time over it, and sloppy work should be picked up, at least some of the formative feedback should be subject specific.

Whilst we would ask staff to try to ensure that amendments/CTG/Feed Forward work /reflections after key tasks is visible to the students to facilitate later revision, this should not be allowed to become onerous to staff or students. It might be achieved by a clear heading or a "feedback sheet". Strategies such as students using coloured pens or post-it notes or highlighting titles can also be very effective. However, the most important element of feedback is that we provide good specific advice and give students time to respond, and there is NO expectation that staff use any particular approach.

Ensuring marking is not creating workload issues:

We have completed considerable staff training on efficient marking. Please ask for a copy of tips and advice from your AC or SLT link. Some general advice:

- 1) Ensure students have proof read work to reduce correction of basic errors (SPACE).
- 2) Prioritise marking the key assessment tasks identified in schemes.
- 3) Make a marking TIMETABLE and plan when you set tasks to control how much marking you have at any one time

Some staff have experimented with using marking codes and this is deemed appropriate as long as it can be demonstrated that students fully understand them and that they are acting upon them.

If your marking load is causing you concern, please talk to your AC or SLT link. We will work to support you to find solutions

Expected Frequency of Marking

Students should have regular formative feedback with opportunities to act upon the feedback to close the gap. We acknowledge that verbal feedback is a very powerful tool and used very effectively. The table below refers to the expected frequency of WRITTEN feedback for students to respond to and refer back to. Where a class is split (often the case in Science etc.) then the agreed opportunities for giving formative feedback and ensuring students **Close the Gap/ Feed Forward/ Reflect**, should be divided up appropriately.

Key Stage 3:

Subject	Frequency of more detailed making with opportunities to CTG. at least:		
English	Term 1	Term 2	Term 3
	5	4	5

Maths	Every 3 weeks		
Science	Term 1	Term 2	Term 3
	5	4	5
Technology, Geography, History, Computing, German, French, Art	Term 1	Term 2	Term 3
	3	2	3
RE	Term 1	Term 2	Term 3
	2	2	2
Music, Drama (reflecting the practical nature of these subjects and the extent of verbal feedback)	Once per term		

Key Stage 4:

Subject	Frequency of more detailed marking with opportunities to CTG. at least:		
Maths	once every 3 weeks		
English	Term 1	Term 2	Term 3
	5	4	5
Science (divided up between the team teaching each class)	Term 1	Term 2	Term 3
	6	6	6
Technology, Geography, History, Computing, German, French, Spanish Vocational, Art	Term 1	Term 2	Term 3
	4	3	4
RE, PE (KS4)	Term 1	Term 2	Term 3
	3	2	3
Music, Drama (reflecting the practical nature of these subjects and the extent of verbal feedback)	As appropriate to the unit of work. Practical units may not provide opportunities for written feedback.		

Each mock/exam paper counts towards the amounts outlined above.

Key Stage 5: staff should meet the expectations that are set out for the frequency of marking in the Area Policy which has been agreed with the SLT link.

Monitoring of Written Feedback

Marking, feedback and progress over time will be monitored by areas and SLT in line with the school self-evaluation policy.

Marking for Literacy Policy

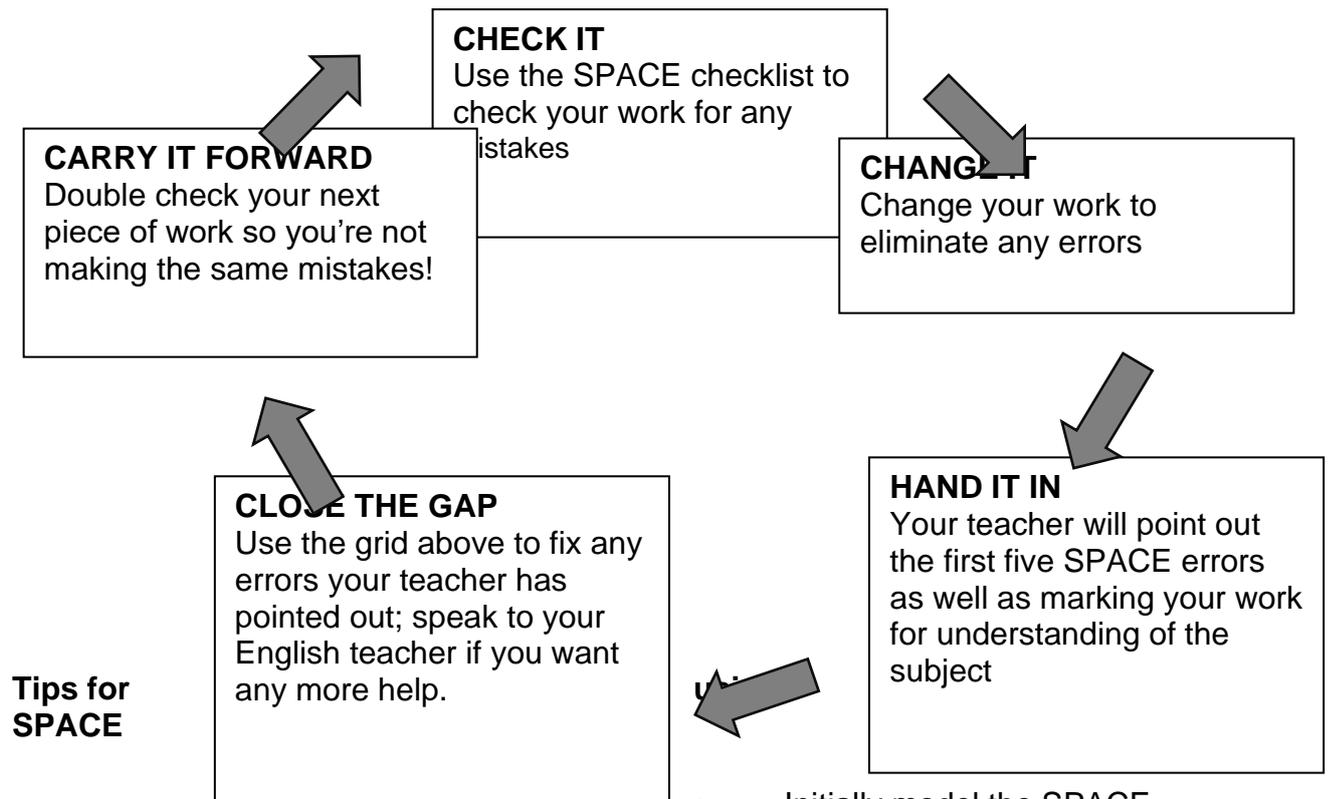
- Students should be expected to proofread longer pieces of work and homework using the SPACE codes below (see next page for more detail):

	Check	Change
S		
P		

A		
C		
E		

- When marking work in line with your Area policy, the first five SPACE errors should be indicated using the code in the margin
- Students should then CTG as appropriate on literacy errors and aim to take those corrections into their next piece of work

The Proofreading Cycle



- Initially model the SPACE

- table with students or use stickers
- When this is embedded, ask students to write out SPACE in the margin after a piece of work
- For higher ability students you could just write the code in the margin next to the line with the error and ask them to find it for themselves
- With lower ability students you could circle the specific error or even write the correct spelling for them
- Spelling corrections are more effective when practised in full sentences, rather than just writing them out
- Editing using SPACE and subsequent corrections could be done in a different coloured pen
- For help with CTG on literacy errors, refer students to their planner pages (table below)

CODE	HELP
Spellings	<ul style="list-style-type: none"> • Planner page - 100 Most Often Misspelt Words • Planner page - Homophones (words that sound the same but have different meanings) • Planner page - Spelling strategies • Keyword lists – in books / on wall / on board
Paragraphs	<ul style="list-style-type: none"> • Planner page - Essay Planning sheet • Use a new paragraph when you're making a new point
Apostrophes	<ul style="list-style-type: none"> • Planner page - Grammar Essentials • Use an apostrophe where a letter is missing (e.g. can't, he's) • Use an apostrophe to indicate belonging (e.g. John's cat)
Capitals	<ul style="list-style-type: none"> • Use a capital letter at the start of a sentence • Proper nouns need capital letters (e.g. names, places, months) • Always use a capital 'I' for referring to yourself
Edit for meaning	<ul style="list-style-type: none"> • Read through your work and check it makes sense • Check there are no words missing, and that you've used words correctly • Have you answered the question?

Appendix A – amendments for 2020-2021

This year, we want staff to continue developing their practice in the use of Microsoft TEAMS. As a vehicle for this, we have asked all teachers to create class teams and to set all homework on this platform. Through this, we will ensure that teachers and students are ready to move to remote learning practices should this be needed.

In the light of this, we have adjusted our assessment policy for the academic year 2020-2021

- **Summative Assessment** - All key assessments (usually one per half term) will be assessed by the teacher in student books. *Teachers can decide to either mark the assessment directly in the student books or take the assessment in on paper, assess the student work, then ensure students stick this into their book.*
- **Formative Feedback** - Teachers must follow their department/area marking policies in terms of frequency and quality of formative marking and whether marking will be present in either books or on TEAMS.
- **Assessment for Learning** - in addition to written feedback given to students either on TEAMS or in their exercise books, teachers will use a mixture of assessment for learning strategies to ensure students are given regular feedback and understand how to move forward in their learning. Some of the strategies used by teachers may include:
 - Verbal feedback
 - Whole Class feedback

- Modelling
- Partially completed problems
- Questioning
- Peer and self-assessment

Presentation – Teachers should ensure the highest standards of presentation in student books:

- Students must ensure the title and date is underlined
- Pen must be used for written work
- Diagrams should be in pencil and labelled
- Homework should be labelled
- Doodling or graffiti of any kind should not appear in books or on folders
- Loose paper should be stuck into books

Covid 19 advice to staff

1. When handling student books, alcohol gel should be used before and after marking and teachers should be vigilant around not touching their face during the marking period.
2. Where lesson cycles permit, teachers should ask students to leave their books at the side of the room and leave for 72 hours prior to taking them in for marking.
3. If teachers wish to look at a student's work during the lesson, they must wear a mask when approaching the student.

During this time, due to staff absence or staff needing to set additional work for students isolating, normal marking frequencies might need adjusting. Heads of departments will use their discretion to ensure staff workload remains manageable.

Tier 2-4

Should the school move to tier 2 or higher, the workload generated by each tier will be closely monitored and the above policy may therefore, as a consequence, be adjusted..