



Excellence for All

**FEEDBACK AND ASSESSMENT POLICY FRONT SHEET (Quick reference for staff)**

**Feedback and Marking**

**Feedback:**

All students will be given feedback for every learning opportunity. Feedback may take the following forms:

**Non- Written:** Physical or visual communication to reward or support improvement.

**Written:** Notes or comments which guide the student’s learning; the following colour coding will be used to annotate work.

**Green for Go** - work that meets learning objectives and shows improvement.

**Aim Amber** - Shows work where learning objectives have not been met or could be enhanced. Feedback will also be used as formative assessment for directing activities and planning further lessons

**Self and Peer Assessment:**

Students will be given the opportunity for Peer and Self-Assessment toward learning objectives and targets wherever possible. Assessment will link to the traffic light system in Classroom Monitor. See suggested model of assessment:

Day	Objectives	Success-tick Student	Success-tick Adult
M			
T			

Individual classes may modify the format to suit their class (e.g. add a peer assessment column for more able, or use a two colour system (red/green) for less able).

**Summative Assessment :**

ACE targets will be assessed using Classroom Monitor at least weekly but preferably daily; this will be reflected on the boards in the classrooms too. OLT will collect and analyse the data for this termly. Specific qualifications will also be assessed according to the qualification or examination board criteria.

# FEEDBACK AND ASSESSMENT POLICY

## Rational

Feedback and assessment should occur in every lesson. Students should always have the opportunity to respond to feedback and wherever possible, this should happen during the lesson the feedback is given.

Assessment should be used dynamically to inform the ongoing planning regime to ensure students learning is maximised.

## Assessment

### Purpose

The purpose of assessment is to enhance the quality of *planning* for teaching and learning, this is Assessment for Learning (AfL). Assessment should be student centred – with independent learning being encouraged and students trained to assess their own progress wherever possible. Assessment information should be used to plan the next steps in learning and should inform students of their current abilities and what they need to do to progress towards the goals that have been set. As much as they are able, students should be involved in setting targets and assessing their progress toward those targets.

### Formative Assessment

Formative assessment takes place in the first instance as feedback to students. Progress toward learning objectives and targets is assessed; students are then given the opportunity to improve, wherever possible in the same lesson.

Staff record progression toward learning targets in Classroom Monitor, on target boards for ACE targets on at least a weekly basis, preferably daily. Planning should be adjusted dynamically in response to constant AfL both in current lessons and for future one.

### Summative Assessment

A summative assessment of all learning targets, including ACE targets and will be made at the end of each term. This information is used to inform students, parents and assess student's progression toward annual targets. Appropriate records of assessment of students' work will be kept, according to departmental practices.

Student assessment data will be recorded via Classroom Monitor and moderated both internally and externally. Internal moderation will take place three times annually and external moderation will occur a minimum of twice per annum. Department assessment procedures will be audited and standards moderated within departments and across the school.

Most students should be able to articulate their target grade and their current performance and how to make progress.

Specific qualifications will also be assessed according to the qualification or examination board criteria.

### Key dates for recording and processing assessment

Date	Action
<b>By the start of term. (End of Week 1 in Term 1)</b>	Targets are set linked to appropriate curriculum platform (PIVATS, Rising Stars, qualifications etc.)
<b>Penultimate week of every term</b>	Complete summative student assessment
<b>Last week of every term</b>	Mark and moderate students' assessments and use to inform planning for next term
<b>First week of new term</b>	OLT to evaluate and review assessment for next cycle and ensure that assessment information is used to reinforce planning. KSL to meet AHTs to discuss outcomes previous assessment window and plans for the next assessment window.
<b>Termly Verification meetings</b>	Induction in Term 1 for all staff leading accredited qualifications and termly meetings thereafter.

## Feedback and Marking

"We all need people who will give us feedback. That's how we improve."

– **Bill Gates**

"Make feedback normal. Not a performance review."

– **Ed Batista**

Good quality feedback is essential for outstanding teaching and learning. Without feedback we have no idea if, and when, we succeed.

All students are given feedback for every learning opportunity. Feedback takes the following forms:

**Non- Written:** Physical or visual communication to reward or support improvement.

**Written:** Notes or comments which guide the student's learning; the following colour coding will be used to annotate work.

**Green for Go** - work that meets learning objectives and shows improvement.

**Aim Amber** - shows work where learning objectives have not been met or could be enhanced.

Feedback will also be used as formative assessment for directing activities and planning further lessons

### The Nature of Feedback

Feedback should be constructive and meaningful for the student.

Feedback should be done to:

- indicate achievement in relation to the learning objective/success criteria

- indicate next steps in learning and opportunities to improve their work
- indicate improvements in learning compared to previous work

As a result it will:

- enhance the student's self-esteem and confidence
- support assessment
- ensure students understand next steps and how they can improve

Feedback is NOT limited to teachers, anyone can give effective feedback. This includes, but is not limited to:

- Teachers, HLTAs, SSAs and any other adult in the student's school life
- Peers
- Students themselves

Peer and self-assessment enhances learning. Students are given the opportunity for peer and self-assessment toward learning objectives and targets wherever possible. Assessment is linked to the traffic light system in Classroom Monitor.

## Forms of Feedback

Non-written

- a discussion about work and / or a comment about the quality of work in relation to the success criteria.
- Gesture or signing
- sensory response
- visual signals (e.g. a smiley face/exciting animation on a screen.)
- Audio signals (e.g. a "well done!" message from an audio button.)

Non-written feedback provides direct contact with the student(s). It is up to the teacher and, wherever possible, the student to determine which is the most meaningful method of receiving feedback. A verbal exchange may be accompanied by a written mark or e.g. a **V** to represent verbal feedback, which serves as a record that the student has received feedback. In some cases it may be helpful to add anecdotal notes to explain the context in which the work was done.

Written

- written words, notes or comments
- symbols,
- stamps, stickers etc.

Notes and comments should be constructive, positive and neat, and relate to the agreed success criteria and where appropriate, inform the next steps needed to make improvements. Written comments should be dated and initialed by the member of staff completing it. They should also follow these guidelines:

- **Green for Go** - Green pen or highlighter is used to annotate work that meets learning objectives and shows improvement.
- **Aim Amber** – Orange pen or highlighter is used to annotate any areas for review i.e. where the learning objective has not been met, identifying spelling errors, ways that work could be enhanced and next steps for learning.

- A visual representation is also appropriate for some students and this can take the form of symbols, stamps and / or stickers. This depends entirely on the needs of the class and motivators that are appropriate. As a result, classes can choose their own symbols, stamps and stickers to use with the green and red colors.
- Reflection boxes can be used for giving students feedback to ensure space for instant feedback.

Feedback is relevant to the learning objective with at least 2 x greens and 1 x orange as a minimum; green always outweighs the orange.

Where students have the ability to respond to feedback, they are completed by the beginning of the next lesson.

### **Corrections by Staff– Aim Amber**

Not every mistake will need to be corrected and to correct everything is counterproductive for student motivation.

The point of teacher written correction (as opposed to written comment) is to highlight something that the student can correct and improve. Students will not be given the answer but will be encouraged to think of an improvement for themselves to maximize learning. Corrections should link to the learning objective. However, other non-related errors which a student consistently makes should also be corrected as appropriate. For re-draft and display purposes students' work may be copied out, spell checked and amended to produce a 'final' copy, but the first draft should always be kept.

Feedback should always be appropriate for the student's level of literacy e.g. symbols where needed, level of language understood by student.

### **Corrections by Students**

This will vary depending on the ability of the student; however, expectation of students should always be high.

#### **Verbal**

Through discussion and exchange with a member of staff or a peer, the student is able to amend, correct or enhance work. Students are also encouraged to read their work aloud either to themselves or to a learning partner in order to identify how to make improvements.

#### **Written**

Independent writers will draft and self-check their work for the teacher to mark. Checklists are used to support the student in identifying areas where improvements can be made. Any relevant mistakes not identified by the student, will be highlighted by the teacher so that further corrections/improvements may be made. Some students may find it useful to use orange and green highlighters to peer and self-assess.

#### **Symbols**

Students may be asked to draw symbols on their work in order for staff to assess their level of understanding. These symbols are agreed with the students in each class.

## Qualification Practices (Key Stage 4 and 5)

### For Qualifications (Key stage 4 and 5)

#### Verification

For those staff delivering accredited qualifications, all Awarding Body verification processes and quality standards must be adhered to, including an induction and regular verification meetings with other teaching staff. All quality processes will be monitored by the Lead Internal Verifier and a Deputy Headteacher. See Appendices for additional information relating to various qualifications.

#### Standardisation and Moderation Guidance

##### **What is standardisation and moderation in assessment contexts?**

Standardisation is developing an understanding of standards and expectations of attainment that each level or grade demands. The **standardisation process is an essential precursor to summary assessments being made**. It involves teachers establishing together whether their views of what constitutes attainment in relation to levels/grades are accurate and reliable. To check the accuracy of these judgements, teachers could use standardisation materials provided by exam boards at GCSE or exemplar assessments at KS3/4 which have been levelled previously, or materials used from the standards' files which provide exemplar work at different levels.

Moderation is a process which **helps teachers to be confident that they are applying standards consistently** and allows for any differences to be resolved. This ensures that teacher assessments are fair to students and provides an accurate picture of progress for parents and national standards. Moderation is essential in developing confidence in teacher assessment, both within the profession and externally. It ensures that accurate and consistent judgements are made, which inform planning for progression.

Role	Standardisation	Moderation
Classroom Teacher	Use the standardised materials provided by exam boards/standards files to develop a common understanding of the demands of a grade/level.	Teacher needs to determine a level/grade judgement based on all they know about each student's learning and attainment.  At all Key Stages, staff meet together to discuss the judgements they are making. The starting point of moderation should be a teacher's knowledge of the student. Evidence is selected to demonstrate how a student is attaining in a broad range of contexts.

Cluster Leader	Ensure that all staff within the department are able to identify the requirement of each level/grade.	Ensure that the teachers' judgements on standards and progress are being used to plan future work that matches the students' attainment.
	Identify and support staff that will benefit from further familiarisation and support	Actions that need to be taken: Create opportunities for teachers to moderate and discuss their assessments. Ensure moderation issues are addressed in departmental meetings. From moderation activities identify elements of the curriculum which students might find difficult, and groups of students who might find the activities difficult.
Deputy Headteacher	Ensure that all staff have an accurate and reliable view of what constitutes attainment in relation to levels/grades.	Moderation is an established feature of continuous school improvement. The consistency and reliability of judgements is further underpinned by regular moderation activities.

## External Moderation

External moderation is carried out by the relevant awarding body.

## Communication with Parents

- Communication books and parental consultations are used to keep parents up-to-date with their student's progress
- Parents will receive an annual report summarising their student's progress.

## Access to Fair Assessment

We aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route.

We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

### What students can expect from us:

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.

- All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained.
- Internal assessments will be carried out fairly and according to awarding body instructions.
- Externally marked tests and exams will be according to the requirements of the awarding body.

### **Students can also expect:**

- To be fully inducted onto a new course and given information that can be shared with parents and carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set.
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.
- All work to be marked within two weeks of submission by the student.
- Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body.

### **Cheating and Plagiarism:**

A fair assessment of a student's work can only be made if that work is entirely the student's own. Therefore, students can expect an awarding body to be informed if:

- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project.
- They use an unauthorized aid during a test or examination.
- They copy another student's answers during a test or examination.
- They talk during a test or examination.

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body.

If a student feels he/she has been wrongly accused of cheating or plagiarism, they may appeal.

## **Malpractice**

### **Staff Malpractice**

The following procedures will be followed in the event of any dispute or allegation regarding staff malpractice in the assessment of internally marked qualifications (such as ASDAN) and also regarding examinations invigilated by staff at the school and marked externally.

### **Examples of Malpractice**

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by staff with regards to portfolio-based qualifications. This list is not exhaustive:

- Tampering with candidates' work prior to external moderation/verification
- Assisting candidates with the production of work outside of the awarding body guidance
- Fabricating assessment and/or internal verification records or authentication statements

The following are examples of malpractice by staff with regard to examinations:

- Assisting candidates with exam questions outside of the awarding body guidance
- Allowing candidates to talk, use a mobile phone or go to the toilet unsupervised
- Tampering with scripts prior to external marking taking place.

## **Staff Malpractice Procedure**

Investigations into allegations will be co-ordinated by the Deputy Headteacher, who will ensure the initial investigation is carried out within ten working days. The investigation will involve establishing the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true. Where appropriate, the staff member concerned and any potential witnesses will be interviewed and their version of events recorded on paper.

The member of staff will be:

- Informed in writing of the allegation made against him or her
- Informed what evidence there is to support the allegation
- Informed of the possible consequences, should malpractice be proven
- Given the opportunity to consider their response to the allegations
- Given the opportunity to submit a written statement
- Given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required)
- Informed of the applicable appeals procedure, should a decision be made against him/her
- Informed of the possibility that information relating to a serious case of malpractice will be shared with the relevant awarding body and may be shared with other awarding bodies, the regulators Ofqual, the police and/or professional bodies including the GTC.

If work is submitted for moderation/verification or for marking which is not the candidate's own work, the awarding body may not be able to give that candidate a result.

## **Staff Malpractice Sanctions**

Where a member of staff is found guilty of malpractice, Manor Green School may impose the following sanctions:

1. **Written warning:** Issue the member of staff with a written warning stating that if the offence is repeated within a set period of time, further specified sanctions will be applied.
2. **Training:** Require the member of staff, as a condition of future involvement in both internal and external assessments to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training.
3. **Special conditions:** Impose special conditions on the future involvement in assessments by the member of staff.
4. **Suspension:** Bar the member of staff in all involvement in the administration of assessments for a set period of time.
5. **Dismissal:** Should the degree of malpractice be deemed gross professional misconduct, the member of staff could face dismissal from his/her post.

## **Appeals**

The member of staff may appeal against sanctions imposed on them. Appeals will be conducted in line with Manor Green School's Capability Policies or Disciplinary Policy, depending upon the circumstances.

## **Candidate Malpractice**

The following procedures will be followed in the event of any dispute or allegation regarding candidate malpractice in the assessment of internally marked qualifications (such as ASDAN) and also regarding examinations marked externally.

## **Examples of Malpractice**

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by candidates with regards to portfolio-based qualifications. This list is not exhaustive:

- Plagiarism: the copying and passing off as the candidate's own work, the whole or part of another person's work
- Collusion: working collaboratively with other learners to produce work that is submitted as the candidate's only
- Failing to abide by the instructions of an assessor – this may refer to the use of resources which the candidate has been specifically told not to use
- The alteration of any results' document.

If a teacher suspects a candidate of malpractice, the candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate accepts that malpractice has occurred, he/she will be given the opportunity to repeat the assignment. If found guilty of malpractice following an investigation, the teacher may decide to re-mark previous assignments and these could also be rejected if similar concerns are identified.

The following are examples of malpractice by candidates with regards to examinations. This list is not exhaustive:

- Talking during an examination
- Taking a mobile phone into an examination
- Taking any item other than those accepted by the awarding body into the examination, such as a book or notes
- Leaving the examination room without permission
- Passing notes or papers, or accepting notes to, or accepting notes or papers from another candidate.

If a teacher suspects a candidate of malpractice during an examination, the candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate is found guilty of malpractice, the awarding body will be informed and the candidate's examination paper will be withdrawn. It is unlikely that the candidate will have the opportunity to repeat the examination.

### **Appeals**

In the event that a malpractice decision is made, which the candidate feels is unfair; the candidate has the right to appeal – see Exam Appeals' Policy

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the school website;
- the School Bus Compliance Manager
- meetings with school staff;
- communications with home, such as weekly newsletters;
- reports, such as annual reports to parents and Headteacher reports to the Governing Body;

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

## Monitoring the effectiveness of this policy

### Review of Procedure

This policy will be reviewed periodically, or when the need arises, by the Headteacher and the Governing Board.

The Governing Board approved this policy on date: 6<sup>th</sup> December 2018



Signed:

Chair of Governors



Signed:

Headteacher

## APPENDIX 1

### BTEC QUALIFICATIONS

*Further information is available from:*

[https://qualifications.pearson.com/content/dam/pdf/btec-brand/deliver-btec/BTEC Centre Guide to Managing Quality.pdf](https://qualifications.pearson.com/content/dam/pdf/btec-brand/deliver-btec/BTEC_Centre_Guide_to_Managing_Quality.pdf)

### Assessment

#### Definitions/Terminology

**Assessor:** the person responsible for making decisions about whether learners' work achieves the national standard required for certification

**Assessment:** the definitive assessment of the learner's achievement and must be to national standards. This assessment contributes to achievement and informs a unit grade (where applicable)

**Standardisation:** a method of comparison that enables centre assessors to review the consistency and accuracy of their assessment decisions with those of other assessors

**Learning aims/outcomes:** what the learner should know, understand or be able to do as a result of completing the unit

#### Responsibilities

**Programme Leader:** responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria

**Assessor:** responsible for carrying out assessment to national standards. The assessor provides feedback to learners; assures the authenticity of learner work; records and tracks achievement

**Internal verifier:** a member of staff able to verify assessor decisions, and validate assignments. The Internal Verifier records findings, gives assessor feedback, and oversees remedial action

**Lead Internal Verifier:** by registering with Pearson, has access to standardisation materials which may be used with assessors to ensure that national standards are understood. The Lead Internal Verifier must agree and sign off assessment and internal verification plans.

**Initial Equality Impact Assessment  
Feedback and Assessment Policy**

Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
		✓

This policy affects or is likely to affect the following members of the school community (✓)	Students	Staff	Parents/ carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓						

Question	Equality Groups																				Conclusion										
	Age			Disability			Gender Reassignment			Marriage or Civil Partnership			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Sex			Undertake a full EIA if the answer is 'yes' or 'not sure'	Yes	No	
Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y				N
Does or could this policy have a negative impact on any of the following?		✓			✓			✓			✓			✓			✓			✓			✓			✓				✓	
Does or could this policy help promote equality for any of the following?	✓			✓			✓			✓			✓			✓			✓			✓			✓					✓	
Does data collected from the equality groups have a positive impact on this policy?	✓			✓			✓			✓			✓			✓			✓			✓			✓					✓	

**Conclusion** We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Joolz Scarlett	26.2.16	Governors' ACE Committee	4.3.16