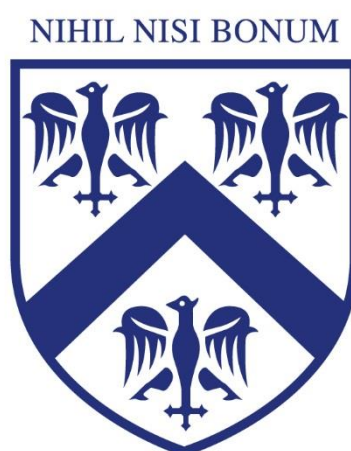


Birkdale High School



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Aspire - Thrive - Succeed

Assessment & Feedback Policy



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Date of Policy: September 2016
Members of staff responsible: Mr P Marshall
Review Date: September 2017

Rationale

Effective assessment and feedback is an essential part of the education process. At its heart, it is an **interaction** between teacher and pupil; a way of acknowledging pupils' work, checking the outcomes and making decisions about what teacher and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.

Aim

To ensure the assessment and feedback at Birkdale timely and maximises student progress.

Successful implementation will improve the quality of our teachers' assessment and feedback, their understanding of the students in their classroom and their capabilities and ultimately student progress. This will enhance the learning experience of our students by celebrating success and developing a growth mindset in order for them to take more responsibility for the next steps in their learning.

Objectives

As a staff body to:

- maximise progress through timely and focused feedback involving formative assessment and summative assessment at key points agreed by the department.
- Plan lessons based on feedback given to address misconceptions and areas of development.
- ensure students are aware of their attainment level through teacher feedback and the use of progress stickers on students books.
- use clear lesson outcomes, model answers and success criteria which are understood by students.
- plan clear structured opportunities for student response during 'Fix-it' time, ensuring plenty of time to upgrade their work.
- Adopt strategies to incorporate self and peer assessment which are specific, focused and constructive.
- support students in developing the skills necessary to improve their work and progress over a sustained period of time.
- Using prior attainment data to plan lessons and track progress to inform planning.

In order that all students:

- **Aspire** to become independent learners in control of their own progress.
- **Thrive** in a challenging and supportive environment that celebrates their successes, whilst helping them to develop the tools to make their next steps in learning.
- **Succeed** in leaving Birkdale High School with the necessary skills to self-reflect and review their own strengths and areas for development.

Implementation

All staff have a responsibility to ensure feedback is timely and provides clear guidance on strengths and areas of development (STR and EBI). Key formatively assessed pieces require a response from the students that demonstrates they understand how to improve their work and progress.

Students should develop the skills to evaluate their own and others' work accurately and constructively. All students will know how to improve as a result of regular and constructive feedback.

Overarching principles to feed into departmental assessment and feedback policies.

Each subject area should produce their own assessment and feedback policy.

Although each policy must be based around the principles outlined in this document, each subject area can implement their own policy and their own strategies in order to ensure that for their area it:

- has the greatest impact on student progress.
- is the most effective and consistent.
- best supports teachers' work-life balance.

Generally

For assessment and feedback to be effective the students must be aware of where they are and where they are trying to get to.

All teachers must ensure they provide:

- the tracking stickers on the front of the exercise books.
- the data necessary to fill it in at the start of the year.
- the data necessary to track their progress across the year.

Form tutors should support this process by reminding their students it is their responsibility to know their current progress and targets.

Students should be reminded it is their responsibility to transfer the data to new books and chase up missing data if they were absent when it was given out during lesson.

Written Feedback.

The **quantity** of feedback should not be confused with the **quality**. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

All marking should be **meaningful, manageable** and **motivating**.

1. Feedback must be timely and support the students' next steps in order to make the best possible progress. (The shorter the turnaround the more students value their feedback.)
2. Comments which highlight strengths must be specific to the skills linked to assessment objectives for the lesson. *Consider as a department what supportive comments look like within your area and include them in your policy as good practice.*

3. Key pieces which have been formatively assessed should demonstrate pupil response during 'Fix-it' time which shows clear understanding on how to upgrade their work.
4. Numeracy is an important element in the majority of subjects. Teachers should take opportunities to demonstrate numeracy skills where appropriate.
5. In most subjects, marks are allocated for Spelling, Punctuation and Grammar (SPaG). It is also a whole school responsibility to develop the language skills of our students. Teachers should take opportunities to address literacy errors where appropriate.

The following whole school codes are to be used.

Pr	Presentation needs improving.
Sp	Put Sp next to a spelling error, correct in the margin and ask the pupil to copy it x3. This should focus on the subject key terms as priority.
P	Punctuation errors.
Cp	Capital letter required.
//	New paragraph needed.

6. Progress stickers should be stuck on the front of the books, showing the student's targets/flightpath and their progress at different tracking points.
7. Feedback should include at least one strength marked as STR and one 'even better if' marked as EBI. Both should be relevant to the stated learning outcomes and specifically linked to the key skills and knowledge aspects of the success criteria.
8. The following coloured pens should be used:
 - Green** for student response and improvements.
 - Red** for peer and/or self assessment.
 - Purple** for teacher feedback.

Other types of feedback.

1. Verbal feedback should question, challenge and deepen students understanding.
2. Peer and self-assessment needs to be specific, focused and constructive.

Staff Development Support

In order to ensure consistency there will be a series of opportunities arranged for work scrutiny. These will ensure rigorous and robust self-evaluation of the impact of assessment and feedback on progress. They will also address inconsistencies between departments/staff.

Staff are supported in improving their assessment in the following ways:

- Whole staff work sampling exercises three times a year with different foci each time.
- Departmental work sampling exercises on a termly basis.
- Developmental observations (observing good practice from colleagues).
- Development time targeted continuing professional development (CPD) sessions.
- Observing good practice from other schools.
- Professional staff support plans.
- Professional input from external consultants.
- External courses when appropriate or necessary.

Monitoring and Evaluation

As stated in the Teaching and Learning policy, a supportive teaching environment is essential to the success of any staff policy. Our assessment approach is continually evolving, to not only support students' next steps but also ensure staff time is used effectively and the work load is manageable for all staff at all stages of their career.

All teachers are responsible for maintaining the quality of assessment and feedback in their classroom, through on-going evaluations of their systems for assessment. The Head of Department (HoD) should support staff in developing their skills.

It is monitored and evaluated by staff in terms of performance management, formal and informal observations, teaching and learning review meetings, coaching and book/work sampling. These can be supplemented by the regular support we receive from consultants and other agencies.

We support open discussion about assessment at Birkdale during staff inset; department meetings; year team meetings; middle leader meetings; Teaching and Learning meetings, Key Issue meetings and SLT meetings.

SLT and HODs will be responsible for assessing the quality of assessment and feedback throughout their area, as outlined in the school calendar. Assessment should be an agreed point of discussion during Line management meetings between the SLT link and HOD. SLT and HOD will be responsible for ensuring all staff are aware what their next steps involve. All staff are allocated CPD time to ensure that they are able to embrace a range of developmental opportunities that take place throughout the year.

Developments on our approach to assessment are evaluated and cross referenced, as part of our self-evaluation schedule, with the ETB framework, Teaching and Learning policy, Rewards and Behaviour policy, CPD policy and Appraisal policy.

The ETB framework provides a section on assessment and feedback to allow an open and honest discussion about strengths and the areas for development for individuals, departments and the school as a whole.

Dissemination of the policy

All staff and members of the Governing Body will have access to an electronic copy of the policy in the staff handbook which is available in the shared area.

This policy is to be read in conjunction with the school's ETB framework, Teaching and Learning policy, Homework policy, Rewards and Behaviour policy and CPD policy.

Policy review

The policy will be reviewed every 12 months by middle leaders and SLT.
A report with any recommendations will be considered by the Governing Body.