

Assessment, Marking & Feedback Policy

MISSION STATEMENT

Christ is our teacher.

At St Bernard's we believe that all persons are created by God, unique and equal. We strive to create a caring Christian community in which we provide education based on Gospel values where all people reach their full potential. We aim to develop positive relationships with every individual and family, the parishes and the wider community.

"I have come that they may have life and have it to the full"

John 10:10

Reviewed by:	J Collins (Vice Principal for Standards), July 2022
Reviewed by:	S Kent (Principal), September 2022
Approved by:	Austin Senior, Chair of Governors, 23 rd November 2022
Signed:	

Assessment

Aim:

We aim to create:

- An effective and accurate assessment system which supports breadth and depth of learning, with a greater focus on skills development.
- A connected system which links Key Stages 2, 3 and 4 to promote a smooth transition and challenge in learning.
- A consistent approach to assessment, marking and feedback of students' work at all levels.

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 driven by professional judgment and be meaningful, manageable and motivating. Thus, feedback should:

- be direct or refocus either the teacher's or the learner's actions to achieve a goal
- offer targets which are specific and actionable
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve
- set time aside to enable students to consider and respond to marking.

Our policy on feedback has, at its core, a number of principles:

- the sole purpose of feedback should be to further students' learning
- feedback delivered closest to the point of action is most effective
- feedback is provided to both teachers and students as part of assessment processes in the classroom, and takes many forms other than written comments (please see figure 1 below from the EEF for further examples of forms of feedback).

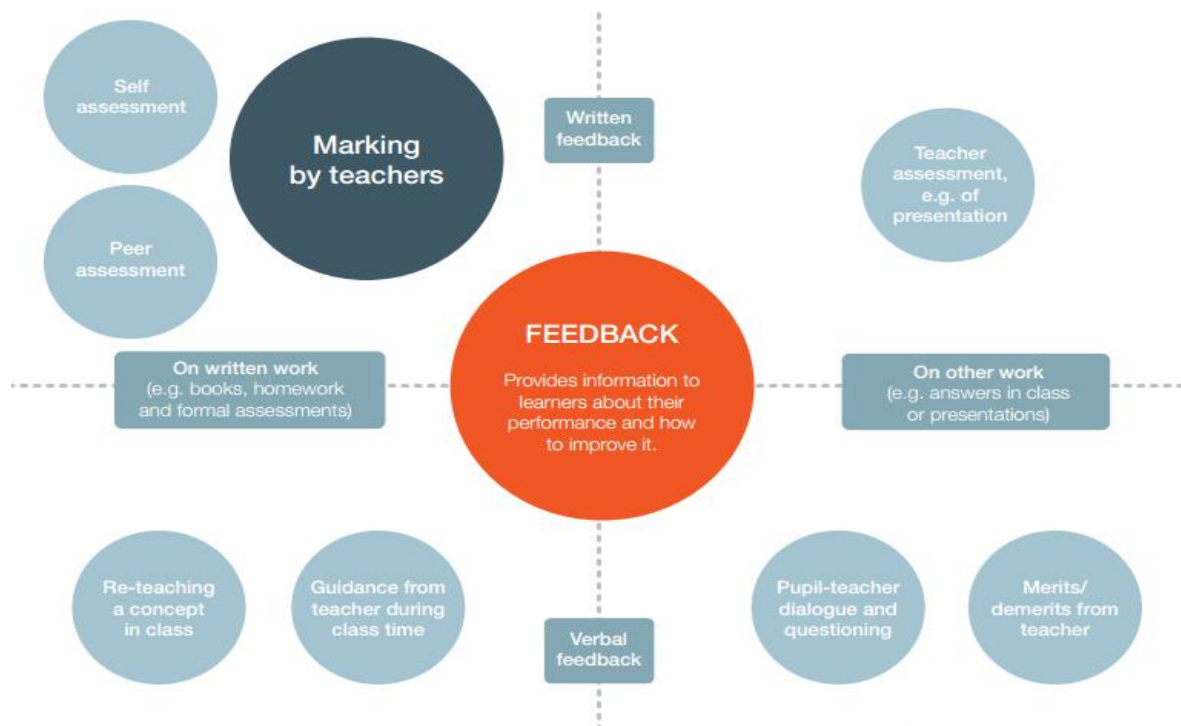


Figure 1. Examples of different forms of feedback.

Assessing Progress

Formative Assessment:

Teachers assess progress constantly as part of their daily teaching. This can be done, for example, by watching and listening to students carrying out tasks, by looking at what they write and make, by considering how they answer questions. Teachers should get to know their students well, build up a profile of their progress, strengths and needs and involve them in planning what they need to learn next.

Green Zone activities are used formatively to assess students. Green Zone work is completed in extended and precise periods of time where all students work independently from the teacher in challenging, stimulating or thought-provoking situations which promote deep and profound development of learning (knowledge, skills and understanding)

Formative assessment is not graded.

Summative Assessments:

Summative assessment is used to evaluate student learning and progress at the end of a unit/topic/term/year by comparing it against standards or benchmarks. Summative assessments are linked to grades. There are three rounds of tracking, one per term. Prior to each round of tracking summative assessments must be carried out.

All curriculum areas must carry out a 'to date' assessment per each round of tracking. 'To date' assessments test prior knowledge and recent content taught.

Curriculum Leaders have the flexibility to also include a 'topic assessment'. 'Topic assessments' assess recent content taught. Where 'topic assessments' are not carried out additional Green Zone activities are in place to ensure students are prepared for their 'to date' assessment.

Prior to all summative assessments Pause Lessons are carried out to support students with revision and recapping content taught previously. For example, a Y10 Pause Lessons for a 'to date' assessment will recap content taught in Y9, helping the students to revisit prior learning regularly.

All summative assessment must be stuck in student books or be in a folder that students have the responsibility for. For some subject areas' students will have a designated Green Zone and Assessment book.

Green Zone, Pause Lessons and Assessments are all planned throughout the academic year by the Curriculum Leader.

This policy does not cover PE at Key Stage 4, where students are not following a course leading to a qualification.

Recording and Reporting of tracking data:

Assessment data is recorded in Curriculum Area mark books in Go4Schools. A 'current' grade is provided to parents/carers and students. Go4schools calculates if the students are above, on or below their target band by comparing their current grade to their target band.

Data Analysis:

Data analysis is carried out by class teachers, curriculum leaders, heads of year and senior leaders. Progress meetings take place after each round of tracking to monitor the progress of student cohorts and identify interventions, to ensure students are supported to achieve their full potential.

Academic Mentoring:

Individual student reports are generated from the information teachers provide. Academic mentors then discuss the students' progress, attendance, achievements and behaviour with parents/carers during their Academic mentor meetings. Key actions/targets for the students to work on before the next round of tracking will be set during the meeting, in discussion with parents/carers and students.

Feedback and Marking

Non-negotiable procedures for feedback at St. Bernard's Catholic High School

Formative Assessment: Green Zone

Green Zone is to be completed by all curriculum areas. Green Zone is an activity that links to exam content and/or skills and must be carried out independently by the student. The expectation for each key stage is as follows:

Key Stage 3:

- All subjects will complete Green Zone once per fortnight.

Key Stage 4:

- All subjects will undertake Green Zone once per week.

It is not a requirement that a Green Zone activity takes place if there are other assessment activities (e.g, Pause Lessons, To Date and Topic Assessments) taking place during the same week.

Assessment of Green Zone

To support student progress, the school expectation is that formative feedback should take place between SALT marking and the requirement is for this to be on Green Zone work which tests the student's ability to apply knowledge, skills and/or understanding of learning content.

Formative assessment should take place:

- Once per fortnight at GCSE/KS4 and KS3 English, Maths and Science
- Every second green zone activity in non-core subjects.

Formative assessment should provide a comment to support 'strengths' in the work, and a comment to support a 'next, step', 'target' or 'action'. This may be undertaken in a manner which is appropriate to the subject.

Dedicated Improvement and Reflection Time

Following teacher feedback, students should be given the opportunity to consider the feedback and respond appropriately. As a minimum, DIRT should follow at least the summative assessed SALT marked piece of work each half term. Students' written responses to their feedback should be carried out in purple pen.

Marking codes and marking for literacy

To make feedback more efficient, the school marking codes will be used by all curriculum areas.

Code	Meaning	Code	Meaning
//	Start a new paragraph	p	Punctuation needs some attention
^	Word(s) missing	sp	Check the spelling of this word
??	Please reread to check for meaning/sense	v	Find a better word choice
gr	Please reread to check for grammar errors e.g. their and there, was and were	co	Use connectives to link ideas and structure writing effectively.

The following codes may be used if necessary and appropriate to your subject

Code	Meaning	Code	Meaning
CM	A common mistake, I will talk to the class about it	RTQ	Refer to the question
D	Date your work	©	Conference – pupil to discuss with the teacher
A	Accuracy – round off as the question asks or to a suitable degree of accuracy	DE	Include more detail here
AA	Achievement Award – to be awarded for outstanding work. This must then be recorded on SIMS	R	Use a ruler
G	Graphs, charts & diagrams must always be drawn in pencil	√√	A really good point; the point is well explained

SUMMATIVE ASSESSMENT: SALT feedback

Summative assessment is expected on 'Topic Assessments' (TA) and 'To-date Assessments' (TDA) at KS3 and KS4. If the Curriculum Area decides to carry out both these types of assessment, SALT marking must be completed for both.

Summative assessments must take the format of SALT marking by the teacher.

SALT stands for:

- S – Strength
- A – Attitude to Learning
- L – Level
- T – Target

SALT may also be used by the students for peer and self-assessment, should the teacher wish.

Evaluating Marking and Feedback: The 7P Framework

The 7P framework is used to assess the quality of progress and teaching and learning through work scrutiny. Each 'P' stands for a strand of evidence which, when combined, provides strong marking and feedback. The 7Ps stand for:

- Progress: students should show progress through their work. Work should show improvements, developments, amendments and should be challenging.
- Productivity: students should be working hard through making amendments, corrections, additions to their work, completing all work set and extended work. There should be no gaps in work. The folders/books/Sketchbooks should show that students have been busy and focused in lesson.
- Presentation: students should present their work to a high standard in line with school expectations and show a sense of pride in their work. Expectations can be found inside the student exercise books. All student books/folders/sketchbooks should include the 'expected' and 'star performer' target grade.
- Personalisation: teacher feedback should suit the individual student's needs. Targets should not be generic, but specific to move the student's learning forward, strengths should be identified, and literacy errors addressed as appropriate.
- Peer and self-assessment: (if used) the quality of peer/self-assessment should move the student learning forward.
- Purple pen: students should respond to summative assessment in purple pen and should correct any errors they have made in purple pen. Purple pen work should enable them to close the gaps in their learning.
- Pause Lessons: prior to summative assessments there must be at least one pause lesson carried out with students. These should be completed in the green pages, in the middle of the students' work book.

Book looks are planned throughout the year to be undertaken by SLT and Curriculum Leaders. Feedback is provided to teachers on each aspect of the above framework.