

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.

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

Updated November 2019

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.

**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.

**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?'

**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 – updated Nov 2019**

**Maths**

* 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.
* Written feedback should reflect what went well, even better if, my next steps are.
* Comments must be subject specific to the work being marked not; ‘well done’, great work’ etc though incorporate praise.
* Teachers give students time to act on feedback in lessons.
* Give students the opportunity to respond to feedback and evidence this. This could take the form of further practice to address and secure misconceptions, corrections, end of topic assessment, new topic started.

**Entry level**:

Coursework components are marked regularly.

Misconceptions/mistakes will be evidenced on an A4 sheet which will be dated and kept as an on-going record in students’ folders.

**Past Papers**:

Keep in a folder collated and dated.

Misconceptions/mistakes will be evidenced on an A4 sheet which will be dated and kept as an on-going record in students’ folders.

**English**

**Initial Assessment**

All teachers will carry out an initial assessment with a student new to Tor School in order to establish their baseline grade.

* Initial Assessment to comprise:

i) BKSB Initial Assessment – online tool  
ii) Hodder Education Group Reading Scales test (optional)  
iii) Short writing task

**A Feedback Policy**

Verbal feedback is an integral part of providing regular and positive feedback that highlights area for development. An ongoing process of individualised learning conversations will support progress on a 1:1 basis.

Teachers will record, file and date work in a logical sequence that shows progress and creates a working narrative.

English will use the marking stamps whenever appropriate:

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

All marking (teacher, peer, self) will be in coloured pen so corrections and improvements can be clearly and easily seen.

Teachers may choose to identify a specific marking focus or use DIRT tasks (Directed Improvement and Reflection Time) to concentrate the student on a particular assessment objective.

Teachers will use a variety of verbal and written methods to engage students with their feedback and marking: the success criteria will be measured through progress made and adapted accordingly.

Students should be encouraged to self-assess their spellings.

Students should be given the opportunity and encouraged to use marking criteria to self and peer assess their own work.

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 throughout 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.

**Science**

* Students will receive verbal feedback in a large majority of lessons. This should be about how to improve work, and to correct knowledge or understanding.
* Work or behaviour may be praised but only when there is good cause.
* No annotation of student work is required when verbal feedback is given although staff may use a vertical arrow in the margin of written work to indicate that improvement has been noted verbally.
* Students should have opportunities to improve written work, in response to either verbal or written feedback. The work may be designed with this in mind, eg two attempts at a structured exam question, the second after feedback on the first. If work is improved it should be self-evident in the student’s folder or book but a written comment or arrow can be used if felt appropriate.
* Summative assessments should be used inform the teaching of new students and, at KS4, the type of course to be pursued predicted and predicted grades.

**Geography**

* Student’s work to be marked regularly so no work is left unmarked and at least once per week by the teacher.
* Write comments to reflect what went well, even better when, your/my next steps are.
* Comments must be task and subject specific.  Generic statements, such as ‘well done’ must be kept to a minimum and only used to encourage continued learning.
* Give students time to act upon feedback during the lesson.
* Encourage peer marking and self-checking completed tasks.
* Give regular verbal feedback when in one-to-one lessons.
* Check next steps are acted upon and show where this has happened.
* Reinforce geographical terminology by using key words when giving written and verbal feedback.

**Art**

Students access 2D, 3D, Fine Art and Photography GCSE at Tor School, assessment and feedback to the student is a crucial part of how we build course work that shows progress, understanding and responses from the students that become their course work and prepares them for the undirected Externally set unit and College

* Sketchbooks or work books are key to the Arts course at Tor, the student’s evidence their understanding of the course work briefs and units covered. The students are very involved with the sketchbook process, they become and very personal piece of work that is highly valued by the students. Should they want to further study the Arts at college, they find they are well prepared and have developed good practise.
* Feedback and Assessment sheets are located inside the front cover of the sketchbooks, these are updated regularly and marked at the end of each ½ term. We use the 4 Assessment objectives for AQA Art, the students can clearly see the progress and marks they are collecting in each of these learning objectives. We can also adapt the sheets if necessary depending on any SEMH needs. The student can refer back to these sheets freely throughout the course.
* Once a week during lessons we go through the sketchbook with the students, this gives us opportunity to reflect on progress, pace, discoveries made and notice and question gaps in research and understanding. We also plan with the students and prepare for the forthcoming lessons.
* Other ways we give feedback and question understanding is verbally, it gives us the chance to question, praise, suggest and evaluate and have valuable conversations. We also peer assess regularly, sharing sketchbooks and doing collaborative activities.
* The students work is mounted and put on display in the learning area and also around the school, we have found this really boosts confidence, self-esteem and affirms progress and achievement for the students.

To summarise:

In the Arts we give feedback in a variety of ways, it’s woven throughout the course. The feedback we give informs the learner and prompts them to think and reflect on progress and understanding.

**Vocation Learning**

**NCFE Vocational Learning – Sport and Leisure, Motor Vehicle and Catering**

Feedback and assessment methods: All units that are delivered across the NCFE qualification suite with individual folders. The instructions for tasks or Job cards in some cases have written feedback that is an essential part of NCFE requirements for assessment opportunity.  
  
**Sport and Leisure:**

Verbal feedback for practical and written work with a portfolio of evidence that is specific to each learner. School POD is used for recording hard work effort to further enhance positives awarded to individual learners.

**Motor Vehicle:**

The MV units are Job Card led in both the Training and Assessment phases. Learners initially use the training job cards that are personalised from a suite of resources. Procedure checks and feedback are recorded on the job cards with additional photographic evidence. These lead the learner to the assessment phase.

Assessment job cards are used when competence is achieved that is demonstrated in the successful completion of the jobs. School POD is used for recording hard work effort to further enhance positives awarded to individual learners.

NCFE standard assessment feedback sheets are then completed with the learner e.g. Witness Testimony, Assessor Feedback, Observation sheet etc.

**Catering:**

Verbal feedback is given regularly in lessons allowing students to make progress with self- assessment for improvement.

Individual portfolios demonstrate progress through units with photos assisting in providing evidence of learnt skills and completed dishes.

Regular checks for misconceptions that are addressed in sessions enabling embedded learning and a clear understanding of the topics and skills.

Evaluation of practical work with learners so that improvements can be made and higher level questioning that enables the learner to demonstrate further knowledge.

Completed written work to meet NCFE food qualification assessment objectives.

Completion of NCFE paperwork after the work is marked.

School POD is used for recording hard work effort to further enhance positives awarded to individual learners.

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| In Primary we will… | What it looks like |
| Give feedback if the child is able to receive it and respond.­­ | Direct and live feedback. Written feedback in book for teacher and child to review in the following lesson. This will include highlighting successes and next steps which the child could to do consolidate the learning. This is linked to the learning habit ‘Disciplined owl’. |
| 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 appropriate 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. |
| Indicate whether work was Independent or Supported |  |
| Give Two Stars and a Wish  (if appropriate)  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_.jpgWell 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 1-6 |
| Single Word Spelling Test |
| SEMH | Motional |

* Children are baseline assessed with 2-3 weeks of arrival and again at transition or the end of each long term
* Phonics testing is formative and a summative test is done at the end of each teaching phase
* Independent writing and maths tasks will be assessed at intervals and will be identified in the medium term plans.

