



Nether Stowe School

Assessment and Feedback Policy – Autumn Term 2019



Purpose

The purpose of teacher assessment is to generate a dialogue between teacher and student that reflects the quality of learning over time. For a teacher, a student’s response to assessment must reflect their knowledge, understanding and skills at specified points throughout the duration of the course or academic year. The quality of student responses and their achievement must be used to support the teacher’s planning and should inform decisions regarding next steps that will facilitate student progress.

Expectations

All assessments will be designed to be completed in accordance with the whole school assessment schedule [Appendix 1]. Within the timeframes outlined by the whole school assessment schedule, departments will calendar the dates of milestones at meaningful points within their programmes of study.

The whole school assessment calendar also calendars the dates of whole school data captures. Data captured at these defined points will be discussed at individual class, faculty/departmental and whole school scales and appropriate interventions identified to address any identified gaps in progress.

Milestones

Core Subject Expectation [English, science, mathematics & Y7 French]

At all key stages, **four milestones** will be conducted across the academic year to assess students’ understanding of the knowledge and skills delivered. A milestone will take the form of exam-style questions that refer to specific assessment objectives and examination criteria. A **sixth milestone** will be completed in Y12.

In response to the reformed GCSEs, all milestones should take an accumulative form over an academic year, for example: Topic A delivered = Topic A tested; Topic B delivered = Topic A and B tested, etc.

Non-Core Subject Expectation

At KS3, **milestones** will be conducted to assess students’ understanding of knowledge and skills delivered. In most subjects this will take the form of exam-style questions that refer to specific assessment objectives and examination criteria. At KS4 and 5, **four milestones** will be conducted across the year. A **sixth milestone** will be completed in Y12.

Practical subject assessment will take the form of a task that aligns with the assessment objectives focused on since the previous milestone. Where appropriate, a photograph/video/sound recording of practical work can be included to evidence achievement.

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	<p>At calendared points during the academic year, Y9, KS4 and KS5 classes will have at least one trial examination week/fortnight. At this calendared point the milestone will take the form of the trial examination paper. All other milestones will take place within the confines of a normal lesson.</p>	<p>In response to the reformed GCSEs, assessment should take an accumulative form over an academic year, for example: Topic A delivered = Topic A tested; Topic B delivered = Topic A and B tested, etc.</p> <p>At calendared points during the academic year, KS4 and KS5 classes will have at least one trial examination week/fortnight. At this calendared point the milestone will take the form of the trial examination paper. All other milestones will take place within the confines of a normal lesson.</p>
<p>Feedback to Milestone <i>'Green Pen Upgrade'</i></p>	<p>A standardised assessment feedback pro-forma [see Appendix 2]. on green paper is to be used which includes space for recording Student's name, grade and Minimum Expected Grade (MEG) as well as the common definition of DSE terminology [see Appendix 3].</p> <p>The pro-forma will: provide the subject specific success criteria to be assessed by the Milestone; indicate which of these are to be assessed in the interim Progress Check and include a common success criteria on the retrieval of knowledge/understanding from other topics assessed during the Milestone.</p> <p>The standardised feedback on the pro-forma will include:</p> <ul style="list-style-type: none">• DSE rating of the success criteria• What went well: Specific to success criteria• Upgrade Focus: Subject Improvement target• Progress towards literacy focus skill• Extra Challenge to stretch the most able <p>Within the assessment no more than 5 literacy errors to be identified for all literacy categories.</p>	



Using the DSE rating for each success criteria the teachers will identify a **What Went Well** to reinforce positive feedback and to support the student in developing their understanding of what is successful. In addition, the progress checker uses the DSE rating to identify and comment on a subject based **upgrade focus** where the student has made an error[s] or misconception[s] of one or more of the success criteria. Their assessment would then be improved further through addressing the identified **subject improvement task**.

‘Green Pen Upgrade’

The subject improvement task is to be responded to by the student through a **‘Green Pen Upgrade’**. This task relates to the upgrade focus and is a personalised target posed to the students on the progress checker.

Teachers can draw a green line in the students’ exercise book (using a green highlighter), in which the student’s response will be written. The line defines the amount of work the teacher expects to be completed and can be differentiated for individuals.

The student’s subject improvement target can take the form of upgrading a paragraph or section of work to reflect an improved understanding. Alternatively, the student might need to answer a series of questions to evidence that they have addressed the error of misconception identified [examples of ‘Green Pen Upgrades can be seen in Appendix 4]. Reteaching may be required in order for students to successfully complete the upgrade task.

Identify and highlight literacy mistakes in accordance with **Improving Literacy** section below.

Following the Milestone, teachers are expected to plan and deliver high quality activities to improve student outcomes including:

- Reteaching (Whole, Small Group)
- Personalised tasks to deepen knowledge/understanding (Individual/Paired activities to improve identified areas for improvement).



	<ul style="list-style-type: none"> • Written responses to demonstrate understanding <p>Teachers are expected check and corroborate students’ improvements to ensure that an error or misconceptions has been addressed and to the improvements are to the required depth. Live marking is a highly effective technique to provide instant feedback to students during the upgrade lesson.</p> <p>A tick is acceptable when work is correct – further literacy errors are to be picked up in this work. Continued misconceptions need to be readdressed by the teacher.</p> <p>Again, no more than 5 Literacy errors to be identified for all literacy categories</p>
<p>Progress Check</p>	<p>In all subjects a progress check is to be completed around the half-way point of a unit of work. The purpose of the progress check is to monitor and diagnose the quality of a student’s learning, providing feedback to the teacher in order to make necessary changes to lessons to address identified areas for improvement prior the milestone assessment. The progress check also provides feedback to students in preparation for their milestone assessment by reference to the success criteria on the standardised green progress checker pro-forma.</p>
<p>Feedback to progress check <i>‘Green Pen Upgrade’</i></p>	<p>The feedback for the progress check task needs to be completed in a timely fashion so that students’ improved responses are easily located near the original work. Students should leave a suitable gap before ruling off work. Teachers are expected to check and corroborate students’ improvements to ensure that errors and misconceptions have been addressed. A tick is acceptable when work is correct – further literacy errors are to be picked up in this work. Continued misconceptions need to be readdressed by the teacher.</p> <p>Teachers will be expected to feedback in the following manner:</p> <ul style="list-style-type: none"> • DSE rate the success criteria being assessed through that task [this will provide the students with a checklist of knowledge and skills that need to be focused on through revision prior to the milestone. • What Went Well comment[s]: Specific to success criteria

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	<ul style="list-style-type: none">• Upgrade Focus: Subject Improvement target. This could be a coded specific subject target to improve e.g. T¹ – linked to the success criteria. The coding can then be referenced to a specific question on the board or a sheet• Extra Challenge to stretch the most able <p>As with the milestones, the students' responses to the progress check subject target is written in green pen and can be framed through the use of a green line.</p> <p>No more than 5 Literacy errors to be identified for all literacy categories</p>
Interim Assessment	<p>Teachers are expected to plan opportunities to provide interim feedback for students which includes home learning. This can take the form of self and peer assessment (indicated by peer assessor writing a PA in the margin), live marking, use of targets and subject specific coding systems, PP first marking or verbal feedback.</p> <p>(See Appendix 6 for examples)</p> <p>No more than 5 Literacy errors to be identified for all literacy categories</p>

Presentation and Standards	
Colours for Clarity	<p>To ensure consistency in approach:</p> <p>All students must write in black pen and no other colour can be used.</p> <p>Students write using a green pen when responding to teacher feedback.</p>
Presentation	<p>Follow school guidelines and faculty templates for presentation of student work.</p>



Improving Literacy	Teachers are responsible for promoting the development of literacy and students are expected to take action in correcting errors. Teachers must use the Literacy Code Bank to identify errors.		
	Literacy Improvement	Teacher Action:	Student Action:
	Accuracy correction (e.g. Spelling, Punctuation, Wrong Word)	Highlight errors by circling error or omission. Write out correct spelling.	Correct error. Write out spelling correction three times.
	Clarity of communication	Underline sentence, phrase or paragraph.	Rewrite
Literacy errors to include spelling, incorrect use of punctuation, use of paragraphing and where the wrong word has been used. In addition, teachers should identify words that are illegible or where the meaning is unclear. When assessing milestones / progress check/ interim pieces of work, it is expected that no more than 5 literacy errors should be identified. It is expected that students will make the necessary corrections with their green pens and their improvements will be checked for accuracy with a tick.			
Appendix			
Appendix 1	Nether Stowe Assessment Schedule 2019-20		
Appendix 2	Whole school standardised assessment progress checker pro-forma		
Appendix 3	Definitions of D, S and E		
Appendix 4	Examples of 'Green Pen Upgrades'		
Appendix 5	Examples of interim marking		