



Crawshaw Academy

ASSESSMENT, FEEDBACK AND REPORTING POLICY

	Position/Committee	Date
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Approved by Chair of Committee	LGB	
To be Reviewed	Every 2 years	

Assessment, Feedback and Reporting

PRINCIPLES

Assessment

AIMS

The primary **purpose of assessment** is to improve students' learning and teachers' teaching as both **respond** to the information it provides. At Crawshaw Academy, different forms of assessment are deployed appropriately for the following purposes:

- **Assessment AS learning**: to embed key knowledge in memory e.g. through quizzing. Using regular routine quizzes, tests and exercises can build memory to automaticity through over-learning of concepts and procedures. Such exercises can be informal and low stakes and seen as part of the learning process.
- **Assessment FOR learning**: formative assessment which is most useful in the lesson sequence to identify missing components/misconceptions. To be effective formative assessment needs to be timely and well-focused. It might be via questioning, feedback on mini whiteboards or through examining students' work. The granular nature of a carefully considered and sequenced curriculum can allow for the 'tagging' of assessment questions, problems and activities against every step. Such informal assessment can provide fine-grained analysis of what students have learned within the lesson sequence.
- **Assessment OF learning**: summative assessment that samples from a domain of complex composites (end goals). This is assessment for summative purposes such as data drops. Use of national standardised tests is also for summative purposes. Such assessment should be infrequent – once a term is more than sufficient or changes in the data are likely to be misleading. Such assessment tends to require application of a range of components in complex tasks and is therefore generally not so useful for diagnostic purposes. Summative assessment must be designed to be cumulative and robust (Appendix 5).

Assessment is used to inform teaching and curriculum development

Assessment should give useful information about student progress (i.e. what students know and remember). Where appropriate this information should be put to use e.g. through a teacher decision to revisit a concept, or changes to future curriculum to address gaps.

Standardisation

Standardising of assessments should be a routine department activity to enable reliable judgements to be made within a teaching team. Dedicated time is allocated on the school calendar for this purpose.

Termly assessments and end of year examinations

Students sit regular assessments in each subject. The assessment not only assesses what has recently been taught, but it tests from previous topics from previous cycles or key stages, to ensure that students are developing their retention and recall skills. These are cumulative assessments.

The end of year exams take place in examination week/s in term 3. Students will sit some of their examinations in a formal setting such as the Sports Hall to ensure students have practice of sitting a formal exam in a formal setting.

The KS4 **summative** assessments are developed and sat in line with the following considerations:

- The assessment allows more able students to access higher grades to enable them to achieve excellence
- The range of Assessment Objectives (AOs) and marks allocated to them reflect the GCSE weightings and coverage
- The language and format of the cycle assessment mirrors that of a GCSE paper; still ensuring that students with low reading ages can access the examination
- The conditions in which the paper is sat reflect either the GCSE conditions, or is scaffolding students towards enabling them to succeed in the exam in these conditions by the time they sit their GCSEs.

Feedback

Purposeful and effective feedback

Providing effective feedback is a key aspect of formative assessment and can lead to significant gains in attainment. Implemented correctly, effective feedback can increase students' performance by an extra nine months in a school year **(EEF)**.

At Crawshaw Academy we place a high value on the power of feedback to increase student learning, by ensuring that feedback causes thinking and moves learning forward. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. The whole purpose of feedback should be to assist students in taking responsibility for their own improvement.

Feedback should be about the learning activity or the **task** itself, about the **process** of the task or activity, about the student's management of their own learning or their *self-regulation* **not** about the student's personal characteristics or vague and general remarks (e.g. "good girl"). Research suggests that feedback is best directed at the **task** and **process** level.

Student motivation, self-confidence, their trust in the teacher and their capacity to receive information can impact on feedback's effectiveness. Teachers should, therefore, implement strategies that encourage students to welcome feedback, and should monitor whether students are using it.

Research suggests that it should be:

- About challenging tasks or goals (rather than easy ones).
- Given sparingly (i.e. needs to be meaningful).
- More focused on what is right than what is wrong.
- As specific as it can be and, if possible, compare what they are doing right now with what they have done wrong before.
- Encouraging and should not threaten self-esteem.

AIMS

- To help students to rewrite/improve their next piece of work.
- To correct errors (proof reading).
- To grade the work (examining).
- To check that the work was carried out (monitoring).
- To set targets (coaching).
- To ensure that students receive high quality written feedback with clearly defined follow up tasks.
- To consistently adhere to the Academy's system, expectations and ethos.
- To ensure teachers are acutely of students' knowledge and understanding in such a way that confirms when students are on track and what should be done to improve/make further progress

Roles and responsibilities

The teacher with overall responsibility for the class is responsible for the consistent, appropriate, frequent and regular assessment and feedback for all students within the group, in line with Academy policy.

The Subject Leader will have responsibility for ensuring marking and feedback is consistent, appropriate, frequent and regular across the department. They will undertake a work scrutiny at least once per cycle (every 13 weeks). This may be in the form of a 'drop-in' during lessons, a collection of a sample of books / folders or through lesson observations linked to quality assurance.

The Subject Leader must ensure that schemes of work clearly identify an appropriate number of activities which teachers will assess and provide students with specific task-related feedback.

Senior leaders will quality assure all schemes of work to ensure that an appropriate number and range of activities have been identified to be assessed which will generate students' successes and next steps. During learning walks, senior leaders will check that department expectations are being followed.

REPORTING

Progress checks and report writing

Students must be given opportunities throughout the year to complete summative assessments, as well as sustained and substantial pieces of work that allow them to demonstrate the skills, knowledge and understanding required to attain in the subject. SL's are responsible for ensuring this takes place.

During each cycle (3 per year; termly) subject 'Progress review lessons' are used at the end of each cycle to consolidate learning and to ensure that all students are clear about how to make progress towards their subject next steps during the next cycle.

Parents and carers will receive a progress monitoring report at the end of each cycle (3 times a year). The band (KS3) or grades (KS4) given in progress reports will reflect the student's performance in the end of cycle summative assessment compared with their aspirational benchmark or target (Appendix 4).

During the academic year, parents/ carers receive a personalised written report, a face to face (or online) meeting or a telephone call home. Students are encouraged to contact their teachers for support and feedback.

All monitoring reports are shared by email.