

Assessment and Feedback Policy

Last updated:

**Assessment**

Baseline Assessments

All pupils take baseline assessments in Maths and English within the first few weeks of starting at Tor school. The results from these are used to inform planning.

Baseline assessments will be developed in all subjects. These will be skills or knowledge based.

These assessments will be internally moderated and we will also arrange external moderation with our partner schools at regular intervals.

Assessment during lessons

Most assessment in lessons is **formative assessment** and follows the following key strategies:

1. Establish and share learning goals with pupils
2. Plan tasks that can show evidence of learning
3. Provide feedback which moves learning forward
4. Where possible allow pupils to work together
5. Help pupils to understand and own their own learning

**Summative assessments** are used to check knowledge, at the end of a topic for example. The results from these inform predicted grades. The detailed information from these is used formatively to inform future planning.

**Feedback**

Verbal and written feedback is central to ensuring students make good progress in their learning. Good relationships between teachers and students are the key to effective feedback.

Each subject area is free to decide on their own response to the feedback guidelines however all subject areas work to the following principles so that there is consistency between teachers in each subject area:

* Written feedback is selective. It should only be done at the depth and frequency that students have a capacity to respond to.
* Written feedback is only given if the work is going to be returned to the pupil to improve or correct.
* Written feedback is formative. Comments are restricted to those that inform pupils how to improve, or give them instructions for actions they should take. Feedback relates to the learning goals that are shared with the pupil.
* Every time written feedback is given pupils are **given time** to respond to the comments as soon as possible.
* The whole purpose of feedback is to increase the extent to which pupils are the owners of their own learning.
* In some subjects, verbal feedback is frequently used. Records are kept of verbal feedback in pupil books or portfolios.

Sharing information with tutors/parents

Positive comments and any incidents are written at least weekly for each pupil for each subject area. These are recorded on ‘School Pod’. The comments will also record progress made towards learning targets in the Learning Plan. Tutors review these comments weekly with their tutees and then write a tutor summary.

Written May 2018

Signed by:

Headteacher Date:

Chair of governors Date:

Review date:

**Formative Feedback Comment Examples**

**Maths**

* Adding numbers like 252, 168, 72, 18 and 2 is easier when you put the numbers in columns. Redo the question using this technique
* Have a look a Q4 again and this time add the big numbers in columns instead – you will probably find that this makes the question easier for you.

**RS**

* I would like you to find out more about the month of Ramadan by exploring

What Ramadan or Sawm involves?

What is exempt and why?

What is the spiritual significance of undertaking Ramadan?

How is the Community important?

**Science**

* To help you make your answer more concise turn your answer into a tweet of 20 words or less.
* 'This is a good explanation as to why rainforest destruction is a bad thing.  To extend your answer list the reasons why some people would welcome it?'

**English**

* Good paragraphing, clear layout, excellent presentation and a good film review; I am particularly pleased that you have used your own words.
* I would like you to develop the idea in paragraph three where you comment on, “making the locations more realistic.” Can you explain in more detail how the director could do this?
* There are two spelling mistakes and two punctuation mistakes in paragraph two. Can you find and self-correct them?
* Sometimes you are using a pronoun so often (he, she, it) that I'm not sure exactly who (or what) you are referring to. Please could you clarify this for me by adding the appropriate proper nouns.
* **What went well:** A beautiful creative image has been described
* **Even better if**: your use of commas was secure.
* **My next steps are**: Revise the comma rule using GCSE Bitesize. Insert the missing commas in your paragraph using a different colour pen.

**Catering**

Sensory Evaluation

* I like the way you have looked at each component of the recipe and thought about the sensory properties of each.
* To make it more precise I would like you to use the "Word Bank" sheet to choose some words to help you rewrite paragraph 4. There may be words in the Word Bank you haven’t seen before and so you will need to look them up in a dictionary.

**Primary**

\*Well done for using capital letters and full stops.

\* You took your time today, look how neat your work is! Well done Freddie!

Look at the 3 verbs I’ve highlighted in green. Can you find an even better verb choice? Use a thesaurus to help you.

Subject Feedback Policies

**Maths**

* Assessment and feedback: Students’ work to be marked regularly so no work is left unmarked and at least once a week by the teacher.
* Encourage peer marking and self- checking too.
* Use marking stamp to provide written feedback once a week.
* Teachers give students time to act on feedback in lessons
* Check that next steps have been completed by students
* Give students the opportunity to practice and address misconceptions, corrections, end of topic assessment, new topic started

**English**

All teachers will carry out an initial assessment with a student new to Tor School in order to establish their Baseline and Reading Age in English.

* Initial Assessment to comprise:

1. Hodder Education Group Reading Scales test.
2. Short writing task
3. BKSB assessment
4. If a reading test highlights a reading age of 10years or below we will run the New Salford Sentence Reading Test that Primary use to identify how best to support reading improvement.

Marking of student work must be regular and timely providing a balance of positive feedback and areas for development.

English will continue to use the marking stamps at least twice a term:

* What went well
* Even better if
* Well done! Your next step is: (to be completed with / by the student)

All teachers marking to be carried out in green pen.

Teachers may identify a specific marking focus or use DIRT tasks to concentrate the student on a particular assessment objective. Teachers will use whatever method is effective in engaging that particular student with their feedback and marking.

The English team will use the November exam window for Y11 to increase their opportunity to experience exam success during this year.

During at least two curriculum meetings during the year the team will moderate initial assessments and student work / mocks to agree levels and ensure consistency across the team.

**RS**

* Written feedback will be given at least one a fortnight, using the 'WWW/EBI/NS' stamps.
* Students will be given an opportunity to respond to feedback in their lessons.
* In addition, there will be continuous feedback in a variety of forms including: verbal feedback and peer-evaluation.

**KS3**

1. Verbal feedback given to students throughout the lesson.  Key formative feedback will have a VF wriiten in their book
2. Where possible, peer/self assessment and peer/self feedback tasks will be built into lessons
3. Books will be checked weekly and comments/praise will be recorded on effort and processes
4. DIRT time will be given to students after an extended piece of work or a specific piece of work designed to be used for a reflection and improvement task.  This will be a minimum of once every 3 weeks.

**Vocation Learning**

* Feedback to students is an essential part of the tutors role on the occupational studies course, during activities students are given verbal feedback.
* All units taught have work books, these workbook have a space for written feedback an essential requirement for NCFE moderation.

The Exemplar sheet below supplied is taken from the 'Basic food preparation and cooking' unit and as you can see has a written feedback to student box. This is the same for all units.

|  |  |  |
| --- | --- | --- |
| Cooking Method used | Wet/Dry | Safe working practices |
|  |  |  |
|  |  |  |
|  |  |  |

Photo of Student cooking

Feedback to student

Student Review

What went well?

What could I have done better?

How I would improve this recipe?

Tutor Review

Safe working

Hygienic working

Clean up during cook

Clean up after cook

Photo of final presented dish

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| GCSE Art and Design Name | | | | | | | | | | | | | | | | |
| Project Title Portfolio/Externally set task | | | | | | | | | | | | | | | | |
|  | AO1 | | | | AO2 | | | | AO3 | | | | AO4 | | | |
|  | Develop ideas through investigations, demonstrating critical understanding of sources. | | | | Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. | | | | Record ideas, observations and insights relevant to intentions as work progresses. | | | | Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | | | |
|  | Just | Adequately | Clearly | Convincingly | Just | Adequately | Clearly | Convincingly | Just | Adequately | Clearly | Convincingly | Just | Adequately | Clearly | Convincingly |
| Minimal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Some |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Moderate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Consistent |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Highly developed |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exceptional |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TOTALS |  | | | |  | | | |  | | | |  | | | |
| Target Marks |  | | | |  | | | |  | | | |  | | | |
| Tutor feedback | | | | | | | | | | | | | | | | |
| **Area** | **Improvement Target** | | | | | | | | | | | | | | | |
| **Artist Research** |  | | | | | | | | | | | | | | | |
| **Photos** |  | | | | | | | | | | | | | | | |
| **Drawing** |  | | | | | | | | | | | | | | | |
| **Experimentation** |  | | | | | | | | | | | | | | | |
| **Development of Idea** |  | | | | | | | | | | | | | | | |
| **Written recording** |  | | | | | | | | | | | | | | | |
| **Personal Response** |  | | | | | | | | | | | | | | | |
| **Other** |  | | | | | | | | | | | | | | | |

|  |  |
| --- | --- |
| In Primary we will… | What it looks like |
| Only give feedback if the child is able to receive it and respond.­­ | Direct, timely feedback while the child is still working. Written feedback in book for teacher and child to review in the following lesson. This will include highlighting successes and a next step which the child could do at the beginning of the lesson to consolidate the learning. |
| Make Learning Objective and Success Criteria clear and explicit  Tell the child what we are learning and what they need to do to succeed | *Steps to Success*  *(How will I know I’ve done a good job?)*   * *I used capital letters and full stops* * *I used finger spaces between words* * *I read it back to check it makes sense* |
| Use child-friendly language | * *Super Adjectives!* * *Great imagination* * *Try to work a bit faster* |
| Give plenty of positive verbal feedback | *“Great job, I love the way you…”* |
| Highlight successes | Pink for ‘tickled pink’  When objectives are achieved (e.g. if the learning objective is to use adjectives in our writing, highlight all the adjectives)  Green for ‘growth’  Where work can be improved (e.g. if a simple adjective has been used a green highlight will remind the student to use a more descriptive word. |
| Note verbal feedback on written work/sheets | adding a comment if unclear |
| Indicate whether work was Independent or Supported |  |
| Give Two Stars and a Wish  Two specific things they’ve done well, linked to learning objectives and/or learning habits.  The ‘Wish’ is a next step to move their learning forward. | *https://images-na.ssl-images-amazon.com/images/I/31fFpZ9yBzL._SY355_.jpg*  *Well done splitting numbers into Tens & Ones*  *Thank you for checking your work, great job!*  *Try to write all your numbers in the boxes* |
| Primary Assessments | |
| Maths | Sandwell Early Numeracy Test  (summative re-assessment at the end of each long term) |
| English | Salford Sentence Reading Test  (summative re-assessment at the end of each long term) |
| Salford Comprehension Test |
| Letters and Sounds, Phases 1-5 |
| Single Word Spelling Test |
| SEMH | Motional |

