



WHOLE SCHOOL ASSESSMENT, FEEDBACK, MARKING AND REPORTING POLICY

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Introduction

This document aims to set out how and why we use assessment, feedback and marking at GES, in order to ensure a consistent and effective approach. This policy applies across the primary and secondary school taking into account the requirements of the developmental stage of the children.

The UK curriculum is robust and world leading and has a number of assessment points where student progress can be checked and compared to large cohorts of students. At GES Primary we do not need to do SATS assessments, nor formal Phonics checks and so use external assessment from GL to track progress and attainment. Along with robustly moderated internal teacher assessments we are able to track and monitor progress. Some of this data is shared with parents in reports

At GES secondary the GCSE and A level exams allow achievement to be compared directly with these externally set qualifications. At KS3 we continue to use the GL assessments and teacher assessment to track progress and attainment of the students.

The school uses a variety of methods to assess and give feedback to both parents and students. As a small school, teachers and leadership team are always available to meet with students and parents as the need arises.

The annual assessment cycle can be found in appendix A

The annual reporting cycle can be found in appendix B

In this policy we:

- Outline the different types of feedback and how they are used.
- Provide an outline of when assessments take place and the different types that we use across the school.
- Share the reporting cycles for the school.

Assessment

The role of assessment and feedback in education is the cornerstone of all learning. It has the biggest impact on student progress out of all the aspects of teaching and learning. At GES, we are committed to providing meaningful assessment and feedback to students to ensure that they progress in their learning.

Formative assessment

Formative assessment is used to check understanding and help determine students' strengths and weaknesses in order to plan future learning.

Feedback

Feedback is a major part of formative assessment. It is when information is communicated on a student's current performance with the aim of supporting

improvement and developing students' skills. As part of feedback, teachers should correct misconceptions and identify gaps, and coach and guide students towards making progress. Feedback can be verbal, written, self-assessment, peer- assessment or whole class feedback.

Marking

Marking is teacher-written feedback in a student's book.

Summative assessment

Summative assessment is used to measure students' attainment to allow students, their parents and teachers:

- to compare performance in different subjects;
- to compare performance year-on-year;
- to give an idea of performance compared to national averages.

Formative assessment

The overall goal of formative assessment is to collect information that can be used to improve instruction and student learning while it's happening, or shortly after it has happened. What makes an assessment 'formative' is not the design of a test or the technique itself, but the way it is used, i.e. to inform teaching and learning.

At GES, teachers use formative assessment:

- to determine students' prior learning
- to check on students' understanding
- as a form of retrieval practice (ongoing revision) to improve memory
- to correct factual and literacy errors / poor effort
- to modify teaching

In order to achieve these aims, teachers may use the following forms of formative assessment. Individual teachers think about which of these approaches are most appropriate for their subject.

- Verbal Questioning
- Multiple-Choice Questions
- Informal Tests
- Unit / Topic Tests

Feedback

At GES, teachers use feedback:

- to ensure students know how to make progress in their learning
- to advance student progress and outcomes
- to ensure that students, and their work, are valued
- to celebrate and reward students' achievement and progress
- to motivate students in their learning
- to ensure that learning is reflective and that students take responsibility for their work

- to enable teachers to better understand how students are learning and inform their planning
- to help to identify students in need of intervention

Principles of Effective Feedback

- Frequent
- Acted on by the student
- Enables progress
- Feedback gives students a clear and tangible way to improve their work.
- Timely
- Granular – less is more

Forms of feedback:

- Verbal feedback
- Self and peer assessment
- Whole class feedback
- Teacher-written feedback (marking)
- Critiquing Work/Presentations

All forms of feedback should be followed by Directed Improvement and Response Time (DIRT). These suggestions may come in the form of follow up tasks in one of the following forms:

- Redraft or Redo – Edit and improve certain areas of the work.
- Rehearse or Repeat – Practice again and again, to master specific skills.
- Revisit and Respond – Practice by answering more similar questions.
- Relearn and Retest – Make sure previous learning is understood.
- Research and Record – Develop the work with deeper insight and wider references.

Teachers encourage pupils to look back on previous feedback before completing future tasks.

See Appendix C for further information on how teachers apply these approaches.

Reporting to Parents – see page 13 for more detail

Across the school from EYFS to A level we believe in strong communication with parents about the progress of their children. As a small school, we know the students well and we know their parents too, therefore, an honest, open and transparent relationship forms over time where we can talk through where a student is doing well and where they need to improve.

At the primary school, parents receive:

1. a written report at the end of each academic year
2. three 'book look coffee mornings'
3. two parent teacher meetings

At the secondary school the parents receive:

1. A full written report at one point in the school year
2. KS4 and KS5 year groups receive a data report with examination grades and KS3 year groups receive a written postcard from the form tutor
3. One subject teacher meeting
4. One book look coffee morning

PRIMARY SCHOOL

Frequency of Feedback and Marking in the Primary school

Early Years

In the Early Years, work is marked live and verbal feedback given, staff will use focussed observations in their learning journeys to ensure all adults are aware of the individuals 'next steps'. A written next step will be given where appropriate. Successes, targets and challenges are given verbally by the adult.

Marking Code

Reception	KS1	KS2
<p>Blue pen for brilliant</p> <p>Green pen for teacher feedback and next steps</p> <p>Purple pen to show where children have acted on feedback and improved their work</p>	<p>Blue highlighter for brilliant</p> <p>Yellow highlighter for spelling, punctuation or improvements.</p> <p>Green pen for teacher feedback and next steps</p> <p>Year 1 - Purple pen used to show where children have acted on feedback and improved their work</p> <p>Year 2 - Purple pencil for children acting on feedback and improving their work</p>	<p>Blue highlighter for brilliant</p> <p>Yellow highlighter for spelling, punctuation and grammar</p> <p>Green pen for teacher feedback and next steps</p> <p>Purple pen for children acting on feedback and improving their work</p>
<ul style="list-style-type: none"> Dot to show the question needs correcting <p>S - I had help to do this work</p> <p>I - Independent work</p> <p>NS - Next steps</p>	<ul style="list-style-type: none"> Dot to show the question needs correcting <p>S - I had help to do this work</p> <p>I - Independent work</p> <p>NS - Next steps</p>	<ul style="list-style-type: none"> Dot to show the question needs correcting <p>S - I had help to do this work</p> <p>V - Verbal feedback</p> <p>NS - Next steps</p>

Primary School Presentation Expectations For Student Books

- All work has a date and title
- Writing in blue ink pen or pencil (age appropriate)
- Mathematics, diagrams and drawing in pencil
- No graffiti in exercise books
- Extended writing is written on every other line
- Cross out neatly using a single line

Summative assessment in the Primary school

The overall goal of summative assessment is to measure student performance, in order to track attainment and decide where intervention is necessary.

We have designed a system of summative assessments which is **reliable** and **valid**, and communicates **shared meaning**.

Evidence of progress and attainment will be acquired by:

- The use of Development Matters age bands and termly tracking of the children's progress in Early Years
- The use of Tapestry (online tracking system) to continually track the children against the National Curriculum objectives
- Standardised tests (GLA-CAT4) in years 3 and 5. This helps teachers to understand the potential of the students. This data is used internally only and is not shared with parents.
- Standardised tests (GLA Progress Tests) in English, Maths and Science (from year 3) at the end of each academic year which shows the progress in each of these core subjects.
- Standardised tests (NGRT) Reading tests across the school.
- Internal assessments:
 - End of unit tests in Mathematics
 - End of unit tests in Science
 - Half termly assessed writing in English linked to topic
 - Reading assessments done half termly or as necessary in line with individual progress
- Writing moderation of assessed writing using online tool

The GLA tests give a standardised score with 100 at the peak of a bell curve of scores. Tapestry scores used to corroborate levels as necessary.

Parents in the Early Years, Key Stage 1 and Key Stage 2 will be informed through:

- Written reports from class and subject teachers at the end of each academic year.
- Coffee mornings and book looks each term.
- Opportunities for 1:1 parent-teacher meetings twice a year (either in person or by video conferencing), during which, the child's current attainment is shared
- Individual ad hoc parent-teacher meetings if/when required by request of either the teacher or a parent/guardian (either in person or by video conferencing)

Termly assessments will be monitored and moderated across year groups by class teachers from Early Years to Year 6 and by Phase and Subject leaders.

Those children thought, by the class teacher, to show areas of concern in their learning will be placed on the year group provision mapper and appropriate support will be given. Individual targets will be set for the individual child alongside the Director of Inclusion and Phase Leaders.

If concerns continue that a child may have a specific educational need then discussions with the parent/guardian and School will follow and may lead to the need for an

assessment by an Educational Psychologist. Refer to the *Learning Support Policy (Early Years and Primary)*

Everyone involved in a child's education must be given appropriate and relevant information.

It is the responsibility of the class teacher to make sure the online tracking systems are updated appropriately.

It is the responsibility of the Phase Leaders to check these are done in accordance with deadlines.

Results will be monitored, evaluated and analysed by the SLT and appropriate Heads of Department.

At the end of the summer term, meetings will be arranged for the outgoing and new class teachers to meet to discuss all individuals in the class to ensure a smooth transition. For each child, records of attainment and any individual notes will be passed to the new teacher. Refer to the *Transition Policy*.

Early Years Foundation Stage

Baseline teacher assessments will take place during the child's first few weeks using the Development Matters age and stage bands and during the course of the year the children's progress will be monitored against these bands. At the end of the Reception year, the 17 Early Learning Goals (ELGs) that follow on from these bands will be assessed to create their end of EYFS profile. These will be reported to parents via the end of year reports, in accordance with the EYFS Statutory Framework and will identify if a child has attained the ELGs (expected) or if they have not reached the expected level (emerging). At GES we also include if a child has surpassed the expected standard (exceeding).

Class teachers and learning assistants will:

- Observe pupils to find out about their needs, what they are interested in and what they can do;
- Observe, analyse, and use what they have found out about the pupils so that they can plan for the next steps in their learning;
- Note pupils' responses in different situations;
- Analyse their observations and highlight pupil's achievements or their need for further support;
- Review other evidence, such as photos, collected over a period of time;
- Build mind maps with the children, before and after topics;
- Take part in multidisciplinary discussion, e.g. to review a behaviour support plan;
- Use questioning with the children, which enables the teacher to make a judgement about pupils' degree of understanding;
- Liaise with parents;
- Share results of Profiles with Year 1 teachers along with a commentary on each child's skills and abilities in relation to the three characteristics of learning.

The Early Years Foundation Stage Profile is an ongoing assessment of each child's achievement and will be passed to Year 1 teachers to build upon.

SECONDARY SCHOOL

Frequency of Feedback and Marking in the secondary school

Feedback

Teachers plan for all students to receive some form of feedback every lesson. This could be verbal feedback, self-assessment, peer- assessment.

Marking

It is an expectation that teachers regularly review and assess students' work in their exercise book and give teacher-written feedback in exercise books to some specific pieces of work.

Literacy Marking Code at Secondary

P – punctuation

Sp – spelling

C – capital letter

G – grammar

^ – missing word

T – tense

? – the point/idea unclear

// – new paragraph

Secondary School Presentation Expectations

- All work has a date and title
- Writing in blue/black pen
- Diagrams and drawing in pencil
- No graffiti in exercise books
- Write extended answers on every other line
- Cross out neatly using a single line

Summative assessment in the secondary school

The overall goal of summative assessment is to measure student performance, in order to track attainment and decide where intervention is necessary.

We have designed a system of summative assessments which is **reliable** and **valid**, and communicates **shared meaning**.

Aptitude Tests – CAT4

All students in year 7, 10 and 12, take CAT4 tests produced by GL Assessment. All students new to the school also take these tests. The results of these tests provide an estimate of general aptitude and are delivered in scaled form, to allow comparison to national averages.

The results can indicate if a student has greater underlying talent that may not have been noticed, or show where a student is working particularly hard to overcome difficulties.

We compare summative assessment results with aptitude test results to get an idea of whether students are meeting their potential.

Aptitude tests can also be used to identify potential barriers to learning for individuals and where some students may need access to learning support or further input to make optimum progress in school.

Assessment of Attainment

Throughout the year students will sit assessments to check their attainment. These will be age appropriate and ensure that they represent a real exam in Key Stage 4 and Key Stage 5.

Key Stage 3

Assessment of student understanding happens regularly during all lessons using a variety of low-stakes methods that demonstrate students' understanding allowing teachers to adapt their planning according to need; and close the feedback loop. At the end of each term, a two-week assessment window allows students the opportunity to complete a summary assessment of learning completed that term and previously. These assessments are completed in timetabled lessons.

Results for each subject will be provided as a percentage, and a class average is also shared internally. After each set of tests, the Head of Middle School analyses the results. Heads of department monitor the results within their subject area.

Students whose individual scores are not inline with expectations indicated by their CAT scores will be closely monitored by class teachers and appropriate strategies put in place, where appropriate supported by the Director of Inclusion.

Key Stage 4

Students are assessed in each subject in December, March and June.

In December and March of year 10, students take tests during class time at the discretion of the Head of Department. From June in year 10 and throughout year 11, the assessments take the form of an exam period of 1 to 2 weeks, in which students follow a specific exam timetable.

Exams are made up of past GCSE questions and cover either all of the material taught up to this point, or a specific unit of work. Where possible, the exams reflect the form of the final examination in order to make them a valid predictor of future performance. Teachers mark according to an externally produced mark scheme and use established grade boundaries.

Results for each subject will be provided as a GCSE grade, which provides shared meaning. These will also be comparable to the GL Average – the average GCSE grade achieved by students with equivalent baseline assessments – and the GES target, which is set by the student's teachers.

From March in year 10, teachers will also make a professional prediction – the grade that they think the student is most likely to achieve in the year 11 GCSE exam and this will be shared with parents.

After each set of tests, the Head of Senior School analyses the results. Heads of department monitor the results within their subject area. As a result of these meetings, students whose grades are particularly low will be considered for intervention classes. Additionally, those who perform poorly relative to their GL average will be considered to find out if intervention is necessary.

Summative assessment may additionally be used to:

- Give Whole class feedback
- Encourage students to reflect on their performance.
- Inform or change curriculum planning

Key Stage 5

Students are assessed in each subject in December, March and June.

Exams are made up of past AS/A Level questions and cover either all of the material taught up to this point, or a specific unit of work. Where possible, the exams reflect the form of the final examination in order to make them a valid predictor of future performance. Teachers mark according to an externally produced mark scheme and use established grade boundaries.

In Year 12, results for each subject will be provided as an AS Level grade on the A – E scale. We also provide a GES Target grade based on the CAT4 aptitude tests. From March in Year 12, teachers will also make a Professional Projection – the grade they think the student is most likely to achieve in the Year 12 AS exams.

In Year 13, results for each subject will be provided as an A Level grade on the A* – E scale. We also provide a GES Target grade based on the CAT4 aptitude tests. At the start of Year 13, teachers will provide A Level Predicted Grades as part of students' applications to UK universities through the University and Colleges Admissions Service (UCAS). Throughout Year 13, teachers will continue to provide Professional Projections – the grade that they think the student is most likely to achieve in the final Year 13 A Level exams.

Appendix A: Assessment Patterns and Progression

Early Years (EYFS) and Primary (Pre-School to Year 6 – Assessment Patterns and Progression

Baseline assessments	Tracking and monitoring	Formative assessments	Summative assessments
<p>First half of Autumn Term:</p> <p>Teacher assessed baseline (Pre-School and Reception)</p> <p>Year 1 - teacher assessed</p> <p>GL CAT 4 (Year 2, Year 4 and Year 6)</p> <p>NGRT Reading tests (Years 2-6)</p>	<p>Development Matters ages and stages, baseline and termly tracking (EYFS)</p> <p>Tapestry tracking against National Curriculum objectives</p> <p>Termly strengths and gaps analysis.</p> <p>Progression of skills within and across subject areas</p> <p>Provision maps</p> <p>Wave Plans as necessary for students</p> <p>Termly monitoring of progress by HoDs of English, Maths and Science</p>	<p>Teacher observation and analysis</p> <p>Questions and discussion</p> <p>Self-assessment Marking and verbal feedback and child response.</p>	<p>Summer Term:</p> <ul style="list-style-type: none"> EYFS profile (assessed against Early Learning Goals) at the end of Reception. 1-6 GL Assessment Progress Tests in science, maths and English Heads of department and SLT analysis of Tapestry and GL assessment data. <p>Throughout the year:</p> <ul style="list-style-type: none"> End of unit tests (maths and science) Assessed writing with writing moderation and termly teacher judgements recorded on Tapestry.

	Baseline assessments	Formative assessment	Summative assessment points
KS3	CAT4 Testing	<p>Verbal Questioning</p> <p>Informal Tests</p> <p>Unit / Topic Tests</p> <p>Verbal feedback</p> <p>Self and peer assessment</p> <p>Whole class feedback</p> <p>Teacher-written feedback</p> <p>Critiquing</p> <p>Work/Presentations</p>	<p>End of each term:</p> <ol style="list-style-type: none"> December (Year 7 as and when directed by the curriculum) April June

KS4	CAT4 Testing	Verbal Questioning Informal Tests Unit / Topic Tests Verbal feedback Self and peer assessment Whole class feedback Teacher-written feedback Critiquing Work/Presentations	End of each term: 1. December 2. March – Year 11 Mocks End of March – Year 10 Exams 3. May/June
KS5	CAT4 Testing	Verbal Questioning Informal Tests Unit / Topic Tests Verbal feedback Self and peer assessment Whole class feedback Teacher-written feedback Critiquing Work/Presentations	End of each term: 1. December 2. March/April 3. May/June

Appendix B: Annual Reporting cycles across the school

Primary – Early Years and Primary

Sept	Nov	Mar	Jun
Parent Information Meetings Settling in Parent Teacher meetings for new pupils	Parent/teacher meetings EYFS – settling in, progress and next steps Year 2 & KS2 share Cat4	Parent/teacher meetings EYFS – progress and next steps KS1 – progress and next steps KS2 – progress and next steps	Written reports for all pupils including GL assessment results EYFS – share progress and celebrate successes. Reception – share ELGs

Secondary

Year Group	Term 1		Term 2		Term 3	
7	Qualitative data report	Parent Teacher Meetings	Book Look			Written report with PTE and PTM

8		Qualitative data report	Parent Teacher Meetings	Book Look		Written report with PTE and PTM
9		Qualitative data report	Parent Teacher Meetings	Book Look		Written report with PTE and PTM, PTS
10		Parent Teacher Meetings	Book Look	Written Report		Data Report
11	Parent Teacher Meetings	Book Look	Written Report	Data Report		Formal Exams
12		Written Report	Parent Teacher Meetings		Data Report	Formal Exams
13	Parent Teacher Meetings		Written Report	Data Report		Formal Exams

Appendix C: Guidance for Staff on how to use formative assessment.

Principles of Effective Feedback

1. Frequent
2. Acted on by the student
Teachers build in time to the lesson for students to act on the feedback and improve their work. Teachers explicitly teach students how to engage with the feedback and make next steps clear. Redrafting, improving, checking and editing are routine in the classroom and build students' ability to self-assess.
3. Enables progress
Feedback gives students a clear and tangible way to improve their work.
4. Timely
The best time for students to get feedback is either when they are completing work or very soon after they have submitted work. The timing of feedback is important because if it is given too late, students will have moved on to new learning and the feedback will be irrelevant, or they will have repeated the same mistakes and the feedback will not be as impactful as it would have been had it been given in a timely manner.
5. Granular – less is more
A specific, granular target that is focused on the next step. The feedback will focus on a positive aspect of the work that demonstrates some understanding with constructive comments for direct improvement.

Effective Formative Assessment Strategies

Questioning

Questioning has two main purposes:

1. sharing knowledge around the class;
2. checking on the knowledge of the class.

In the first case, teachers may accept 'hands up' but the majority of the time, teachers use questions targeted at named individuals. This enables teachers to assess whether students have understood the topic they are teaching, rather than just hearing from the highest-attaining students. Teachers ask a question, give the class time to think, then target the question towards an individual. This encourages all students to engage in thinking.

Multiple-Choice Questions

Teachers present a multiple-choice question and students hold up a number of fingers to indicate their answer. The wrong answers should ideally contain common misconceptions.

Higher-attaining students are encouraged to think through what misconceptions might lead to the other answers given.

Informal Tests

Tests are an effective way to encourage students to retrieve information and test their understanding. Studies show that students learn most from such tests if they are low-stakes: self-marked, no or few negative consequences for poor performance, or even no-stakes: the teacher doesn't even find out the score.

Such tests are not assigned a percentage, grade or traffic light. The focus is on what the test tells the student and teacher about the next steps required for the students to improve. Short, specific tasks provide better formative information than complex tasks, because they help to highlight the exact misconceptions of a student.

Unit / Topic Tests

Some departments use end of unit tests to track attainment of the students in different classes. These also help to encourage revision of a whole unit of work and prepare students for the stresses of formal internal and external exams.

Verbal Feedback

Verbal feedback is specific and positive ('do this', rather than 'don't do that') and ensures that the responsibility to improve the work remains with the student. Teachers spend only a brief amount of time giving individual feedback to a student; if feedback takes longer, then further instruction is needed and the teacher considers whether a re-teach of the topic/concept is required.

Self and Peer Assessment

These are best used for closed or short tasks, such as low stakes quizzes or tests. If they are used for longer tasks, success criteria must be made clear and students must be trained.

When addressing misconceptions, self-assessment is often more effective than peer assessment, as students learn from their own mistakes more readily than from the mistakes of others.

Peer assessment gives students the opportunity to learn from the ideas of others, but this is usually better managed through the strategy of 'critiquing good work'.

Whole Class Feedback

Teachers look through students' work, make notes and give feedback on the strengths and points for improvement in the following lesson. Students redraft work on the basis of the whole-class feedback. They should make notes about common errors and add them to the schemes of learning in order to address these potential pitfalls when the topic is delivered in the future.

Teacher-written Feedback (Marking)

Individual written feedback includes:

- identifying strengths of work (WWW) – e.g. highlight specific aspects of work, ticks for specific aspects of work
- Responsive marking with action tasks/ questions (EBI)
- literacy using school defined marking practices. This is done verbally during written tasks in lessons and also in marking in exercise books.
- may comment on the presentation of the work.

As they approach the exam years, pupils may be given numerical marks for individual questions, which will give the pupils an idea of exactly how their score relates to the detail of the mark schemes.

Critiquing Work

Teachers show a piece of work from current or previous classes, or a teacher model containing common misconceptions or exemplifying excellence. Two or more pieces of work might be compared (e.g. good vs. weak, good vs. excellent, excellent vs. excellent). In performing a technique or skill, student or teacher demonstrations might be analysed.

The class discusses the strengths of the piece(s) of work or demonstration and how it can be improved. All students then improve their work or performance as a result of the discussion. This helps to develop success criteria and guide continuous improvement throughout a unit, as well as improve final outcomes.

Critiquing Presentations

students give individual or group presentations on a specific subject/question/project. Teachers explain which aspects of the presentation are being assessed. Peers are encouraged to ask open questions, directed afterwards to clarify understanding and encourage elaboration to greater depth.