NORBURY HIGH SCHOOL for GIRLS

Assessment, Feedback, Recording & Reporting Policy

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Staff resp. for review:	**ARO/TDL/NCL**



Assessment, Feedback, Recording & Reporting Policy

Assessment Feedback and Recording

Assessment procedures must always act as a tool for learning.

All departments show opportunities in schemes of work for the following types of assessment:

- Formative/diagnostic - what do students need to do to improve
- Summative - recording of overall achievement/attainment at critical points e.g., end of year exams, teacher assessments at the end of Key Stage 3 (KS3), KS4 & KS5; this should be moderated
- Evaluative - adjusting lesson plans and schemes of work in light of assessments

The aim of giving feedback on students' work is to:

- Focus on moving learning forward
- Target specific learning gaps that students exhibit
- Inform students about what they need to do to improve in order to set realistic goals and targets
- Provide opportunities for students to use feedback so their learning can progress
- Monitor students' progress and give them an indication of their level of attainment
- Provide information for parents about students' progress
- Inform and improve teaching and learning
- Acknowledge achievement

The aim of recording attainment and progress is to:

- Monitor progress over time
- Provide accurate historic information for students/parents/other teachers
- Provide evidence to support data collection and reporting

The school has a feedback policy (Appendix 1) which includes:

- What is feedback?
- Why is feedback important?
- Aims of feedback
- What is deliberate practice?
- An outline of dedicated improvement and reflection time (DIRT)
- Types of feedback
- Literacy and numeracy feedback

In order to support these aims:

- Teachers are provided with baseline data, attendance and other student information such as FSM/PPG (free school meals/ Ever6 / Pupil Premium), SEND (special educational needs and disabilities), EAL (English as an additional language) and MA & T (more able and talented) in order to inform their planning and teaching

- Once every six weeks students will complete deliberate practice for which they will receive feedback on how to improve (following the guidelines in Appendix 1)
- Work will be assessed according to explicit criteria that enable students to understand what they have achieved and, more importantly, what they need to do to improve; when appropriate this will be linked to progress levels or GCSE/GCE grades
- When appropriate, the school marking codes will be used for written work (see Appendix 2)
- Attainment and baseline data should be accessible at all times and will normally be recorded in a staff planner or mark book which may be electronic
- At the beginning of each key stage, a target will be generated based on KS2 and Cognitive Abilities Test (CAT) scores for each subject; for KS5 this will be generated by ALPS
- Data collections will take place regularly in order to track students' progress (see Appendix 3 for 'data explained')

Senior leadership team are responsible for:

- Ensuring that heads of faculty monitor the quality of their curriculum and teaching
- Ensuring that heads of faculty standardise the monitoring and tracking of progress and attainment
- Ensuring heads of faculty analyse faculty data and identify trends and future planning
- Ensuring heads of faculty have oversight of the progress and attainment of key groups
- Ensuring heads of faculty coordinate interventions with students

Heads of faculty are responsible for:

- Planning and monitoring the quality of their curriculum and teaching
- Monitoring faculty intervention programmes and support for any underachieving groups
- Ensuring the subject leaders have oversight of the progress of key groups
- Measuring the impact of their faculty's intervention programmes
- Ensuring faculty data and cause for concern forms are completed on time
- Ensuring the procedures and processes for assessment, marking, feedback and reporting is standardised across the faculty
- Ensuring subject leaders are prepared for and attend raising standards meetings

Subject leaders are responsible for:

- Planning and monitoring the quality of their schemes of work
- Ensuring feedback is given regularly and effectively
- Moderating and overseeing the recording of assessment data
- Analysing departmental data to identify trends to inform future planning
- Devising and implementing departmental strategies to support any underachieving groups
- Monitoring and tracking of students across the subject(s)
- Exams analysis of their subjects

How this is done is outlined in departmental assessment policies.

Heads of year are responsible for:

- Identifying students for attainment and progress on the honours boards
- Ensuring progress of their year group is monitored and supported
- Ensuring underachievers are identified and supported
- Ensuring more able and talented are recognised and supported

Reporting

Communication with parents is an important part of our home-school partnership. Student progress is continually monitored and communicated to parents. This may take the form of reports, assessment results and parents' evenings. Other forms of communication that can be arranged at request of staff or parents are letters home, phone calls and meetings.

Reports

- In year 9 & 13 each subject provides an interim report on each student three times per year
- In years 7, 8, 10, 11, & 12 each subject provides an interim report on each student up to four times per year

These reports, along with attendance data are emailed home. They are an attainment and progress check and serve to highlight achievement, areas of success and areas for development to ensure action is taken.

Parents' evenings

Each year group will have one parents' evening during the academic year. Parents will have the opportunity to meet with subject teachers to discuss the progress of their daughters. Parents' evenings are purposefully scheduled after an interim report has been published to ensure parents are supplied with current level/grades and target level/grades for each subject. Parents' evenings are held either in-person or virtually; this is communicated with parents at the time of booking appointments.

This policy should be read in conjunction with the Remote Learning Policy and the Teaching and Learning Policy

APPENDIX 1: FEEDBACK POLICY

At Norbury High School for Girls, we believe that excellent teaching and learning is facilitated through providing relevant and constructive feedback to students. This policy aims to promote consistent standards of feedback across the school. Our feedback policy is informed by the EEF guidance *Teacher Feedback to Improve Pupil Learning* and therefore effective feedback is underpinned by the following principles outlined in their recommendations:

1. We lay the foundations for effective feedback through high quality instruction.
2. We deliver appropriately timed feedback which is focused on moving the learner forward
3. We plan for how students will receive and use feedback.

What is feedback?
Teacher feedback is information given by a teacher to students about their performance that aims to improve learning. Feedback can also come from other sources such as peers or the students themselves. Feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching. (*Teacher Feedback to Improve Pupil Learning* EEF). Feedback can take many forms: peer, self, group, teacher marking or verbal. Great teaching uses a combination of these, choosing the best form as appropriate to the learning. All lessons will contain one or more of these examples of feedback. Staff will use mini whiteboards, visualisers and other resources to support giving feedback which will empower students to take ownership of their learning.

Why is feedback important?
Research suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning. The studies of feedback reviewed by the EEF, found on average the provision of high-quality feedback leads to significant progress over the course of a year. It enables the learner to understand the gaps in their knowledge and skills and empowers them to understand what they need to do to improve and respond to feedback.

Aims of feedback:
- to help students make progress
- to provide strategies for students to improve
- to give students dedicated time to reflect upon their learning and make improvements
- to inform planning and structure the next phase of learning
- to facilitate effective and realistic target setting for student and/or the teacher
- to encourage a dialogue to develop between student and teacher
- to encourage students to have a sense of pride in their presentation of work
- to correct mistakes with a focus on literacy/vocabulary skills

What is deliberate practice?
At least once every six weeks, students will be expected to engage in deliberate practice to consolidate and demonstrate their understanding. This is a meaningful and extended task which requires students to apply their knowledge and think hard about the content they have been studying. It may take different forms such as:

- Essay questions
- Exam questions
- Extended writing tasks
- Performance/debate/presentations
- Corrections or re-drafting
- Vocabulary application
- Completing partially completed models
- Multiple choice quizzes

After this deliberate practice task all students will be expected to engage in dedicated improvement and reflection time (DIRT).

An outline of dedicated improvement and reflection time (DIRT)

- Following a deliberate practice task all students will engage in dedicated improvement and reflection time (DIRT) in which they are responding to feedback provided
- Students will respond to this feedback in green pen and show that the gaps in their understanding are being addressed
- This must happen in lessons at least once every six weeks and be clearly labelled in students' books / folders / booklets
- Teachers record this feedback on a class feedback sheet which is kept in their red feedback folders.

Types of feedback:

- Questioning and verbal feedback - teachers use targeted questioning to assess understanding and provide immediate feedback on mini whiteboards
- Live feedback - in lessons teachers circulate and provide live feedback which can with be written or verbal
- Peer feedback - this is in green pen - students mark each other's work with a clear focus and teacher guidance and students then identify misunderstandings or gaps and correct them. Common misconceptions can be explained to the whole class
- Self assessment - students mark their own work in green pen with a clear focus and teacher guidance. Students then identify misunderstandings or gaps and correct them.
- 'Do Now' tasks - these are at the start of each lesson and focus on preparing the student for the lessons by checking prior knowledge and addressing misconceptions
- Regular low stakes testing - the frequency will depend on the contact time of the subject. These quizzes take place in lesson or on Google classroom - students will receive feedback (self/peer/teacher) addressing knowledge gaps
- Whole class feedback - each half term students will be provided with opportunities for deliberate practice. Teachers will read students' work and complete whole class feedback notes identifying student work to share, common misconceptions, SPAG and vocabulary errors

- Exams / end of unit assessments - students may sit a summative assessment - the results will be reported to students.
- Individual feedback - written feedback which is specific to an individual student. The teacher writes this in a pink or purple pen. Targets will be specific and actionable. Students action this feedback using a green pen. This can follow a deliberate practice task or other task.

Literacy and numeracy feedback

If the literacy standards of our students are going to improve then we must give appropriate and targeted feedback. For students to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential communication skills everywhere.

- Spelling trackers should be completed
- Marking Codes should be used (see Appendix 2)
- Literacy and numeracy icons should be used to signpost this type of learning.

We all have a duty to ensure students' standards of numeracy are high, for example, concepts of graphs, ratio, data, proportions etc should be monitored across the curriculum.

Conclusion

At Norbury High School for Girls, our feedback policy is designed to support student learning and development through clear, specific, and actionable feedback. By adhering to the principles outlined by the EEF, we aim to create an environment where feedback drives continuous improvement and academic success.

References

Education Endowment Foundation (EEF). "A Marked Improvement? A Review of the Evidence on Written Marking". Available at: EEF

Education Endowment Foundation (EEF). "Teacher Feedback to Improve Pupil Learning". Available at: EEF

This policy will be reviewed annually to ensure it remains aligned with current research and best practices.

Summary of expectations for the work in students' books
1. C/W or H/W should be written in the margin
2. Work should be clearly dated
3. Title or learning objective included and underlined
4. Black or blue ink used
5. No Tippex- errors should be neatly crossed through
6. Feedback and targets should be acted upon (in green pen)
7. Target sheets in folders or in the front of books to be filled in
8. No pages should be ripped out – students should be asked to number pages to prevent this from happening
9. No graffiti or doodling on books
10. Encourage students to cover books or keep them in plastic wallets
11. Worksheets should be tagged or glued into books

This policy is monitored through:

- **Lesson observations** – all teachers have two formal observations per year, one of these will be by a member of the SLT/ELT, using the agreed observation form on *the National College*; ECTs and assessment only route teachers will have one formal observation each half-term; other informal observations may take place throughout the year by HODs and/or peers in order to share and develop good practice in line with performance management objectives; all observations are agreed in advance (see Appendix 1)
- **Learning walks** –happen on an informal basis weekly and more formally every half term where a cross section of staff walk the school with a particular focus; the findings of the learning walks are discussed at SLT and shared with staff
- **Book reviews/ Work sampling –** a cross section of staff sample student exercise books; the findings of the work sampling are discussed at SLT and shared with staff
- **Academic Review Meetings and Visits (ARMs and ARVs) –** these monitor departments and faculties and include the above strategies in our quality assurance.

APPENDIX 2: NORBURY HIGH SCHOOL FOR GIRLS
WHOLE SCHOOL MARKING CODES

The following correction symbols are to be used across the school to identify specific features of students' work. Other subject specific symbols, deemed appropriate by the teacher, may also be used. The codes work alongside meaningful teacher comments which are positive, formative and inform students of how their work can be improved.

Where appropriate, staff should insist on correction; misspelt subject specific words are considered a priority and corrections should be recorded by students on their work in green pen.

Over correction is best avoided as this can be discouraging; instead, teachers should use the codes to identify specific learning needs.

In the margin	On your work	What it means
Sp	dose	Spelling error
P	dont	Punctuation error
C	dave lives in croydon	Capital letter error
G	I doesnt	Grammatical error
?	Fliinsip	Indicates lack of clarity or confusion
X	~~The world is flat~~	Indicates factual error or lack of relevance
^	The cat the mat sat on ^	You have missed something out
//	// The next day	Start new paragraph here
✔	✔	Indicates particularly good point
T	T	Target

APPENDIX 3: DATA EXPLAINED

Overview

School reports are generated to provide a snapshot of students' academic progress in the subjects they are studying and their attitude to learning in these subjects.

The data collection schedule for reports ensures regular feedback is given to parents at key points throughout the academic year and is supplied to staff by the start of the academic year, if not before, to inform departmental assessment planning.

All reported data must be input on Arbor or the relevant MIS system before each of the relevant deadlines. Staff can sign up to the Arbor app to be able to input this data at home if required. Associate Assistant Headteachers (AAHTs) are required to confirm their faculties' data entries are complete after each data drop.

Parents receive school reports by email (post for those without access); a current attendance report is also provided. Parents also have the opportunity to sign into the Arbor parent app which allows instant access to student reports as well as behaviour updates and attendance. Reports to parents do not replace our regular dialogue with them. Any parent with a query or concern is always invited to contact the school and the appropriate staff member. Additionally, there is dedicated time at Parents' Evenings and Key Stage Evenings to discuss reports and student progress.

KS3 - CURRENTLY UNDER REVIEW - TO BE UPDATED

Teachers complete a minimum of three interim reports per year in KS3, one per term. In each report, teachers record three grades: a grade for Attitude to Learning, a Current Attainment Grade (CAG) and a grade measuring the progress made since the last report.

The Current Attainment Grade (CAG) is the grade a student is currently working at against subject-specific criteria.

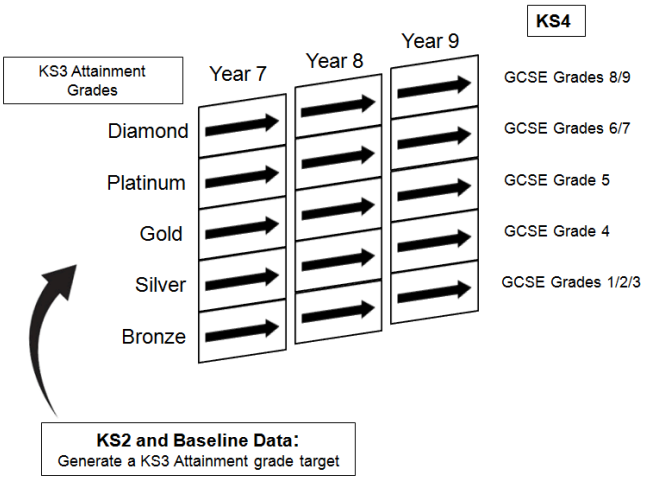
There are five KS3 Attainment Grades: Bronze, Silver, Gold, Platinum and Diamond.

Each colour grade has two tiers:

+	denotes secure grasp of the grade
-	denotes a less secure grasp of the grade

The two-tier fine grading system serves to direct intervention more carefully as well as provide space to celebrate steps of progress in student achievement within a grade.

The five different KS3 Attainment Grades are loosely linked to GCSE outcomes for the purposes of clarity. Too much weight should not be placed on this link; it is simply a guide to demonstrate the KS3 Attainment Grade hierarchy and should be treated as such. Below is an illustration, which demonstrates this:



All subjects have drawn up assessment criteria for each grade, in each year group. Students are assessed against these criteria. When deciding on Current Attainment Grades, teachers look at the work produced in class, homework and assessments etc. and compare this to the subject-specific criteria and decide what KS3 grade a student has achieved for that term.

The KS3 Attainment Target is the colour grade (Bronze, Silver, Gold, Platinum, and Diamond) a student is aiming to achieve in most subjects to make 'expected progress' over time. This target is generated based on a combination of prior KS2 data (externally assessed) and CAT scores (tested within the school).

We expect all students to be ambitious and to work as hard as they can to achieve well, therefore the targets set are in place to encourage. As a school, we recognise the trajectory of progress is not necessarily linear in nature: our system has been designed so that staying the same grade does mean steady progress. This is because content and assessments set by subjects become more challenging over the three-year key stage. Coupling this approach with fine-grading ensures we also identify and celebrate the smaller wins students make within a grade. Data generated from the reports is reviewed in a responsive manner where data (whole cohort, key groups etc.) is analysed and reflected against the performance of the whole cohort in that data collection; this means the average performance for a year group may be different year on year for that period. Working in this way, allows for more accurate expectation of individuals and is more supportive.

KS4

Teachers complete four interim reports per year in KS4, one per term. In each report, teachers record three grades: a grade for Attitude to Learning, a Current Predicted Grade (CPG) and a grade measuring the progress made since the last report.

The Current Predicted Grade is the grade a student is currently working at and is likely to achieve at the end of KS4 if they sat their examinations at the time of the report.

Students completing GCSEs are now graded using numerical grades. There are nine grades on the GCSE grading scale, with Grade 9 being the best available grade.

Students completing BTEC awards are graded against two levels: Level 1 or Level 2. Level 1 uses the Pass, Merit, Distinction grading scale whilst Level 2 uses Pass, Merit, Distinction, Distinction*.

Some students take a mixture of GCSEs and BTEC awards and therefore will have both grading scales on their school report.

KS4 Target Grades are the minimum GCSE Grades a student should aim to achieve in most subjects by the end of year 11, in order to make expected age-related progress. This target is generated based on prior student attainment (KS2 and CATs scores) and are presented as whole grades (not fine-graded).

To help gauge how secure students sit within a grade a fine grading system is used.
This system is made up of three tiers using the plus (+) and minus (-) symbols.

Here is a working example:

5+ denotes secure grasp of the grade with strong chance of moving up to the next grade

5 solid grasp of the grade

5- denotes a less secure grasp of the grade, in danger of falling in the grade below

KS5

Teachers complete four interim reports per year in KS5. In each report, teachers record three grades: a grade for Attitude to Learning, a Current Predicted Grade (CPG) and a grade measuring the progress made since the last report.

The Current Predicted Grade is the grade a student is currently working at and is likely to achieve at the end of their course.

The school delivers a variety of courses at KS5 and therefore the grading systems used on this report may differ depending on the course type a student is sitting.

If a student is sitting:

- a GCSE then the GCSE numerical grading scale (1 to 9) is used
- a BTEC award then the Pass, Merit, Distinction, Distinction* model is used
- an AS Level then grades E to A are used
- a Linear course then grades E to A* are used

KS5 Target Grades are the minimum grades a student should aim to achieve on their chosen course. This target is generated using Alps Connect software.

To help gauge how secure students sit within a grade the same fine grading system that is used at KS4 is employed.

Progress Indicator

The progress indicator is used to highlight the progress students have made between reports.

There are three tiers to indicate the progress made:

1 She **has improved** the Current Attainment Grade from her last school report; she has made a marked improvement in her learning and attainment

2 She **has maintained** the Current Attainment Grade from her last school report; her learning and attainment has remained steady

3 Her Current Attainment Grade **has dipped** since her last school report; attainment has decreased over time

The first reports (Autumn) will not have progress grade entered.

Attitude to Learning

Our expectation is that every student should have at least a good attitude to their learning, enabling them to make good progress. The Attitude to Learning grade gives an indication of the effort, behaviour and commitment of a student in a particular subject. It is an important element which is recorded on every report, regardless of key stage.

There are three tiers to measure attitude to learning:

Outstanding	Behaviour, effort, homework completion and commitment to learning are exemplary in most or all areas, and not less than good in any one area.
Good	Behaviour, effort, homework completion and commitment to learning are good in all areas.
Not Meeting Expectations	Behaviour, effort, homework completion and commitment to learning are satisfactory in most areas – there are one or two areas which are causes for concern.

Should a subject teacher identify a student as 'Not Meeting Expectations' on a report, this is clarified by highlighting the behaviour concern area/s. The areas a teacher may identify as areas of concern are: behaviour, effort, equipment, homework, and punctuality.