

**Honiton Community College  
Academy Trust**



This Policy was adopted by the  
Governing Body of Honiton Community College  
on 18<sup>th</sup> November 2020  
and will be reviewed every two years

# FEEDBACK AND ASSESSMENT POLICY

# HCC Feedback and Assessment Policy

## Purpose

To ensure that feedback and assessment is an integral part of the teaching and learning process as it is key to supporting students to reach their potential.

## Effective Feedback should:

- Provide a clear and accurate picture of the skills and knowledge that a student has acquired, the progress they have made and a diagnostic indication of what they need to do next
- Support teacher reflection on schemes of work and inform future **curriculum** planning and development
- Inform teaching by showing how future learning activities need to be differentiated for individuals to raise attainment and maximise future progress
- Allow for careful tracking of progress and interventions implemented if necessary
- Motivate and encourage students to put in the effort to continue improving
- Encourage teachers by showing that their teaching is leading to better student progress
- Support effective learning dialogues between staff and students and parents/carers.

## General Principles

- The effect is more important than the form
- Good feedback causes thinking rather than just giving an answer
- Specific praise can be used: regular feedback on success motivates and enhances self-esteem
- Assessment for learning and effective feedback will be built into the planning of all lessons (see also Self and Peer assessment below)
- Guided Reflection and Improvement Time (GRIT) is built into lesson time and/or as a home learning exercise, for students to respond and act upon feedback
- To support the aims in our Literacy Policy feedback should highlight the accuracy of spellings, punctuation and grammar (SPAG) using the codes noted below
- To support the Home Learning Policy, home learning tasks will be reviewed for feedback within 2 weeks
- Pride in good presentation will be promoted and students with poor presentation supported and/or challenged

## Process

### Formative Assessment:

Formative assessment encompasses all the strategies used during a scheme of learning, such as verbal and written feedback from the teacher, peer assessment and oral feedback, and self-assessment and assessment. Students will be taught how to use peer and self-assessment effectively in each department

Peer assessment is not simply swapping books to mark answers right or wrong; it involves some cognitive process on the part of the marker and will involve an element of training students on to assess each other's work. This should give students a deeper understanding of how to construct responses to assessment tasks. For example, students could be asked to provide constructive advice on the layout of another student's work, or perhaps check spellings of key words. Providing mark schemes for students to mark each other's tests at KS4 can promote valuable discussion on what the examiner is looking for.

By making learning goals explicit and involving students in self and peer assessment, formative assessment promotes students as agents in their own learning, increasing student motivation and autonomy, as well as learning.

### Summative Assessment:

Summative assessment is the assessment that takes place at the end of the unit/topic. It could take the form of tests/ mock exams which are a valuable tool for gauging the level of a student's understanding and for tracking individuals' progress over time.

It could take the form of a review of a student's learning journey over the course of a project/ unit/ topic. This would be assessed by looking at how well they have met overarching assessment objectives that would have been shared with the student at the start. Summative assessments are designed collaboratively by all the teachers of a subject and early in the planning process when Schemes of Learning are written. They are written with the Learning Focus/ objectives clearly in mind. Assessments are designed to be cumulative and will assess a student's understanding of a curriculum, not an individual unit. It is important that the test/assessment is based on the work that has been taught rather than a full GCSE/Alevel paper part way through the course.

Fairness is fundamentally important. All assessments are designed to enable the broadest possible population of students to show what they know and can do, without being unfairly hampered by characteristics that are irrelevant to what is being assessed, for example students who are not proficient in the language of the test finding it difficult to demonstrate their mathematical ability. At KS3 and Y9 it is vital that we collect evidence that is needed for exam concessions. In practice this means giving a student the opportunity to show what they could do with extra time. The best practice should be that in a test the students rules off where they get to in the allotted time and then has up to 20% extra time. This can then be assessed and archived with the SEND team for future reference. At KS4 and 5 it is important that we consider any access arrangements students may need for exams. Tests must also be valid for purpose and generate information that can be acted upon and provides productive and useable feedback for all intended users.

### Role of the student

- Engage fully in self-assessment and peer assessment processes using resources provided by the teacher
  - Always self-assess and proof-read work (checking for common literacy errors)
  - Use the checklist/ success criteria/mark scheme



- Respond to WWW/EBI/ Next Steps in GRIT to 'feed-forward' and improve their learning

### Role of the teacher

- Every 10-12 lessons feedback gives individual targets on how to improve. This can relate to the learning objectives, concepts or assessments being assessed, ways to improve layout, or even performance in oral / practical work.
- There will be certain subjects such as Belief and Values, whereby a three-week interval or more would be appropriate. Department schemes of learning should provide guidance in relation to an appropriate marking interval.
- It may be appropriate for teachers to select a sample of books to check and give feedback on to support whole class progress.
- During the lesson teachers will also be giving verbal feedback to students throughout. This should be given equal value to any other strategy as it is personalised and students can respond immediately.
- Feedback must be concrete, specific and useful so that students can take action to improve their work.
- Written feedback could be in the following format:

**W.W.W:** (What Worked Well)

A reference to what the student has understood based upon the assessment criteria or learning objective. It is important that the students know what to continue to do as well as what to improve.

**E.B.I:** (Even Better If)

A clear target for improvement.

**Questions to consider**

Teachers may pose questions to the student to deepen their thinking, challenge their perceptions, make links in their learning and check understanding.

- The evidence in teachers' markbooks/marksheets should support the college data collection format.
- Grades submitted in data collection need to be informed by a solid evidence base obtained from teachers' records.
- Class teachers need to implement intervention strategies for under achievers based on thorough record keeping which gives a picture over time of a student's performance.

#### Role of the Head of Department

- May need to implement intervention strategies for under achievers based on requests from class teachers
- Are responsible for teaching and learning in their departments and will specify what needs to be marked based upon either key summative or formative assessments signposted in schemes of learning.
- Ensure that the feedback interval is adhered to and that this policy is applied consistently.

#### Role of the Head of Learning

- Review data collection information and implement appropriate Pastoral interventions (e.g. Homework Club, mentoring, extraction Student Support sessions)

#### Role of ELT

- Implement intervention strategies that require an alternative curriculum route
- Quality assure processes set out in this policy through Learning Walks, Lessons Observations and Work Samples.

#### Target setting

Range	Grade
120 - 115	8
114 - 110	7
109 - 105	6
104 - 100	5
99 - 95	4
94 - 90	3
89 - 80	2
B	1

This will be variable until the 2021 GCSE entry as this will be the first year with the current KS2 results. The targets for years 7, 9 and 10 have been set using the revised GCSE estimates from 2017. Targets for years 12 and 13 will be based on students average KS4 point score and using the DFE ready reckoner.

#### Year 7 Targets

These targets were set using the KS2 SATs data.

The English and mathematics scores were set using the subject standardised scores (maximum 120 minimum 80).

The grades were allocated using the distribution of the KS2 scores.

Science – same target as mathematics

French – one grade less than English

All other subjects based on the average points score for English and mathematics.

However, as the student moves through the school then their targets will be adjusted to fit their individual needs and circumstances based on conversations with VP, Head of Learning/Head of Department and SENDCO.

Targets will be reviewed at the beginning of every year in light of the KS2 to GCSE estimates.

#### Collecting Data

Data is collected at a time and in a format to inform teaching, parents and students of the progress made towards the target.

**Year 7 & 8:** This is a +/- that indicates the progress made towards the student's target in the teacher's professional option. Students will also be assessed against the standards set out by the Departments.

**Year 9,10 & 11:** The data collected will be GCSE grades 1 to 9 followed by A, B or C to indicate the security of the A being most secure.

- Current GCSE grade
- Predicted GCSE grade
- Students will also receive a statement of results after their annual internal exams.
- Students will also be assessed against the standards in Appendix 1.

**Key Stage 5:** The data collected will be A-level grades A\* to E followed by 1,2 or 3 to indicate the security of the 1 being most secure.

- Current A-level grade
- Predicted A-level grade
- In addition, students will be assessed on attendance, attitude to learning and homework on a 1 to 4 scale, 1 being outstanding.

### Monitoring of data collection

After each data collection point there is a Department meeting where the team will sample each other's data and ensure the accuracy and integrity of the data. The Head of Department will be final arbiter of any inconsistencies. Particular attention will be paid to the data of Pupil Premium students to ensure that from year 7 the gap is narrowing. Teams need to be aware of the data of CIC and SEND students and contact Learning Support if there are any concerns.

### Analysis of data

#### Year 7 and 8:

Teams will be given a copy of the data they have entered in spreadsheet form.

A summary of the implications:

Subject	Autumn					
	Yr. 7 Attainment			Yr. 7 Attainment		
	Grade 5 +			Grade 4+		
	All	PP	EHP/K	All	PP	EHP/K
Art	61.27%	41.48%	14.29%	78.87%	41.38%	33.33%
Music	61.77%	41.38%	14.29%	76.76%	58.62%	14.29%
Drama	61.97%	37.93%	14.29%	76.76%	55.17%	28.57%
Food	33.33%	35.71%	0.00%	41.67%	35.71%	0.00%
DT	39.13%	26.67%	13.33%	55.07%	53.33%	13.33%
Cohort	142	29	21	142	29	21

#### Year 9. 10 and 11.

After each data collection in addition to the data being placed in 4Matrix teams will be given the following:

- Summary of school data
- Student level Progress 8 contribution
- Spreadsheet of behaviour, effort and homework data.

#### Year 12 and 13

After each data collection in addition to the data being placed in 4Matrix teams will be given the student level traffic light sheets.

## Interventions

For all years after each data drop Heads of Department, Heads of Learning and ELT will identify students:

- Academically – this will be progress against target. The first step is always intervention in the classroom with a follow up of contacting parents.
- Homework – students who are a cause for concern in several subjects will be expected to attend weekly homework recovery.
- Classwork/behaviour – monitored by HOL.
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### Data points throughout the year.

The data points are spread across the year to balance staff workload and to ensure that the data collected is relevant to the students and parents.

## Appendix 1 - KS3 and 4 Report Descriptors

### BEHAVIOUR

1= Excellent	Self-motivated and able to work independently. Approach to lessons is positive, purposeful and attentive and teacher's instructions are always followed. Always able to work without disrupting or disturbing others, whether working individually, in pairs or in groups.
2= Good	Focused and attentive and quickly follows teacher's instructions. Tasks are carried out with minimum intervention from the teacher. Able to work in a range of classroom situations with only minimum supervision.
3= Inconsistent	Usually able to concentrate well on work but may lose focus from time to time. Not always able to work effectively in groups or work without teacher input or supervision. Sometimes needs reminding of classroom rules, but usually returns to being on task.
4= Unsatisfactory	Often off task, or needs to be reminded of classroom rules and sanctions. Disturbs the learning of others and behaviour has a negative impact both on ability of other pupils to make progress. Teacher's instructions often have to be repeated or reinforced to have an impact.

### CLASSWORK

1= Excellent	Work always completed diligently and to a standard that matches or exceeds current levels/grades. Self-motivated and enthusiastic; shows pride in work and determination to master new skills and gain new understanding. Fully and actively engaged in lessons and works effectively both individually and in groups. Achieves performance criteria for individual pieces and also puts into effect previous suggestions for further improvement from the teacher when attempting new work. Always arrives at lessons fully prepared with all necessary equipment.
2= Good	Work is completed carefully and usually matches individual capability. Presentation is good and care taken to complete tasks to a good standard. Willingly takes part in lessons and works effectively with other students when necessary. Keen to improve performance and demonstrates use of criteria, model answers and notes given by the teacher to show what successful work looks like. Subject to occasional reminders, arrives at lessons regularly arrives at lessons without necessary equipment or kit.
3= Inconsistent	Work in class usually completed to an acceptable standard but occasionally rushed or barely satisfactory. Completes tasks without full reference to guidance on what successful results or improvements should look like. Sometimes appears to take insufficient time or care with work. Not always able to focus effort consistently when working with others. Subject to occasional reminders, normally arrives at lessons with necessary equipment and kit.
4= Unsatisfactory	Insufficient time or care taken over work on a frequent basis. Work sometimes has to be repeated, or the teacher needs to provide additional intervention or supervision because it

	is not completed to an acceptable standard. Little note is taken of success criteria and so work often shows no progress or improvement. Rarely shows pride in quality of work and regularly arrives at lessons without necessary equipment or kit.
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## HOMEWORK

1= Excellent	Homework tasks are always completed on time and to a standard that matches or exceeds current levels/grades. Self-motivated to complete homework tasks and seeks help from teacher when needed. Achieves performance criteria for individual pieces and also puts into effect previous suggestions for further improvement from the teacher.
2= Good	Homework is completed on time and almost always matches individual capability. Presentation is good and care has been taken to complete tasks to a good standard. Uses criteria, model answers and notes given by the teacher to help understand what successful work looks like. Keen to improve performance.
3= Inconsistent	Homework usually produced on time and to an acceptable standard but is occasionally late or barely satisfactory. Completes tasks without full reference to guidance on what successful results or improvement should look like. Sometimes appears to take insufficient time or care with work.
4= Unsatisfactory	Insufficient time or care taken over homework on a frequent basis. Work is sometimes done in catch up sessions because it is not completed on time or to an acceptable standard. Little note is taken of success criteria and so work does not show progress or improvement.

## Appendix 2 Literacy Key

^	<b>Carat</b> – this indicates that you have left something out (omitted it). The symbol points to the words that will be inserted by your teacher.
P	<b>Punctuation</b> – you have made a punctuation error; this will be corrected at the location of the error but the symbol may appear in the margin.
Sp	<b>Spelling</b> – you have made a spelling error. These errors may be corrected and you should do your best to write out your corrections as required by your teacher.
NFS	<b>Sentence</b> – not a full sentence.
//	<b>Paragraphs</b> – your teacher will show you where you should have begun a new paragraph.
□	<b>Capital needed</b>
T	<b>Tense</b> – incorrect use of past, present or future.
Ww	<b>Wrong word</b>
D	<b>Date missing</b>
Ti	<b>Title missing</b>
U	<b>Underlining needed</b>
DIP	<b>Diagram in pencil</b>