

Assessment and Feedback Policy

Rationale:

At Rosebery we ensure that all students have the opportunity to make excellent progress. This is a fundamental commitment to all learners and encapsulated in The Rosebery Way and the Teaching and Learning Charter. To facilitate this, teachers provide students with personalised, regular and timely feedback which helps them understand how to progress.

Aims of the Policy

- To develop in students a growth mind-set to learning, in which they develop as confident and successful learners, through receiving purposeful teacher feedback.
- To encourage and enable students to play a central role in improving their own performance.
- To empower teachers to effectively monitor, evaluate and reflect on student progress and attainment and use this information in effectively planning lessons through differentiation, making accurate professional projections and organising intervention programmes.
- To enable school leaders to monitor, assess and reflect on the progress made towards realising key school priorities.

Whole School Practice

As a school we understand that students make the best progress when they understand the assessment criteria, know the steps to realise this and in turn how they will be assessed. Feedback to students helps them to understand this process. Importantly, between departments, there are modifications in practice, but common across each subject area are the following:

Assessment strategy	
In-class assessment and feedback:	<ul style="list-style-type: none"> • Verbal feedback to the class or groups in response to students' work e.g. mini-white boards, exercise books, tests, group presentations etc. • Verbal feedback to individual students, supported by the verbal feedback stamp. • Adaptation of teaching in response to assessing rates of progress (support and challenge for students). • Peer and self-assessment against pre-released criteria. • Use of Teaching Assistants to support learning and provide feedback. • Student reflection through Directed Improvement and Reflection Time (DIRT). • Adaptation of planning in response to assessing rates of progress.
Formative assessment:	<ul style="list-style-type: none"> • Students receive detailed feedback which identifies strengths and the next steps for sustained progress (WWW/EBI/INT). • Takes place every three weeks. • Students receive their work back within two weeks.
Summative assessment	<ul style="list-style-type: none"> • Students receive feedback which indicates the level at which they are working. • KS3: students plot their progress on the student-speak AWOL subject document that is present in the front of their exercise books. • KS4/5: a summative assessment record is placed in the front of students' exercise books/folders and these are updated throughout the year. This practice is especially important when assessments are held centrally in a separate file. • Takes place every half-term.

Assessing Literacy

Students at Rosebery are supported in developing their literacy skills, through assessment and the feedback that they receive from all subjects. This cross-curricular approach ensures that all students receive high quality, subject-specific literacy teaching, which helps them effectively meet the challenges of assessments and formal examinations.

The following assessment codes are applied to the marking of Literacy:

Code:	Explanation:
SP	This highlights a word has been misspelt. Not all words spelt incorrectly need to be identified, but those which are central to a student's understanding of the subject. The correct spelling will be provided.
//	This demonstrates the need to begin a new paragraph.
C	This indicates the need for a capital letter and the letter in question is circled.
^	This suggests that a letter or word is missing.
EXP	This denotes awkward written expression, which requires re-structuring in-order to have clarity.

Homework

Homework forms an important means through which a teacher can assess and feedback on a student's progress. It provides students with the opportunity to both consolidate their learning and develop independent study skills, something integral to them developing as confident, life-long learners. Homework tasks are directly linked to learning in lessons and/or are preparation for an assessment. Open-ended tasks set are always accompanied with clear instructions. Once submitted, students receive feedback on their work within two weeks.

The guidance for each Key Stage is as follows:

Key Stage 3:

Students on entry into Year 7 are only set homework post the October half-term to support their transition into Rosebery. After this period they will be set homework akin to Year 8 (starting from September), in which they will receive 30 minutes per week for each of the core subjects that they study and 30 minutes once a fortnight for the other subjects. In Year 9 this increases to 45 minutes weekly for the core subjects and 45 minutes fortnightly for the other subjects.

Key Stage 4: Students receive one hour per week for each subject that they study.

Key Stage 5: Homework in Key Stage 5 moves towards a model of independent study. It is expected that a student's progress will be underpinned through a combination of set homework and independent study, as is appropriate.

Tracking, Monitoring and Reviewing Assessment

Student assessment data is centrally recorded and analysed at key points throughout the year. Staff ensure that SIMS progress data is entered and up-to-date before each data trawl deadline. This data is processed and the summary statistical analysis made available for teaching staff and leaders at all levels through our chosen tracking systems, which currently include: 4Matrix, 3Matrix and 5Matrix. Student performance is compared to both internal data and national benchmarks. Students who are not making expected progress are supported through appropriate subject intervention.

Reporting on Assessment

Parents/carers receive formal reports each year and these provide information about student progress, behaviour and attendance. The aim of these reports is to inform the working partnership between school and home.

Roles and responsibilities:

Teachers

Teachers at Rosebery carefully and regularly track, monitor and review student progress and attainment data. This information is used to inform lesson planning, in which lessons are differentiated to meet the personalised needs of each learner. Through this process, if a student requires further support, teachers use this data to plan appropriate intervention.

Tutors

Tutors at Rosebery use student progress and attainment data in their role as Academic Mentors to support students, celebrating their achievements whilst helping them to develop further. As part of this, students complete a reflection on their INTs within DIRT tutorial time and this is a planned, weekly activity.

Heads of Department

Heads of Department regularly track, monitor and review student progress and attainment data in-order to inform the work that take places within the department. This involves leading long and mid-term planning and support for staff in short term planning.

Heads of Department use student data to carefully plan intervention, which seeks to close performance gaps and the impact of this work is evaluated regularly, so that it is fit for purpose.

Heads of Department lead in ensuring teachers share assessment descriptors with students and that summative assessment sheets are present at the front of a student's exercise book and completed.

Heads of Department lead in the quality assurance of the department, which ensures that practice is standardised in-line with policy. This involves: learning walks, book scrutinies, student voice meetings and moderation, in-conjunction with the assessment of student performance data.

Heads of Year

Heads of Year regularly monitor and evaluate student progress and attainment data to recognise achievement and support development. This work can involve working with individual students, groups of students or tutor groups. Heads of Year carefully measure the impact of this work to ensure it meets the needs of students.

Leadership Team

The Leadership Team ensure that all staff have access to target and prior attainment data, in-order to inform the planning of lessons and assessments. As Line Managers, the Leadership Team work with departments to maintain consistently high standards of assessment, standardisation, monitoring and intervention.

The Leadership Team provide a systematised data collection and analysis cycle, regularly analysing whole school data sets and work with Middle Leaders to address any performance gaps.

The Leadership Team report to the Governing Body on student progress and attainment as part of the self-evaluation process.

The Governing Body

The Governing Body review student progress and attainment data in every full Governing Body meeting through the Governor Dashboard. Governors act as a critical friend, ensuring that current high standards are maintained.

The Governing Body ratify this policy and review its implementation and effectiveness.

Policy Review

This policy is reviewed on an annual basis by the Governing Body, Leadership Team and relevant members of staff.

