



# Assessment, Data and Feedback Policy

**Date Policy due to be reviewed:** September 2020

**Committee Responsible for Policy:** Curriculum Committee

## Section A: PURPOSE.

Assessment at Hillcrest School will seek to enthuse students through *meaningful, manageable and motivating* feedback, and will be an integral part of the learning process.

## Section B: GUIDELINES.

### 1. Data Entries

Attainment data is inputted into the whole-school system three times per year for each student. Learning Managers are responsible for the data reported for their subject on the school system, since this data identifies areas of success as well as the need for intervention. ***This data will be shared with Ofsted, parents / carers and students; it must be moderated and accurate to ensure that it is meaningful.***

Learning Managers will monitor attainment data, ensuring that:

- Appropriate data based on a range of skills, knowledge and understanding is entered by the team for each reporting or data session;
- Targets reflect national aspirational levels of achievement.
- Interventions are in place so that students make ***at least*** 'Good' progress between KS2 and KS4.

#### Departmental recording systems will:

- Be manageable, accurate and understood by a variety of users;
- Record students' attainment, linking this to the GCSE, BTEC or A Level grading system.
- Enable progress to be tracked, guiding future work and interventions.

#### This data will:

- Underpin explicitly the strategies used to adapt teaching to respond to the strengths and needs of all students (Standard 5 of the teachers' standards).

### 2. Feedback

#### a) Meaningful, Manageable and Motivating:

The main purpose of feedback is to help students make progress by identifying strengths and targets; showing students **what and how** to improve their work.

#### Types of Assessment and Feedback:

**Feedback may take several forms:** *written comments, live marking, self and peer assessment, whole class marking and through high quality questioning.*

### Key Assessment Tasks:

- All students in every year group should undertake **at least six key assessment** tasks during the academic year; which are **marked in detail**. The marking must signal clearly that work has been checked for accuracy of content and literacy; and must use the **WWW and NTT (Now Try This) system**.
- An audit of student books should be undertaken at least every half-term to ensure students are meeting expectations in terms of quality and quantity of work. **This does not require the teacher to tick and flick**.

### Teachers should consider the following when reviewing books:

- Who needs more support; what does that look like over the next few weeks?
- What needs re-teaching or what needs re-modelling over the coming weeks?
- What needs reviewing as part of knowledge retention over the next few weeks?

Teachers' formative written comments on students' work will be in **red pen**, and student's responses in a **green pen**.

**All written work will be marked for literacy using common symbols.** The agreed symbols for basic errors in written English will be written in the margin adjacent to the line of text to which they refer.

They are:

✓	<b>Good point</b>	Remember to look at what you are doing well.
Sp	<b>Spelling mistake</b>	Find the word that you have spelt wrong. If you can't correct it yourself, use a dictionary or ask a friend.
P	<b>Missing or wrong punctuation</b>	Check: full stops, commas, question marks, exclamation marks, speech marks, apostrophes, semi colons, colons.
C	<b>Incorrect capital letter</b>	Remember that capital letters are only needed at the start of your sentences and for proper nouns (names and places).
//	<b>New paragraph</b>	Remember TiPToP – change paragraph when you talk about a different time, place, topic or person.
^	<b>Missing word or words</b>	Reread your work and see what is missing. Does it make sense?
?	<b>Unclear</b>	Does your writing make sense? Have you explained yourself? Have you written in full sentences? Is it clear what the question was?
WW	<b>Wrong word</b>	Try checking if you've used the wrong homophones (e.g. there, their, they're) or word ending.
T	<b>Wrong Tense</b>	Essays are written in the present tense, stories normally in the past and descriptions in either – but only use one or the other.
V	<b>Improve your vocabulary</b>	Use a thesaurus to try to find a better synonym.

**Spelling corrections should each be done three times.** Very large numbers of spelling errors may indicate that the student requires further literacy support to complete the task to a high standard, or that the student requires further guidance relating to effective strategies for checking work. The SENCo will advise on supporting students with Special Educational Needs, who may require a range of positive and formative approaches to the correction of basic errors.

### **b) Directed Improvement and Reflection Time.**

**DIRT** allows students to reflect and act upon teachers' comments/ NTT comments, ensuring that teacher feedback is used in supporting student progress, not only in future pieces of work, but in lessons. It can be a starter or an extended activity. Students may 'green pen' improvements to their work, unless they are re-writing it.

Marking students' work to a high level, using challenging questions and encouraging comments, supports students in improving their work.

**Time will be built into lessons for students to read and respond to NTT comments.**