Assessment, Marking and Feedback Policy

1. Rationale

This document is a statement of the aims, principles and strategies for assessment, marking and feedback at The Langley Academy. It is the method through which students develop and make progress as a result of assessment, marking and feedback. We will ensure that all students have the opportunity to progress regardless of gender, race, first language, physical or intellectual ability. Assessments will not involve cultural, social, linguistic or gender bias.

This policy links to:
Teaching and Learning Policy
Curriculum Policy

2. Purpose

- To enable students to understand the necessary steps to develop further
- To ensure a consistent approach when providing 'effective feedback'
- To embed a reflective pedagogy in which students are expected to respond to their feedback hence demonstrating progress
- To clarify that there are 3 outcomes from feedback: to improve the work; to improve the student's understanding; to improve the curriculum
- To provide a rigorous approach to assessing and monitoring student progress
- To provide accurate information about student progress for students ,teachers, Heads of Faculty, Raising Standards Leaders, House Tutors, Heads of House, senior leaders, parents/carers and governors

3. Forms of Assessment:

Formative - ongoing assessment of small chunks of the curriculum to find out what students know and understand to inform teaching and planning.

Summative - less frequent assessments of larger chunks of the curriculum to provide reliable information about student learning and performance. All subjects will run summative assessments as follows:

- Years 7 to 10: students will sit a summative assessment for each of their subjects during half term 5. These assessments inform the progress reported.

- Year 11 and 13: students sit two PPEs one in November/December and one in February/March

- Year 12: sit an internal assessment in June. This will be used to predict their UCAS grades.

4. Principles of marking and feedback:

1. Marking will be against the success criteria
2. Feedback will be specific and helpful to ensure learning is moved forward
3. Any learning points / misconceptions will be addressed
4. Students will respond to their feedback demonstrating progress. This will be done in green pen

5. Reflection Time:

Time should be built into lessons and/or independent learning to allow students to review and respond to feedback.

6. Types of Formative Marking and Feedback at The Langley Academy

- Whole class feedback including in-depth teacher marking for selective pieces (where appropriate/agreed)
- Marking for Literacy using whole academy codes
- Peer/Self-assessment
- Verbal feedback

Whole class feedback

This should result in specific and helpful feedback with students given clear actions to improve (this can be done as a whole class). The expectation is that misconceptions and/or mistakes will be addressed either by improving a piece of work or by using the feedback to improve a subsequent piece of work.

Marking for Literacy Using Whole Academy Codes

It is not expected that staff correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. At KS3, or for less able students, it may be necessary to write the correct version for the student. As students gain confidence and knowledge, they should be able to identify and correct their own mistakes.

All staff should use the Whole Academy marking codes. The code forms an integral part of the Literacy Policy and is displayed in every classroom and in the books of every student.

Peer and Self-Assessment

Peer and self-assessment is a useful activity when used appropriately. Students must be taught to do it effectively so that they focus on the feedback being helpful, specific and kind.

Verbal Feedback

Verbal feedback is a valuable form of formative feedback. Some areas may use this type of feedback more frequently because of the nature of their subject. For example, in Design and Technology, Art, Music and Physical Education, the most effective feedback is often verbal.

7. Quality assurance

Every half term each faculty will undertake a review of one or two year groups. Part of this process will involve one or more student focus group(s). Part of each focus group will include a book review where students will have the opportunity to discuss their learning and how their learning has improved due to specific feedback.

8. Responsibilites

Heads of Faculty (supported by Link Director)

- Ensure that subject specific assessment criteria is in place for all key stages
- Ensure that faculty members are clear on assessment, feedback and marking procedures
- Enable members of the marking and feedback PED group to share their work with the faculty
- Monitor the use of assessment and feedback across their faculty as part of half termly quality assurance cycle. This could include joint book reviews with other members of the faculty as well as students
- Ensure that assessment data is compiled accurately by members of their team to ensure that student progress can be effectively monitored and tracked with interventions planned appropriately

Raising Standards Leader

- Use subject assessment data effectively to track and monitor the academic progress of students in their year group, particularly those who are vulnerable or underachieving, and plan interventions accordingly
- Using the progress for all meetings, RSL should liaise with HoFs to plan, track and deliver interventions

Directors

- Support the development and promotion of feedback, assessment and marking across the Academy
- Use a variety of QA activities to identify and share best practice
- Monitor and evaluate the quality of marking and feedback across the Academy
- Through the marking and feedback PED group use CPD sessions to provide opportunities for the development of assessment and feedback including the sharing of good practice and marking strategies.

9. Summative grades/Working at

The student's predicted and/or working at grades are recorded 2 or 3 times a school year on SIMS (Data Drops). KS3 and KS4 use the new grading system 9-1 for GCSEs. For Btec and Prince's Trust the grading is pass, merit and distinction. Post-16 is graded A*-U for AS/A2 qualifications and BTECs use pass, merit and distinction. The Working at grade is generated by the professional judgement of the teacher taking into consideration assessments, classwork, homework, previous terms results and student's attitude towards learning.

10. Reporting thresholds

An individualised aspirational flight path is set up for the duration of a student's 11-16 education at The Langley Academy based on their KS2 performance. At KS5 students targets are set using ALPs which is based on their GCSE results.
Student progress is categorised into four thresholds: Above, On track, Working towards and Concern.

The thresholds against our aspirational flightpath, are as follows:
Above is 2 or more fine grades above
On track is between a fine grade above or below
Working towards is between 2 and 4 fine grades below
Concern is 5 or more fine grades below

11. Reporting cycle

All data drops are collated and emailed home. Parents receive a breakdown of their child's progress across all subjects. In addition to student progress, in the examination years (Year 11 and 13), teacher predictions are included.

12. Moderation

Used to standardise marking across faculties and support staff to understand the expectations of the curriculum; especially the new curriculum. External moderation will be used to ensure that the academy is outward looking and benchmarking appropriately. CPD sessions are utilised to meet with other schools, to give time to internal moderation.

13. Stakeholders

A variety of reports are provided using the assessment data to different stakeholders throughout the year. Governors receive a student progress report at the Local Governing Body meetings. If delivery via email is not possible we provide a hard copy. School data is provided on the website for public access.

14. Policy Review

This policy will be reviewed by staff and governors. Changes will be made to ensure that this policy reflects best practice and is up to date.

Review Date: May 2019
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Author: Clare Benton
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