



POLICY DOCUMENT FRONTPAGE

Assessment, Feedback and Presentation Policy

CURRENT POLICY

APPROVED BY ALEC HUNTER LOCAL GOVERNING BODY

**THIS POLICY IS REGULARLY REVIEWED
FOLLOWING RECOMMENDED GUIDELINES**



ASSESSMENT, FEEDBACK AND PRESENTATION POLICY

Aims and Expectations

This policy aims to establish a clear and shared understanding of what is meant by high-quality Assessment, Feedback, and Presentation amongst staff, parents, and students at Alec Hunter. Our policy is founded on the following principles:

- Assessments across all Key Stages are of a high-quality. Assessment is vital to evaluate students' understanding and skills and to identify successes, next-steps, misconceptions, and difficulties.
- The feedback regarding students' work is a vital part of the assessment process. Studies undertaken both by the Department for Education (March 2016) and the Education Endowment Fund (April 2016) have questioned the value and impact of extensive and detailed written feedback on the students' work. We aim to create a meaningful, motivating, and manageable approach to the feedback on the student books, folders, and online work across all key-stages at Alec Hunter Academy.
- There are many ways to provide feedback. We value all types of feedback including written and verbal feedback given by the classroom teacher, as well as student-led feedback.
- We also believe that there are a variety of ways to provide meaningful feedback – some of our teachers use a variety of techniques such as whole-class feedback, bubble feedback, yellow-box feedback, feedback codes (please note the list is not exhaustive and we are continually researching new techniques to provide motivating and meaningful feedback). Many staff use more traditional forms of written feedback giving what went well and ways to improve. The most important is that the feedback helps the students to make good progress.
- The quantity of feedback must not be confused with the quality. We aim to ensure that feedback is diagnostic and inspires student to make progress towards the 'next-steps' in their learning, and at the same time engages students to partner with the feedback and respond to it.
- There are many variations in the amount and type of feedback expected between departments depending upon the nature of the subject and number of lessons each subject has on the curriculum. More information about this can be found in the Department Feedback Policy and in the appendix attached.
- Presentation is valued at Alec Hunter Academy as it promotes pride in learning and develops important future life skills such as organisation as well as ensuring the work is of a high standard and can be used for revision purposes for future assessments.

The policy will be followed by all teachers in the school and monitored by the Leadership Group, Heads of Curriculum Area and Lead Teachers. This policy will be under regular review to ensure it is providing the best possible outcome on student progress and results.

Assessment at Alec Hunter Academy

There are many opportunities throughout each academic year for students to complete Learning Milestones. At Key Stage 3 Learning Milestones are graded using an Alec Hunter System as below:

ADVANCED GRADES	A3
	A2
	A1
DEVELOPING GRADES	D3
	D2
	D1
FOUNDATION GRADES	F3
	F2
	F1



In Key Stage 4 Learning Milestones are graded using GCSE 9-1 or equivalent.

In addition, may receive individual or whole class written or typed feedback giving a clear diagnosis of:

- The areas in which the student has done well
- The areas that require further development to make greater progress
- Errors in literacy may be highlighted using our literacy codes (further guidance can be found about literacy feedback later in this policy and within the school's Literacy & Oracy Policy).
- Staff may also choose, where required, to comment on other aspects of their work, such as their attitude to learning and the quality of their presentation.

Assessments at Alec Hunter are:

- Completed under the same conditions in subject areas across all groups as determined by the HoCA or HoD which may also include a metacognitive reflection task before and after the assessment
- Assessed using a subject specific mark scheme – it may be from an examination board – with agreed grade boundaries that are shared with subject teachers.
- Regularly standardised and/or moderated with Curriculum Teams
- Recorded onto Go4Schools to form part of the evidence that teachers use to award current grades to the students they teach.

There are some subjects which do not have a requirement for assessments in Key Stage 3 and 4. These include Learning for Life, Core PE, Core RPE and some vocational subjects.

Frequency of Assessment in Key Stage 3

Every year in Key Stage 3 students complete three graded assessments in each of their subjects– one of these assessments will be an end of year examination in the Summer Term. It is up to the departments to determine the best point in the curriculum for the students complete to the other two assessments.

To support the workload of teaching staff, we recommend the following assessment windows in Key Stage 3. However, it is more important that the assessment is set at a time when students are ready to be assessed.

Our recommendations are as follows:

- In Year 7 departments could set a piece of assessed work in Autumn 2 and Spring 2.
- In Year 8 and 9, departments could set a piece of assessed work in Autumn 1 and Spring 1.

Frequency of Assessment in Key Stage 4

In Key Stage 4 there will be various opportunities to complete assessments. Each GCSE Core and Options Subject will set up to six graded assessments throughout the year – this equates to roughly one per half term. Up to two of the assessments that students complete each year in most subjects may be under Formal Examination conditions.

Next Steps following an assessment in KS3 and KS4: Growth Tasks

To maximise the academic success and progress students make, time is given in the curriculum for students to complete a Growth Task. During the Growth Task, students are given time to reflect, review and understand the feedback that they have been given. Sufficient time in lesson (which may be extended to Homework) is allocated so that the Growth Task is meaningful. Growth Tasks are not just a 'post-mortem' of the work that was completed for assessment but an opportunity for students to learn from any mistakes and make even more progress by completing similar or more challenging tasks.

Growth Tasks should be completed in green pen or green font (if a computer-based subject) by the student.

Central to the Growth Tasks is the use of metacognition. Students are given time to reflect on how they performed, areas of difficulty and ways they could tackle similar tasks differently in the future. In the appendix are a range of metacognitive questions that teachers may use to ask students to reflect on their progress.

Formative Feedback outside of Assessment Windows

Written Formative Feedback by the Teacher

Students at Alec Hunter Academy will receive regular formative feedback in lessons. Staff will ensure that students receive, as a minimum, one piece of written or typed feedback per half term alongside the feedback they will also receive from their graded assessments. The work on which students receive formative feedback will be work that helps make a difference in their progress and prepares them for success in graded assessments

Formative Feedback at Alec Hunter Academy:

- Summarise ways to move forward.
- May summarise areas of success.
- Can be written or typed.
- Can be in any colour except black, blue or green as these are the pens the students use.
- May come in a range of different styles and techniques if it is clear, diagnostic and aids progress. For example, whole-class feedback sheets can also be used where common misconceptions and next steps are identified
- May also feedback on literacy using literacy codes where appropriate.

It is important that students are given time to read any written feedback that they receive and are given time to act on it. We recommend that students use green pen to self-correct their work and respond to feedback.

Not every piece of work that students do requires written feedback by the classroom teacher, and we do not determine how often feedback should be written by teachers in students' books or on their work. Instead, teachers select key pieces of work to check student understanding and on which they feel their feedback will be beneficial. This means that sometimes work will be self- or peer-assessed instead, or teachers may choose to provide quicker verbal feedback in the lessons so that students can make quicker progress. Therefore, alongside written formative feedback, the student will receive feedback in a range of other forms as detailed below.

Verbal Feedback in Lessons

Verbal feedback in lessons, which is not written down, can have a stronger impact on progress than written progress. This is because the feedback is timely and personalised. Staff should take opportunities to feedback in lessons and circulate the room during lessons when students are completing independent learning so that they can feedback 'on the spot' with their learning and correct errors. There is no expectation that verbal feedback interaction will be recorded by the teacher or by the student.

Peer and Self Review

When students complete peer and self-review, they should do so in green pen/font and make it clear that this feedback is from the student by writing who reviewed the work.

Marking for Literacy and the use of Feedback Codes

We use literacy codes to ensure that literacy feedback is uniform across the school and manageable for staff. Certain subjects have a higher requirement to complete extended writing (such as English and Humanities subjects) and therefore closer attention should be given to the quality of literacy particularly when feedback is given on formative and summative assessments.

Subjects with less emphasis on extended writing should focus on spelling, the use of capital letters and paragraphing when marking literacy and use the highlighted codes below as a minimum expectation. In MFL, staff will mark literacy in a way which is subject specific, as punctuation and grammar varies between languages.

A copy of the Literacy Codes can be found on the front of student exercise books.

Code	Meaning
☑	Correct/Good Point/Well Written
☑☑	Wow! This is a really high standard.
Sp	Correct a spelling mistake.
P	Punctuation is missing.
C	Capital Letters are missing.
T	You have used the incorrect Tense. Can you fix this?
EXP	Improve the way this is expressed so that it makes more sense.
^	You need to add a word.
//	You need to start a new paragraph.
e.g	Please provide examples or explain yourself further.
UL	Underline your titles and check your presentation success criteria.

To make the marking of literacy meaningful, we are following the advice of the EEF that literacy should be marked differently when there is misunderstanding, compared to when mistakes are careless. Students who persistently make the same literacy mistakes and who are not acting on the advice given by their classroom teacher may find themselves placed on a Book Watch warning which is mentioned in the presentation section below.

Presentation of Work at Alec Hunter Academy

Students at Alec Hunter Academy are encouraged to develop pride in their learning. To help students, we have created a presentation checklist that students and staff can use.

Good presentation skills are important skills for students to develop. They help student to organise their ideas in a logical way, as well as promoting the vision that the learning students do is important should be valued, not just by staff but by the students themselves.

Well organised notes, books or online folders help students to find and access work easily when they are reviewing and revising topics.

The presentation checklist can be found on the front of exercise books and folders that students use.

Minimum expectations for the presentation of your work
Non-negotiable points
Have I written a date for each lesson?
Have I written a title for each lesson?
Have I underlined the date and title?
Have I clearly identified if the work is HW or CW?
Have I stuck all the sheets in the right order?
Have I used every page wisely and not wasted paper?

When books are handed in by pupils in all subjects there will be an opportunity to check standards of presentation, organisation and notes and any concerns will be addressed **if needed**. Students whose books persistently fall below presentation standards and who do not act on the advice of their teacher to improve the standard of their presentation may be placed on 'Book Watch' to monitor standards more closely.

At first students who regularly fall below standards will be placed on a yellow 'Book Warning' notice and if standards do not improve, they will be placed on a red 'Book Watch' by the classroom teacher so closer monitoring of classwork and homework can take place. Students will have their books monitored at the end of each lesson for a minimum of five lessons, so standards are raised. If poor standards persist, students may receive a detention to re-do or improve the standard of work.

Monitoring and Evaluation of Assessment, Feedback and Presentation

The effectiveness of this policy will be under regular review.

Monitoring and evaluation will take place:

- By regular discussion between Senior Leaders and Middle Leaders in fortnightly link meetings about the quality of provision of assessment throughout the curriculum.
- Through opportunities, as defined by the Middle Leaders, for departments to standardise, moderate, review and adapt assessments in half-termly curriculum progress meetings.
- By regular Book Reviews in the academic calendar carried out by subject specialists and senior leader where appropriate

APPENDIX

Appendix 1:

Suggested Metacognition Questions to use throughout learning to aid progress

There must be some metacognition during the Growth Task.

Metacognition Questions to allow for Reflection and Growth

Before a Task

- *How does this link to previous learning?*
- *Is this similar to a previous task?*
- *What do I want to achieve? What should I do first?*

During The Task

- *Am I on the right track?*
- *What can I do differently?*
- *Who can I ask for help?*
- *What don't I understand?*

After a Task

- *What worked well?*
- *What could I have done better?*
- *Can I apply this to other situations?*
- *What was the most difficult aspect of this work?*
- *What made it difficult?*
- *How did I overcome this?*
- *What still don't I understand? How can your teacher help you further?*

