

St Richard's Catholic College

FEEDBACK AND ASSESSMENT POLICY



The Policy was approved by the Governing Body October 2020 (Covid-19 Addendum):

Chair of Governors: _____

The Governing Body will review the policy in October 2021

Feedback and Assessment Policy

At St Richard's we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful of the research surrounding effective feedback. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- be timely
- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be frequent but given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell pupils when they are wrong

Providing feedback to pupils (formative assessment)

Effective feedback needs to inform learning, increase progress and address misconceptions. Each department should develop its own practice which is consistently adopted by all subject teachers. This is available in individual department handbooks.

Guidance:

1. Books/folders/classwork and homework could be fed back upon at least twice every term (KS3) and three times (KS4). This can take the form of a formal test in some subjects. In subjects with limited curriculum time this is scaled as appropriate, therefore please see departmental policy for more details.
2. Feedback, in its various forms, should include strengths, areas for development and feedback on literacy and numeracy as applicable.
3. Examples of good quality feedback can include: traditional marking, individual verbal feedback, whole class feedback to address general misconceptions, sample marking, live marking
4. Opportunities for improvement should be given and acknowledged.
5. There is no requirement to include numerical grades on these assessments – it is more productive for pupils to focus on the formative comments

Assessing progress (summative assessment)

Summative assessment should give a clear indication of progress and inform future progression towards agreed targets.

PRACTICE

1. A formal unified assessment should inform each data capture point (for most subjects there are two of these in KS3 and three in KS4)
2. The assessment will be graded on a scale of 0-9 to a precision of 0.5
3. Progress towards target will be evaluated and interventions put in place if appropriate.
4. A summary sheet of this information will be sent to parents/carers
5. Personalised intervention strategies are put in place

Reporting

Reporting should inform all stakeholders including pupils, parents/carers, Form Tutors, Pastoral Leaders, Subject Leaders, LMT of progress and required action.

PRACTICE

Each year group to receive a summative report per year including subject specific comments, and areas for improvement.

Indicator

Target scores and grades for the end of the year or Key Stage are set at the end of July and are rechecked at each data capture point. These targets are based on estimates for the top 5% of schools nationally but can be adjusted for individual pupils to suit their needs.

Methodology

All pupils are given an end of year or Key stage target number/grade. For each data capture point the pupils will sit a formal unified departmental assessment. This must be consistent for all pupils and represent typical progress at that point in the course in order to make a robust evaluation of progress at that time. Twice per year, department/subject teachers access a list of pupils whom they teach on SIMS: each list having the appropriate target attached. They are requested to put a working at number or grade for each pupil and SIMS will then automate a progress code based on the comparison of “working at” and target.

Year 7 targets range from 1-5; Year 8 from 2-6; Year 9 from 3-7; Year 10 from 4-8 and Year 11 from 4-9. Year 10/11 targets are the GCSE grades. An overall progress code based on all work (not just the assessment) is also included. There are 4 descriptors:

Purple: progressing above expectation

Green: progressing at expectation

Amber: Just below expectation

Red: Significantly below expectation (intervention required)

Data Capture point	Above expected progress	Expected progress	Below expected progress
1 (Winter)	On target or better	Within 1 incremental point	Below 1 incremental point
2 (Summer)	Above target	On target	Below target

Three main reasons are coded for underperformance:

1. Lack of effort
2. Poor understanding in relation to target grade
3. Poor attendance

Where a “below expected“ either on the assessment or overall progress has been indicated on the winter profile an intervention will be put in place according to the following codes:

- A- Support materials supplied and reassessment
- B- Progress report to Subject Leader/Pastoral Leader
- C- Intervention session attended
- D- Subject Staff Mentor
- E- Subject Pupil mentor
- F- Other intervention (Subject Leader to be contacted for details)

Addendum

Due to COVID-19 restrictions, teacher feedback and assessment will take varying formats to minimise the risk around the spread of the disease. Work that will be assessed may not be seen in books but on Google Classroom where work is submitted online.

If books/paper are handed in, these should either be:

- a) left for 48 hours before marking
- or
- b) marked wearing gloves

The Feedback and Assessment Policy still stands as live in current and potential lockdown.