

ASSESSMENT AND FEEDBACK POLICY
FOR
THE BUCKINGHAM SCHOOL
A SPECIALIST SPORTS COLLEGE



NAMED PERSON: E HOWARD

ATTACHED COMMITTEE: ATL

Adopted: OCTOBER 2013

Review Cycle: 1 YEAR

Reviewed: JANUARY 2017

Next Review Date: JANUARY 2018

Success for all through Achievement, Challenge & Enjoyment

THE BUCKINGHAM SCHOOL – A SPECIALIST SPORTS COLLEGE



ASSESSMENT AND FEEDBACK POLICY

Aims:

- To ensure assessment and feedback is; Meaningful, Manageable and Motivating
- To maximise student progress
- To improve levels of reading, writing, speaking and listening

Objectives:

- To provide high quality, meaningful assessment and feedback for all students
- To provide a manageable schedule for all teaching staff

Stakeholders:

- Students
- Teachers
- Curriculum Leaders
- Senior Leaders
- Parents

Responsibilities of the students:

- To act on all teacher, verbal, peer and self-assessment and feedback to improve their learning
- To request additional feedback where required
- To be aware of their target levels/grades and their current working at levels/grades
- To give clear subject specific comments related to their SDC working at grade and how they intend to improve through their student progress plans
- To give clear, sensible, verbal, peer/self-assessment as requested by the teacher

Responsibilities of the teaching staff:

- To ensure students are given feedback every lesson (peer, self, verbal or written)
- To ensure progress plans are completed with clear areas for improvement and how they intend to do this.
- To mark work that requires the skills of the teacher to provide assessment and feedback on learning. Other work should have verbal, peer or self-assessed.
- To mark formative and summative assessments for each unit of work, every half term, according to the marking schedule (See page 4/5). This will be a mixture of classwork and homework.
- To ensure all summative assessments are completed according to the S.I.T.S requirements (Appendix A). Levels or grades will be given and referenced against targets to measure progress where applicable. If a grade/level is not placed with a S.I.T then this must appear alongside other teacher assessment every half term.
- To consistently implement the TBS literacy assessment and feedback guidelines (Appendix B)
- To ensure students are given D.I.R.T (Dedicated improvement and reflection time) and act on and complete their corrections, missing work/improvements.
- To keep a formal record of student progress
- To ensure the presentation of written responses for students are written clearly and model literacy skills

Formative Assessment

This is the on-going communication between teachers and students which gives specific guidance and outlines areas for improvement – SSIQ (Skill, Strength, Improvement, Question), WWW/EBI for example.

Summative Assessment:

These record the overall achievement of a student over time. Its methods are supported by testing and also by synthesising a range of formative assessments. These need to be implemented through SITs once every half term/term giving a level/grade. (APPENDIX A)

Student Progress Plans:

These must be clearly visible and attached in the front of every student's book/folder across all key stages in the school. These need to clearly show the student's relevant and ambitious targets.

For each SDC the date and WAG (Working At Grade) will be entered in the left hand column. Student will then be expected to complete the column that shows how to improve the skills and the actions that will be taken to improve these. These must be linked to recognised grading level descriptors relevant to the course and use subject specific language.

The completion of these will be done through reflection focus weeks after each SDC and monitored through Progress Walks, Observations, and Work Scrutinies by Middle and Senior leaders on an on-going basis.

General Assessment and Feedback by the teacher:

This is the normal assessment and feedback required so that students can see how they have done against the learning outcomes for each lesson. It will identify any gaps, check accuracy, literacy, identify any areas of strength and areas for improvement related to their progress towards target. This will usually involve annotating the work. Consistent methods used will be:

Self/Peer Assessment (To be highlighted with stamp next to assessment)

To be used as an additional assessment tool by students and highlighted by staff using school stamp, examples of good practice may include;

- Comment bubbles
- Use of highlighters reflecting 3 levelled success criteria
- Directly based on success criteria
- WWW – (What Went Well) and EBI (Even Better If)
- Students using literacy key
- Department self/peer assessment tools and grids
- S.I.T sticker/template

Teacher Assessment (In Green pen and to be highlighted with stamp next to assessment)

Areas of strength (Min 1) and areas for improvement (Min 1) to be highlighted by students work using departmental tools or grids.

Written work marked using literacy marking key and highly focused on SPAG (Spelling, Punctuations and Grammar)

Student work must be written in blue or black ink.

Literacy:

Work should, where appropriate be annotated with literacy acronyms as presented on the literacy assessment and feedback guidelines **(APPENDIX B)**

Student Response to written and verbal feedback:

Student's responses to written feedback and improvements are to be highlighted by placing 'SR' in the margin or next to their responses. If the feedback is verbal students will need to act upon and respond to guidance, improvements or corrections discussed and complete this also next to 'SR' in the margin.

Where the lesson may be practical departments will implement tools for students record their improvements from verbal feedback so as to be able to reflect upon in future lessons.

Responsibilities of Curriculum Leaders:

- To provide SOL which details summative assessments and gives guidance on suitable formative tasks (classwork and homework)
- To collect all summative assessment levels/grades to monitor students and inform SDC accuracy
- To ensure assessment and feedback is positively motivating, improving learning and is demonstrated in work books/folders
- **To monitor policy through Progress walks and half termly assessment reviews of department**

Responsibilities of Senior leaders:

- To ensure assessment and feedback is a half termly standing agenda item at line management meetings
- To ensure assessment and feedback is positively motivating and improving learning
- To ensure assessment and feedback meaningful, manageable and motivating
- **To monitor policy and key areas through half termly reviews**
- **Review policy annually**

Assessment and Feedback Schedule for teaching staff

Students are to write in – Blue/Black ink
Staff are to assess and feedback in – Green ink

	Teacher Assessment & Feedback Frequency	SITs Completion
Key Stage 3 Curriculum		
1 lesson per week	Once every 6 hours (6 weekly)	Once every term
2 lessons per week	Once every 6 hours (3 weekly)	
3 – 5 Lessons per week	Once every 6 – 10 Hours (Fortnightly)	Once every half term
Key Stage 4 Curriculum (Year 9 & 10)		
1 lesson per week	Once every 6 hours (6 weekly)	Once every term
2 lessons per week	Once every 6 hours (3 weekly)	
Option subjects (3 lessons)	Once every 6 Hours (Fortnightly)	Once every half term
5 - 6 lessons per week	Once every 10 hours (Fortnightly)	
Key Stage 4 (Year 11)		
Clear evidence of Peer, self and Homework assessment Clear evidence of literacy marking Teacher marking to align with the exam needs for coursework, mock exam marking and exam preparation needed within subject areas using exam syllabus criteria. Depts must clearly be able to show evidence where teacher A&F has impacted student progress.		Once every half term (Unless not applicable due to controlled assessment tasks/Coursework being completed)
Key stage 5 Curriculum		
AS/A2 Level	Once every 10 hours (Fortnightly)	Once every half term
BTEC – for formal examination/assessment follow BTEC guidelines	Once every 8 hours (Fortnightly)	

Clear evidence using the Peer and Self – Assessment Stamp must be used effectively between teacher assessments.

APPENDIX A

SITS Marking (Strengths, Improvements, Task and Student Response):

Meaningful assessment and feedback is an integral part of effective teaching and learning. The Buckingham School developed its own approach to providing highly effective assessment and feedback. This is called SITS marking.


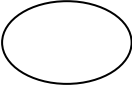
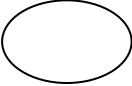

Each curriculum area has access to the SITS marking stickers or has developed the principle into a method that works for their area. These stickers should be used **as per frequency table on P4/5** alongside other general marking by staff.

- The **'S'** stands for **Strength**. Teachers must comment on the merits of the work they have produced.
- The **'I'** stands for **Improvement**. Teachers outline the areas or pose a question that highlight improvements needed to raise the work to the next level – e.g. Add evidence to support your viewpoint you have explained in paragraph 2
- The **'T'** stands for **Task**. This should be an active task and based on the area/question for improvement e.g. Write a paragraph to explain how Sikhs might respond to capital punishment
- The final **'S'** stands for **Student response**. Students will be given D.I.R.T to respond and improve their work through the information that their teachers have provided them with, thus creating a learning dialogue. Students need to be taught how to complete this section. Teachers are expected to allow time for students to reflect, respond and improve their work accordingly.

The S.I.T sticker can also be used as a tool for Peer and Self-Assessment, this should be in addition to a teacher S.I.T and not instead of.

APPENDIX B

Literacy Assessment Grid

<u>Text Mark</u>	<u>Abbreviation</u>	<u>Meaning</u>
	<u>Sp</u>	Spelling error. Repeat spelling 3 times under your teacher's correction.
	<u>P</u>	Punctuation error. Check and correct punctuation.
	<u>C</u>	Check capital letters and correct.
	<u>W</u>	Different or better choice of word needed.
<u>//</u>	<u>NP</u>	New paragraph needed.
<u>~~~~~</u>	<u>Exp</u>	Expression lacks clarity or is awkward; rephrasing is required.

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Signed:
Mr Matthew Watkins
Chairman
Governing Body

A handwritten signature in black ink, appearing to read 'M. Watkins', with a horizontal line underneath.

Date: January 2017