
	<b>Assessment and Feedback Policy</b>		
	<b>Last reviewed: September 2022</b>	<b>Next Review: September 2024</b>	

## 1 PRINCIPLE & AIMS

The principle purpose of this policy is to inform staff of the principles of effective assessment and feedback. Our aims are to ensure that assessment and feedback can support student progress, build learning, address misunderstandings and therefore close the gap between where a student is and where their teachers want them to be. Assessment and feedback are a crucial part of great teaching and learning.

The specific methods of assessment and feedback should be those considered by the Director of Learning (DoL) and the teacher to be most appropriate for the specific curriculum being taught but should be based on the principles and guidance set out in this policy.

## 2 ASSESSMENT PRINCIPLES

In addition to the main principle of assessment and feedback set out above, Sandringham also has the following goals for assessment and feedback.

Assessment at Sandringham must:

- be designed to incorporate a combination of formative / summative assessment, ranging from low-stakes testing to formal examination;
- be distributed throughout the curriculum, providing regular opportunities to assess content mastery and skills development;
- be closely linked to the curriculum content (curriculum map) and focused on developing the knowledge, understanding and skills needed for success;
- be based on a clear set of success criteria (e.g. a mark scheme / criteria grid) which is easily accessible for students and parents;
- be based on high expectations and appropriate levels of challenge for all;
- be designed to track student progress in relation to an aspirational target;
- enable teachers to identify those who require additional support.

Feedback at Sandringham must:

- be simple, clear, and easy to understand for both students and parents;
- be a celebration of success and the progress a learner has made since their starting point;
- be focused on how to improve learning and encourage a growth mindset by providing students and parents with high quality next-steps;
- incorporate 'ReAct' feedback - focused on specific objectives - to provide students with clear guidance on how to improve.

## 3. FORMS OF ASSESSMENT

Teachers are expected to engage in a range of assessment practices to monitor student learning, track progress and inform teaching. There are two main forms of assessment: formative and summative. For all assessment types, assessment criteria will be shared with students so that they are clear on what is being assessed and how - this could be in the form of rubrics, criteria grids, mark schemes or proformas linked to the topic material. In all assessments, the emphasis is upon quality rather than quantity; high quality student work, high quality feedback and high quality 'ReAct' from students.

### 3.1 Formative Assessment:

- Is the ongoing process of assessing students
- Is designed at faculty level and will differ according to the subject and topic being studied
- Is used to assess ongoing content based on units of study
- Is used to develop subsequent teaching and learning to meet the needs of students
- Is used by students to track their progress within a specific topic by responding to the feedback of teachers
- Is recorded by teachers and faculties in electronic mark books or centralised trackers
- The specific methods of assessment and feedback such as marking or verbal feedback should be decided by the Director of Learning and should follow the principles set out in section 6 Feedback below.

### **3.2. Summative assessment:**

- Is the process of assessing students at the end of a particular topic or unit/s of study
- Is designed at faculty level and will differ according to the subject and topic being studied
- Is used to track student progress towards targets

For summative assessment:

- Each faculty will have an assessment policy determining when more substantive pieces of student work will be marked with written feedback for students. Typically, faculties that see students more often will mark more frequently.
- Assessments will be carefully selected and planned to ensure what has been taught is what is being assessed
- Teachers and students will follow the school's feedback policy, called ReACT (see section 6 on Feedback below)
- Teachers will annotate or correct, in line with literacy policy, errors in punctuation, grammar and spelling. The school standard literacy marking symbols will be used.
- Assessment results will be recorded into the school MIS system in line with the school assessment calendar. Each faculty will have its own assessment calendar which feeds into the whole school assessment calendar.
- Where possible, assessments should take place within a two-three week period before a whole-school reporting cycle

### **3.3. Internal Assessment Processes:**

Formal assessments known as Trial (KS4) and Threshold (KS5) exams are sat by students in years 10-13. These internal assessments are used to inform teacher predictions for terminal exams (GCSE, BTEC and ALevel). As such, they are organised differently from summative assessments which usually take place in the classroom. Our internal assessment processes are as follows:

- Students will be provided with centralised revision lists populated by each faculty. This will support students to undertake effective, high-quality revision and ensure that the assessments reflect taught content. In practical subjects, students will be provided with clear guidance and rehearsal opportunities.
- Internal assessments (e.g. trial exams / threshold exams) will be marked anonymously, with candidate name removed, to reduce unconscious bias or judgement.
- Internal assessments will undergo faculty-led moderation, the process of which will be organised and led by Directors of Learning. This will quality assure that the marks and grades awarded are in line with awarding body standardisation material
- Grades will usually be determined by using the previous year's published grade boundaries for each subject by the relevant examining body, or a 3 year average, whichever is most appropriate. However, there may be a case where a Director of Learning judges that a slightly different set of grade boundaries should be used, based on the content of the paper and the assessment objectives covered.

## **4. ASSESSMENT OUTCOMES**

Assessment outcomes differ across the three key stages. Outcomes of formative assessment are shared with students during lesson time, through verbal or written feedback, and may appear in exercise books or electronically. Results of summative assessments will be shared with students in line with each faculty's

assessment policy. Both formative and summative assessments contribute to a student's current attainment outcome which is shared with them, and parents, via the school's reporting system. When students sit Trial or Threshold exams (internal assessments), results of these will also appear on their reports. Students will receive a report once per term which shows their progress in each subject.

It is important to note that Sandringham's aspirational targets place students in the top 5% of outcomes for students nationally in terms of progress across Key Stages 2-4. As such, making 'expected progress' is a significant achievement in itself and something that students should be proud of achieving.

#### 4.1 Key Stage 3:

Students are assessed through a mastery curriculum. The core knowledge, concepts and skills that underpin each subject are assigned to four key thresholds - emerging, developing, securing, mastering - which provide students with a clear indication of how well they are progressing. As the diagram below illustrates, the thresholds are progressive and build year-on-year throughout the programme of study. What constitutes 'securing' in Year 7, for example, would only count as 'developing' in Year 8 and 'emerging' in Year 9.

Year 7 Thresholds	Year 8 Thresholds	Year 9 Thresholds
		Mastering (EP)
		Mastering
	Mastering (EP)	Securing
	Mastering	Securing
Mastering (EP)	Securing	Developing
Mastering	Securing	Developing
Securing	Developing	Emerging
Securing	Developing	Emerging
Developing	Emerging	
Developing	Emerging	
Emerging		
Emerging		

#### 4.2 Key Stages 4 & 5

Students are assessed through subject-specific exam board specifications and assessment criteria which link to their programme of study: GCSE, BTEC or A Level. Students will be made aware of the exam board for each subject upon starting their course; assessment objectives and criteria will also be shared.

Students may find that formative assessments are marked using the same marks and grades as they would expect to see in terminal exams, however this will differ across subjects and according to the nature of the assessment. Summative assessments will provide students with grades which will then be used to track their progress towards targets. In trial and threshold exams (internal assessments) students are awarded grades as follows:

GCSE	A Level	BTEC
9	A*	D*
8	A	D
7	B	M
6	C	P
5	D	
4	E	
3		

2		
1		

## 5. FEEDBACK

Feedback has been identified as one of the most significant drivers of student learning but it is challenging to get right. At Sandringham, the term ReAct should be used by teachers when feeding back to students as this emphasises their role in acting on feedback in order to close the loop in their learning.

ReAct feedback is likely to be most effective if the following three principles are followed. More specific exemplification of these principles is available in our Ten Tenets of ReAct guidance document.

### 5.1 Foundations for ReAct feedback

ReAct feedback will be based on an effective assessment task and as such, the task set in the first place should be designed in order to elicit students' understanding of the topic or skills being taught. Prior to the assessment, students should have a clear idea from their teacher about the learning intention such as modelled work. Section 4.1 and 4.2 above sets out guidance on effective formative and summative assessment.

### 5.2 ReAct feedback that moves learning forward

ReAct feedback is likely to be most effective if it focuses on one of the three following areas:

- **Task** - feedback may be focused on improving a specific piece of work or a specific type of task. It can comment on whether an answer is correct or incorrect, can give a mark or grade and will offer specific advice or a task in relation to improving the work.
- **Subject** - feedback may be focused on an underlying process used in the task which relates across a subject. The feedback may be applied to other pieces of work in the subject.
- **Self-regulation** - feedback may be focused on the students' own self-regulation such as their planning, monitoring and evaluation of their own work.

Teachers and faculties may provide grades, praise and comment on effort, but is it only likely to be effective if it focuses on task, subject or self-regulation set out above. Feedback that is personal i.e. it implies a student has an innate ability (or lack thereof) does not tend to be effective in supporting learning.

### 5.3 ReAct feedback that is received and used by students

- Teachers should provide students with opportunities to use feedback in order to improve and close any learning gaps. The term 'ReAct' should be used when feeding back to students in order to emphasise their role in acting on their teachers' feedback.
- Acting on feedback is more likely to be effective when students are given time and supported to act on feedback and teachers should monitor whether students are ReActing to their feedback.

## 6. MONITORING ASSESSMENT AND FEEDBACK

The school's Teaching and Learning policy sets out how assessment and feedback will be monitored.