

# St Richard's Catholic College

## FEEDBACK AND ASSESSMENT POLICY



The Policy was approved by the Governing Body September 2022

Chair of Governors: \_\_\_\_\_

The Governing Body will review the policy in September 2023

## **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, OFSTED and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- deliver timely feedback that focuses on moving learning forward
- plan how pupils will receive and use the feedback
- carefully consider how to use purposeful, and time efficient, written feedback
- develop purposeful verbal feedback

### **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 should 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. 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 other 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 by pupils complete.
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 (KS4) or estimated performance (KS3).

### **PRACTICE**

1. A formal unified assessment should inform each data capture point (for most subjects there are two of these).
2. The assessment will be graded on a scale of 0-9 for KS4 and 4 performance descriptors for KS3. These are WT - Working Towards, E - Expected, A - Accomplished, GD - Greater Depth.
3. Progress towards target/estimate will be evaluated and interventions put in place as appropriate.
4. A summary sheet of this information will be sent to parents/carers.
5. Personalised intervention strategies will be put in place as appropriate.

## **Reporting**

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

## **PRACTICE**

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

## **Indicator**

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

## **Methodology**

KS4 pupils are given an end of year or Key stage target grade range (7+, 5/6, 4 or “working towards” indicating below grade 4). 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 range attached. They are requested to put a working at number or grade for each pupil.

KS3 have a similar system but there are no formal targets and verbal descriptors are used to assess performance. The estimates to compare progress are for internal use only so parents and pupils are not informed of this. This is to reduce anxiety and the problem of “self-fulfilling prophecy” too early in their secondary education.

Approximate ranking in the year group	KS3 descriptor	KS4 target range
Top 30%	Greater Depth	7+
Next 40%	Accomplished	5/6
Next 20%	Established	4
Lowest 10%	Working towards	Working towards

There are many reasons for underperformance and these include:

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

Where progress is below expected either on the assessment or for overall progress 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- Other intervention (Subject Leader to be contacted for details)