



## Marking, Feedback and Assessment Policy

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## Marking, Feedback and Assessment Policy

### How starting points are determined

The average KS2 score of Maths and English will determine whether a student is classed as a 'higher prior attainer (HPA), middle prior attainer (MPA) or low prior attainer (LPA). The specific position of a student within each of these categories, will have an impact on their targets at GCSE. The targets set as a result of prior attainment will broadly be in line with national progress expectations and measures.

Additional assessment will take place in year 7. At the beginning of September, Year 7 students will undertake a number of baseline tests to support the published Key Stage 2 scores. These may include:

- CATS
- Reading age tests
- MIDYIS (for students who are late entries to the school)

These baseline tests will help us to establish a clear picture of each student's ability in a number of areas. This information should be used to help inform decisions made by subjects when grouping students and setting, when appropriate. Teachers should also use this information when planning, delivering and feeding back on lessons.

When students come to the school with no Key Stage 2 grades, the above tests will be used to calculate a starting point and prior attainment category. These students will be identified by having a '\*' next to their prior attainment grade. Targets set for these students will be reviewed regularly, to ensure that they are appropriate and challenging. At the end of Year 11, any student that has not got a Key Stage 2 result (for instance, if they were not in the country) will count towards the school's Attainment 8, but not Progress 8.

### Formative Assessment and hinge assignments for Key Stage 3 and 4

Progress should be driven by regular formative assessment. Each department should identify at least two hinge assignments each half term which allow students to apply their knowledge, skills and understanding following a sequence of lessons. These assignments should be common across classes but differentiated as appropriate. The aim of these hinge assignments is to help students understand what they did well and what they need to do to improve. Teachers should set tasks following these hinge assignments which allow students to improve on the work. In addition, students should be awarded an effort grade for the piece of work. If a student has completed the assignment to a high standard, a task should be set which asks them to extend their thinking, rather than doing 'more of the same'. See 'Year 7 English feedback grid and Science' for examples. There must be evidence of literacy marking

in hinge assignments which adheres to the literacy marking code. In order to address teacher's workload and to increase rapid response and feedback, 'green feedback sheets' have been created for each hinge assignment. Departments create their own bespoke hinge assessment feedback sheets **which will be printed on green paper**. See English and Science examples. At KS3 these should list the skills in one column and then the KS3 descriptors of WTS/EXS/GDS which should correspond to department's KSU document. Bespoke green feedback sheets must be quality assured by Lead Practitioners.

Formative feedback may exist in different of formats depending on the subject. For example, in some practical lessons, verbal feedback might be used instead of written feedback.

**Final assignments** should build on the knowledge, skills and understanding from the hinge piece, they should make clear to students where they are at, safeguard and support data drops (irrespective of staff turnover, students changing classes, and allow non-specialists, monitoring to quickly identify the teacher's judgement.

**The first hinge piece** can be self/peer or teacher assessed using whole class feedback. If using self/peer the teacher must quality assure the marking and ensure the correct/ most relevant EBI task has been identified. **Departments to decide with their HoD and SLT line managers** if a qualitative value (top part of grid) needs to be used or if the focus should be on EBI tasks.

To have maximum impact, hinge pieces should ideally have a week turnaround time and where possible by the next lesson. Self, peer or whole class feedback options should support teachers to meet this deadline. Final assignments should be marked by the teacher.

## Peer and Self-Assessment

Between hinge assignments, there should be evidence of peer and self-assessment in the books. Peer and self-assessment should also be completed in green pen.

## Summative Assessment at Key Stage 3

1-9 grades will no longer be used for Key Stage 3 assessment. Instead, three categories of attainment will be awarded. We will continue to use language recognisable to parents from primary school. The three levels of attainment awarded will be:

- Working towards age expected standard (WTS)
- Working at age expected standard (EXS)
- Working in greater depth (GDS)

## How will these categories be awarded?

In addition to regular 'hinge assignments', students will also undertake a number of summative assessments throughout the year. These could take the form of:

- A timed-style assessment that captures students' knowledge skills and understanding across a range of topics;
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- Particular hinge assignments being identified as summative pieces which capture a range of knowledge skills and understanding over time.

In most cases students will all take the same assessments, but in some cases up to two differentiated assessments might take place. When all students have taken the assessment, the raw grades (for example 58 out of 90) will be entered onto SIMS and they will be converted to a percentage. These raw scores will then be rank ordered. The categories will then be applied using percentage cut offs for 'working towards age appropriate standard', 'working at age appropriate standard' and 'working in greater detail'. There will also be a + or – awarded to students at the end of each category. This will allow us to see how close the students are to the next category.

Assignments should be created to emulate the GCSE skills and where relevant (in year 9) the style of questioning that reflect the GCSE exams. To support mixed ability teaching/classes it could be that there are additional bullet points/prompts to support some learners where the assignment is one extended/essay question. Where there are a series of questions, these should increase in challenge and marks awarded.

For example, English at KS3 should allow ample practice of the skills needed at KS4 but this does not mean it needs to be presented as a GCSE exam. Some of the content at KS3 can be disregarded such as the actual poems studied but the skills that are needed to analyse and compare are relevant. For science both the content and skills are needed as these are the building blocks. Use the departments KSU documents and what students tend to find more challenging at KS4 to plan backwards at KS3, introducing more challenge as appropriate.

As each summative assessment is completed, the data drop will capture the previous assessments and the category will be awarded, taking into account performance in each one. Weightings can also be awarded to assessments to match the weightings of assessment in the specification. By the end of the year, a full range of assessments in each area of a subject's curriculum would have been measured.

At various points throughout the year, all students in core subjects the opportunity to sit one assignment in in the hall to give them an 'exam experience'. These assignments should be

designed to allow students to retrieve information and skills from previous units and not be solely focused on one topic or skill.

## Departmental self-evaluation and moderation

Each department and faculty will have timetabled moderation sessions before a data drop. Lead practitioners and other relevant members of staff e.g. head of year will conduct quality assurance book looks usually the week after the department's self-evaluation and moderation time. These will usually be one-two weeks prior to whole school data drops for that year group to ensure the accuracy of the data being entered. Lead practitioners will support individuals and teams where relevant aiming to QA each year group at least twice in the academic year (more so where additional monitoring is required).

## External Verification

As we are making a judgement on a child's performance compared to the rest of the students in the year group, it is important we also verify the quality of work externally to ensure it compares to work elsewhere. Some ways of doing this are:

- Cross moderation of work in other schools
- National testing strategies (where appropriate)
- Using the National Curriculum

## Measurement of Progress

Students will still be given a 'progress colour' which relates to their starting point in some subjects. This will measure their position in the rank versus their starting point at Key Stage 2. For example, a student who came into the school as an HPA, would be expected to fall into the 'working in greater detail' category. A HPA student who is 'working at age-appropriate standard' may show as underachieving in that area.

## Summative assessment at Key Stage 4

In Years 10 and 11, *some* hinge assignments should be chosen that replicate or are versions of real GCSE questions (e.g., past exam questions). They should be marked by awarding a 1-9 grade. These should be common pieces of work decided by the Head of Faculty and/or Department. These hinge assignments might be, for example, an assessment at the end of a unit of work on a particular unit or topic. The grade awarded for each assessment should use a GCSE mark scheme, and all grades (1-9) should be accessible for students. It is important to remember that we are no longer using a 'flight path' model, and therefore grades should not be 'scaled down'.

The grades across the department should be collated by the Head of Department, and moderation of the work should take place in department time. The grades for these chosen assignments should be entered into SIMS. The collection of this data will build up a bank of evidence that teachers can later use to make professional judgments. This information can also usefully be used by students, parents and teachers to identify strengths and areas of improvement feeding into Personal Improvement Plans.

Formative assessment should continue alongside summative assessment at Key Stage 4.

## **PPEs**

In addition to the above, PPEs will be scheduled during the year for years 10 and 11. The focus of these PPEs should be to assess the full range of content covered by the student. This will give students the opportunity to use revision and recall content from earlier in the year. We will make these PPEs 'high profile' and publish content to revise and the timetable in advance. Over the course of Year 10 and 11, students should have had the opportunity to sit all components of the exam.

## **Key Stage 3 Exams**

In Years, 7,8 and 9, all students will have the opportunity to experience formal exams in the hall. Exam regulations will be enforced to ensure all students understand the exam process and are prepared for KS4 PPEs and final exams. These exam weeks are scheduled into the whole school calendar.

