



# Assessment and Feedback Policy

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## Initial proposal

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## **Section 1 Aims of the Policy**

The Assessment and Feedback Policy's aims are to:

- Communicate a clear approach to assessment and feedback that supports learning through assessing students' understanding to inform teaching and practice.
- Develop a consistent approach to assessment and feedback that is founded on key principles that empower each subject's differences.
- Supports students in embedding and applying knowledge to improve outcomes.
- Supports the Teaching and Learning Policy.

### **1.2 Assessment and feedback expectation summary**

**Formative assessment will be implemented primarily by:**

- Effective questioning.
- Spaced retrieval practice.
- Key milestone tasks.

#### **Feedback expectations**

- Verbal / live in the lesson.
- Re-teaching.
- Whole class feedback in response to key milestone tasks.
- Bespoke feedback approaches where appropriate.

**Summative assessment will be implemented primarily by:**

- Key milestone tasks (e.g., essays, topic test etc).
- Cumulative summative assessments (mid-year and end of year).

## Section 2 Formative Assessment at Park High School

Formative assessment at Park High School is the primary tool of assessment that will be used frequently by all departments throughout the delivery of their curriculum.

### Formative assessment should aim to:

- Identify specific gaps in knowledge and misconceptions.
- Inform responsive teaching and effective feedback that moves the learner forward.
- Improves learning through identifying deliberate practice opportunities.
- Supports departments with curriculum planning.

### 2.1 Approach to Formative Assessment:

Formative assessment will be frequently implemented in each department using a range of approaches that best suits the needs of each department and/or the knowledge being delivered.

### The implementation of formative assessment will be primarily by:

- Effective questioning.
- Spaced retrieval practice.
- Key milestone tasks.

#### 2.1.1 Effective questioning

It should not be assumed that students have understood or learned the content covered simply because knowledge has been taught. Within a lesson, teachers should use frequent, effective questioning to assess students' understanding and inform teaching.

Effective questioning is central to all lessons and will continue to be the primary form of formative assessment in all lessons\*.

### Effective questioning at Park High School should:

- Encourage **all students to think**.
- Challenge students to **demonstrate their knowledge and understanding**.
- Identify what students **do and don't know to Inform responsive teaching**.

\*There may be points within a department's curriculum where questioning is not appropriate i.e., during key assessments.

#### 2.1.2 Spaced retrieval practice

When knowledge is taught, there is no guarantee that it is retained in students' long-term memory. Departments will frequently ask students to recall previously taught knowledge in order to support changes in long-term memory and ensure that students learn and remember more over time.

The act of retrieval practice is not limited to a specific activity and could take the following forms: questioning; specifically designed activities; key assessments.

### Spaced Retrieval practice should:

- Assess students' ability to apply previously taught core knowledge and/or skills.
- Challenge students by being spaced over time.
- Encourage students to draw links between topics /knowledge taught.
- Inform responsive teaching by identifying misconceptions and gaps in knowledge.

### **2.1.3 Key milestone tasks**

At key points within each subject curriculum, it is essential that departments measure students' understanding of core knowledge and/or skills taught over a sequence of lessons.

In a department's curriculum plan, key milestone tasks should be identified as key points to provide students with an opportunity to apply the core knowledge/skills taught with the goal of informing effective feedback.

#### **Key milestone tasks should:**

- Assess students' ability to apply the core knowledge and/or skills taught.
- Identify knowledge gaps and student underperformance.
- Should be checked by the class teacher.
- Be the basis of whole class feedback and clear action steps to support underperforming students. ([See feedback section](#))
- Identify improvements within the curriculum (sequencing, content).
- Should be clearly signposted and planned within the curriculum.

### **Section 3 Feedback at Park High School.**

Feedback at Park High School should be specific and focus on moving the student forward. Feedback should inform deliberate practice – a clear task/activity for the students to complete that is specifically focused on improving an identified area of development.

Teachers will make use of a combination of tools to inform feedback, for example, answers to questions in class, classwork, key milestone tasks etc.

#### **Effective feedback at Park High School should:**

- Address specific gaps in knowledge and areas of underperformance.
- Identify celebration opportunities and praise.
- Focus on moving the learning forward, providing specific information on how to improve.
- Provide students with an opportunity for deliberate practice.

#### **3.1 Approach to effective feedback**

The implementation of feedback will be primarily by:

- Verbal: The most frequent form of feedback, providing immediacy and relevance, leading to thinking and action in the moment.
- Re-teaching: Re-visiting previously taught material addressing gaps in knowledge and/or misconceptions.
- Whole class feedback: In response to the class teacher reviewing key milestone tasks providing clear actions for the students to move their learning forward.

In addition to the above, additional approaches may be taken by each department to meet the individual needs of a learner.

##### **3.1.1 Checking students' work.**

Checking students' work should be primarily live in the lesson in order to provide immediate live feedback. Individual students may require work to be checked if raised as a concern by the class teacher during lesson time.

Where appropriate, spelling and punctuation should refer to the schools Standard Marking Codes.

To ensure consistency for the students, literacy marking should refer to the codes listed below:

Sp (with word underlined)	Spelling error
//	Begin a new paragraph
Exp	Awkward expression
T	Mistake in the use of tense
Cap (with letter circled)	Capital letter should have been used
SS	Sentence structure is unclear
V	Vocabulary choice is inappropriate or could be improved

Key milestone tasks should be appropriately checked by the class teacher.

### **3.1.2 Whole class feedback**

In response to key milestone tasks, the class teacher will plan a lesson (or portion of a lesson) for whole class feedback to be delivered.

#### **Whole class feedback should:**

- **Review:** Provide students with an overview of the feedback.
- **Celebrate:** Where appropriate provide praise and when appropriate showcase exemplary students' work.
- **Reteach:** Reteach the knowledge that the majority of students did not know, as well as review and address any misconceptions.
- **Practice:** Provide opportunity for students to practise the knowledge they couldn't do before.

#### **Section 4 Summative assessments at Park High School.**

Summative assessment will be less frequent than formative assessment and will serve as a standardised method of evaluating a student's performance at the end of a unit/topic. These assessments will aim to create a method of communicating a student's performance in a specific subject / topic area.

#### **Summative assessment should aim to:**

- Produce an inference on how well a student has mastered a particular domain of knowledge.
- Create a shared meaning of students' performance.
- Inform curriculum developments and improvements.
- Inform whole school actions.
- Prepare students for public examinations.

#### **4.1 Approach to Summative Assessment:**

**The implementation of summative assessment will be primarily via:**

- Key milestone tasks ([see 2.1.3](#)).
- Mid/end of year exams.

#### **4.1.2 Mid/end of year exams**

Each year group will be assessed at key points throughout the academic year as determined by departments, no more than twice in an academic year. These assessments will allow departments to make judgements on how well a student is doing within a subject area while also informing future department plans, such as curriculum adjustments, intervention opportunities, and so on.

#### **Mid and end of year exams should be:**

- Standardised - all students will experience the same assessment to evaluate a student's performance within a particular subject.
- Cumulative – the assessment will generally sample the taught curriculum and not be limited to a specific topic.