



MONKSEATON HIGH SCHOOL

FEEDBACK AND ASSESSMENT POLICY

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This policy has been written to sit alongside the DfE's *Eliminating unnecessary workload around marking (March 2016)* report and is built on the ideas contained within that "three principles underpin effective marking: it should be meaningful, manageable and motivating."

At MHS we have no preferred method of marking or feedback. We recognise that each faculty should be able to determine its own specific approach to providing the most suitable marking and feedback in each subject area. Feedback will therefore look very different in different subjects. It may be provided to individuals, or the class, based on the information gathered through the formative assessment method used.

This document sets out the school's overarching approach to achieving high quality feedback so that it is meaningful and motivating for students. We also believe it supports our drive to ensure marking is manageable for staff and that they remain motivated to provide feedback.

We believe the success of feedback can be determined by two questions:

- Does each student know what they are doing well in each subject?
- Does each student know what they need to do to improve their work in each subject?

This policy aims to:

- Provide clear guidelines on our approach to assessment, marking and feedback.
- Provide clear guidance on our approach to formative and summative assessment.
- Provide a clear approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.
- Support the approach set out in other school policies, for example the Homework policy, and the overall ethos and values of the school.

Core Principles

What we do expect	What we do not expect
<p>Staff to be using a wide range of methods of feedback considered the most appropriate for that subject by the professionals within the faculty. This is likely to include but will not be limited to:</p> <ul style="list-style-type: none"> ○ live marking ○ verbal feedback, including praise ○ whole class feedback ○ adapting lesson content within a lesson ○ adapting lesson content between lessons ○ self-assessment ○ peer assessment ○ regular summative assessment ○ coded feedback 	Lengthy written comments in exercise books – staff should not be writing more than students
	Written comments that do not support students to make progress
	Written praise
	Manufactured dialogue between teacher and student
	Evidence that every page of work has been looked at by the teacher (ticking and flicking)
	Written evidence that verbal feedback has been given
<p>Subjects have identified key pieces of work for diagnostic feedback. This could include work produced in lessons, during assessments or for homework. Faculty Leads should determine when this is best for their subjects, aiming for the equivalent of once per half-term throughout the year.</p>	Written evidence that whole class feedback has been given
	Use of different coloured pens to evidence students responding to feedback
<p>Teachers are regularly checking the work produced by students (which can include live marking during lessons)</p>	

We recognise the importance of regular verbal feedback, which can have a significant impact on progress and attainment. Teachers will use their professional judgement to determine the most effective methods to feedback to students.

Marking may be used to check content of work, correct mistakes, or provide a summative grade/mark.

It is the responsibility of faculty leaders to ensure that effective systems are in place to ensure marking and feedback is provided and to monitor its effectiveness.

Principles of Assessment

Our approach to assessment will:

- Distinguish between the different types of assessment, their purposes, and how they will be applied at MHS.
- Take teacher workload into consideration when designing appropriate assessment and reporting systems.
- Use external expertise, attend and provide relevant training, and consider best practice developing our assessment systems.
- Ensure that we take account of our equalities and SEND responsibilities so that assessment is appropriate and effective for all students.

Assessment Approaches

At MHS we see assessment as an integral part of teaching and learning, and as being inextricably linked to our curriculum. We use three main forms of assessment:

- Formative assessment (in-school)
- Summative assessment (in-school)
- Nationally standardised summative assessment (for example, GCSE examinations)

Formative Assessment

Formative assessment is defined as “all those activities undertaken by teachers – and by their students in assessing themselves – that provide information to be used as feedback to modify teaching and learning activities” (Black and Wiliam).

Formative assessment is integral to the teaching and learning process. It helps students to measure their knowledge and understanding against learning objectives and criteria. It allows teachers to understand student performance and understanding on a continual basis and enables them to intervene in the classroom when students are struggling or require further challenge.

Formative assessment will include:

- Effective questioning in class
- Marking of students' work
- Short low-stakes quizzes and tests
- Observation

Internal / in-school Summative Assessment:

In-school summative assessment provides students with information about how well they have learned and understood a unit of work taught over a period-of time.

Summative assessment will be used to provide feedback on how students can continue to improve and will provide parents (when reported through termly reports) with information about the achievement and progress of their child. Summative assessment enables teachers to evaluate learning and the impact of their teaching, at the end of a unit of work.

In-school summative assessment will include:

- End of unit tests (written or practical)
- End of year internal exams

- Reviews of students with SEND

School leaders will use the results from in-school summative assessment to monitor the performance of different cohorts, identify where interventions are required, and work with teachers to ensure that students are supported effectively.

Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how students are performing in comparison to students nationally. It also provides information for parents and external stakeholders which can be used to hold schools to account.

Nationally standardised summative assessment includes:

- GCSE examinations
- Non-examined assessment (NEA) - for example coursework, and speaking and listening assessments required by the examination boards)
- A-Level examinations
- BTEC, OCR and other vocational assessments and examinations

Baseline Testing

At the start of Year 9 data will be collected to help with intervention, setting and teachers' planning. This will be done as follows:

- Using the scaled KS2 scores where available or data collected from middle schools. We may also use GL Assessment CAT4 tests to support baseline testing and target setting along with FFT.
- Using the reading ages provided by the Reading Plus baseline test.

Subject specific assessment, marking and feedback:

- Timing of assessments and assessment methods will differ between subjects. Each curriculum area will develop its own procedures, outlining the agreed approach to assessment, marking and feedback within the subject. See Appendix A (p. 6)
- Teachers will use formative and summative assessment to determine the progress of individuals and groups of students against their age-related expectations and progress to identify those who are falling behind and require additional support to reach their full potential. When assessing students work teachers draw on a range of evidence of what students know, understand and can do in the different aspects of their subject.
- Within each subject area curriculum plan, faculty leaders should identify key pieces of work for formative and summative assessments. These pieces of work will focus on the assessment of progress against specific learning objectives.
- Faculty leaders will monitor, and assessments will be standardised and moderated.
- Each faculty will outline the marking and feedback approach to be used across the subject area and monitor the application of this to ensure it is consistently and rigorously applied. This may be done, for example by carrying out a planned programme of work scrutiny/book reviews and lesson visits.
- The faculty leader will also ensure there are planned opportunities for teachers within the subject area to discuss marking and feedback and assessment, and share best practice.

- All summative assessment information will be analysed after each data capture and used by school leaders to determine intervention plans for individual students or cohorts of students.

Reporting to Parents/Carers

It is important we provide meaningful information for parents/carers to enable them to understand how well their child is doing and what they can do to support their learning to improve further. This may be in the form of feedback in students' books and in response to a piece of work, through a data capture or report.

We will report the following to parents:

- Currently working at grade (in school summative assessment) three times per year
- GCSE/BTEC predictions/forecast in each subject in Years 10 and 11
- A-Level/BTEC predictions/forecast in Years 12 and 13
- Attitude to learning grades
- Attendance data
- Strengths and areas for development. There are also annual Progress Evenings in which to communicate this information
- The results of any public examinations taken, by subject and grade.

Appendix A: What this looks like in our faculties

<p>English, Spanish and Media Studies</p>	<p>In English: Yr 9, 10 and 11 – feedback points identified for each half term (usually once and also including Yr 10 and 11 trial exams). This is where staff will give feedback (using range of strategies including written targets, use of codes and whole class feedback) leading to students responding. Live feedback in lessons as appropriate Yr 12 and 13 Language Feedback given on assessments and weekly homework tasks Yr 12 and 13 Literature Feedback given on assessments and weekly homework tasks</p> <p>In Spanish: Y9/10/11 - Key pieces of work are assessed per half-term covering the 4 skills of listening, speaking, reading, and writing as appropriate. For the productive skills of speaking and writing, coded feedback is used alongside referencing the essential criteria required, highlighting what was successful and areas to develop. For the receptive skills of listening and reading, successful strategies are fed back as areas for improvement. Both individual and whole class feedback is given. Live marking during lessons is a common thread.</p> <p>In Media Studies: Yr 10 and 11 – feedback points identified once for each half term. Staff will give feedback using a range of methods: written targets, codes, and whole class feedback. When appropriate and meaningful, students will respond to this feedback. Live marking and verbal feedback used throughout lessons as appropriate.</p>
<p>Maths, Business and ICT</p>	<p>In Maths: Years 9 & 10 – detailed teacher feedback on assessments (which students respond to) & homework feedback on MathsWatch or Dr Frost Year 11 – detailed teacher feedback on assessments & selected homework (which students respond to) & additional homework feedback on MathsWatch or Dr Frost Years 12 & 13 – detailed teacher feedback on assessments & weekly homework feedback (which students respond to).</p> <p>In Business: Year 10 & 11 – end of topic assessments for each of the 6 GCSE topics marked. Key questions marked at a range of mark points to assess and feedback on exam technique. Homework feedback given on Seneca.</p> <p>In ICT: Practice coursework marked with detailed feedback and improvements. Official coursework R094 and optional unit assessed twice – once at submission then another once students have had the opportunity to</p>

	<p>improve. For R093 exam unit, topic assessments assessed, with key feedback on exam technique. Homework given as quizzes which give instant feedback.</p> <p>Years 12 & 13 – feedback on key assessment pieces and coursework unit assessment for Digital Media. Feedback on homework.</p>
Science	<p>In Years 9, 10 and 11, the students are given at least two teacher assessed tasks per half term. Staff give written and verbal feedback on this, and students are given the opportunity to respond. End of topic tests, and additionally in Year 11 trial exams, are marked and then teaching and learning is modified accordingly. For example, it is used to inform retrieval grids, 'Work it out Wednesday' and 'Flashcard Friday'. Weekly homework is set, generally using Forms and Seneca, and students receive instant feedback. Live feedback in lessons also takes place as appropriate.</p> <p>Year 12 and 13 Biology Feedback given on assessments and weekly homework tasks.</p> <p>Year 12 and 13 Psychology Feedback given on assessments and weekly homework tasks.</p>
Humanities	<p>In History: KS3 - Live marking of source analysis tasks; 1 piece of extended writing every half term; fortnightly Seneca homework; termly self-assessment KS4 – Trial exams with self-evaluation; live marking of 2 / 4 mark questions; two GCSE practice questions half-termly; self-assessment half-termly; fortnightly Seneca homework KS5 – Trial exams with self-evaluation; live marking; two AS/A2 practice questions half-termly; self-assessment half-termly; verbal feedback on NEA</p> <p>In Geography: KS3 – Formal end of unit assessments half-termly; fortnightly Seneca homework; termly self-assessment. KS4 – Trial exams with self-evaluation; live marking of 1 / 2 mark questions; two GCSE practice questions half-termly; fortnightly Seneca homework.</p> <p>In Sociology: KS5 – Trial exams with self-evaluation; live marking; two practice questions half-termly.</p>
Creative Arts and Technologies	<p>Across the faculty in Year 9, students are given a baseline test at the beginning of the term. Projects across the faculty are then assessed each half term. Students are given verbal feedback throughout their practical work in all four subject areas. Homework is also set and marked using a range of platforms, e.g. Seneca, BandLab, Forms, etc. Individual and class feedback is given.</p>

	<p>In Year 10 Art, students complete work as part of their final coursework (Food project). Skills are assessed throughout the course, with lots of written and verbal feedback to support learning. In year 11, students continue with their coursework and then prepare for their 10 hour exam. Verbal feedback and whole class feedback is given where applicable. Key assessment points are checked to ensure all students are making progress and are on track.</p> <p>In Year 10 Hospitality, students are formally assessed on their Unit 1 exam content through written assessments. Unit 2 mock controlled assessment is used to assess students understanding. This can be formally marked by staff and feedback given throughout. (Not allowed to do this for the live task). Verbal feedback given throughout all practical lessons. In Year 11, students work on their live brief under controlled assessment conditions during term 1. In terms 2 and 3, students complete written assessments as part of their preparation for their terminal exam.</p> <p>In Year 10 DT, students are assessed through project work, focused practical tasks and written exam questions. In Year 10, they start working on their coursework (currently R039 Eng Cam Nat). In Year 11, they complete R039 and then start their second piece of coursework R040. They also complete written assessments throughout the year for their R038 written exam content. Verbal feedback given during all practical lessons.</p> <p>In Year 10 Music, students are given frequent assessments based on their performance skills and their ability to write pieces of music. They complete a mock assessment for their Component 1, then submit their liver coursework task in May. In Year 11, Component 2 and Component 3 work is completed and assessed by internally and externally.</p> <p>Homework across all subjects in KS4 is used to support learning and assessment, and includes written exam questions in DT and Hospitality, research tasks for all subjects linked to coursework, and the use of Seneca learning and the like.</p>
<p>Sport and Health</p>	<p>Core PE In core PE students are given verbal feedback throughout every lesson. They are encouraged to develop skill level and then provided with positive reinforcement and feedback. Students are also given feedback when they do not follow instructions, but again this feedback is given in a positive manner encouraging students to follow rules and behave in a respectful way.</p> <p>Sport Studies In sport studies, students are provided with verbal feedback when developing their learning in preparation for coursework. We sometimes ask for written paragraphs to check content quality, where we offer verbal and</p>

written feedback if needed. During their exam preparation we mark books and provide recall tasks to check knowledge and understanding. During the exam content delivery students do two practice paper assessments which are thoroughly marked and feedback given to the whole class. Students use a different coloured pen to make adjustments and improvements to their answers.

GCSE PE – September

For GCSE PE we will have an end of unit assessment to check for knowledge and understanding. We will provide feedback to students regarding their answers to questions. We will discuss the meaning of tier 2 and tier 3 terms at length. We will also mark books every half term to check task completion and content understanding.

Health and Social Care

Feedback given through a breakdown process of what questions have been asked before. In Health and Social Care there is always a scenario which is presented to students, and they have to break the question down. Staff do this and provide feedback on sentence structures, paragraph scaffolding and understanding the tier 2 and 3 terms in the article. They also read lots of articles where they provide feedback on what the articles are about and how to break them down in relation to past exam questions. Verbal feedback is given in every single lesson with a focus on relating that feedback to the real world and real-life, relevant articles

BTEC Sport/Health & Social

In 6th form we offer a variety of types of feedback. While delivering content staff will use questioning, recall activities, mini plenaries and practice assessments to provide feedback to students. Again tier 2 and 3 language understanding is imperative so feedback is often given verbally on what new terms mean.