Highlands
School & Sixth Form

Dare to flourish

Assessment and feedback policy

APPROVED

| Reviewed on | January 2024 |

Next review	January 2025
Governors committee	School priorities

Highlands School's assessment and feedback principles:

- Highlands School assessment uses the curriculum as a progression model.
- Highlands School assessment is underpinned by valid research into effective assessment.
- Highlands School assessment uses specific, frequent assessments to inform responsive teaching.
- Highlands School assessment captures standardised data that informs actions to improve outcomes.

Contents

Section 1: Summary of key areas of the assessment and feedback policy

1.1 Expectations on assessment for formative purpose

- Retrieval practice and effective questioning to be embedded in all lessons.*
- Key formative tasks should take place every 6-8 lessons (once a half-term for departments with less than or equal to one lesson a week).

*The nature of some lessons may not be appropriate for these tasks.

1.2 Expectations on feedback and checking students work

- Feedback should be constant and embedded into lessons using frequent forms of formative assessment.
- Formal feedback with clear actions should be provided to students after key formative tasks completed every 6-8 lessons.*
- Students' books (or an equivalent medium) should be checked every 3-4 lessons for sufficient student engagement and presentation.

*For subjects with low contact time (less than or equal to one lesson a week) with students, formal feedback with clear actions should be provided at least once a half-term.

1.3 Expectations of summative assessments

- Infrequent*
- To be cumulative
- To be standardised
- To be moderated
- To inform curriculum improvements
- To inform reporting to parents
- To inform intervention

*To take place twice a year for all year groups (mid-year and end-of-year assessments).

1.4 Expectations on reporting

- To be completed twice an academic year for all year groups.
- Reports to capture the following:
    - application / effort judgments.

○ students' performance data based on summative assessments as raw scores.
○ students' progress judgments based on statements of core knowledge for each topic.

Section 2: Assessments for a formative purpose

In the vast majority of lessons, teachers should be constantly checking students' understanding of a specific topic or areas of the curriculum.

Effective formative assessment should be designed with a clear purpose that allows for valid inferences.

2.1 Formative assessment expectations

Formative assessment expectations at Highlands School are broken down into three categories:
- Day-to-day teaching
- Key formative tasks
- Homework

2.2 Day-to-day teaching

The following should be implemented in all lessons unless a subject specific lesson does not lend itself to one of the following forms of formative assessment.

2.2.1 Retrieval practice

All lessons should contain an opportunity for students to recall prior learning.
Effective retrieval should aim to:
1. strengthen memory by challenging all students to recall prior knowledge.
2. support the current lesson by identifying misconceptions and recalling prerequisite knowledge.
3. inform responsive teaching.

2.2.2 Effective questioning

Just because knowledge has been taught / explained it should not be assumed that students have understood the knowledge. Class teachers should make use of frequent effective questioning within a lesson to assess students' understanding to inform teaching.

Highlands School has a 'no-hands up' approach to questioning students for the purpose of checking learning. Students should be ready to be called on for questions during a lesson by the teacher. The exception to this is some relationships and sex education (RSE) lessons.

Questioning during the lesson should be efficient at achieving the following:
- Knowing whether students have understood the core knowledge delivered.
- Unveil / diagnose misconceptions.
- Check whole class understanding efficiently.

The following questioning techniques should be embedded within lessons to check learning by all departments:
- Whole class questioning, including mini whiteboards.
- Cold calling.
- Pause-pose-pounce.
- Diagnostic hinge questioning.

2.3 Key formative tasks

Departments should identify key tasks, at specific points within their curriculum, to identify what students know about the subject (the domain). This will not be a large sample of the domain but on a specific and focused area of the domain for example, an end of unit test or a piece of extended writing.

Key formative tasks should aim to provide students with practice at demonstrating the core knowledge for each topic. These tasks should enable departments to make "valid" inferences on whether students understand or know a specific area within the domain.

Effective key formatives tasks should:
- be designed in line with the 'pillars' of great assessment.
- assess the core knowledge for a specific topic.
- inform actionable feedback for students to progress.

2.3.1 Key formative tasks expectations
Key formative tasks should take place every 6 - 8 lessons, but one should be completed every half-term.

All key formative tasks should enable the class teacher to provide students with actionable feedback. Please see the feedback expectations section for more information.

Feedback from key formative tasks should be displayed clearly in students' workbooks or other mediums where appropriate. For example, practical subjects may wish to upload feedback onto Google Classroom.

2.4 Homework

What students have learned can be opaque without a direct measure. Highlands School will make use of homework to inform teachers and students of what they do and do not know at key points throughout a topic. Please see the homework policy for more information.

Section 3: Feedback and engagement

The purpose of feedback at Highlands School is to:
- support students improve their learning.
- provide students with clear actions to help progress their learning.
- be focused and specific, promoting deliberate practice.

3.1 Feedback expectations

Feedback expectations at Highlands School are broken down into three categories:
- Informal feedback during the lesson (verbal).
- Formal feedback with clear actions.
- Summative assessment feedback (reporting).

3.1.1 During the lesson (verbal)
At Highlands School frequent live feedback is expected during the lesson either to the whole class or to individuals if required. Feedback should take the form of many techniques that achieve the goal of:
1. Responding to the student's performance to a task / activity.
2. Providing students' with guidance on how it can be improved or developed.

A range of techniques should be implemented within the lesson to provide students with immediate feedback that is responsive:
- Re-teaching
- Modelling
- Live marking

It is expected that the class teacher uses the frequent forms of formative assessment to inform the types of feedback provided to the class during a given lesson. For more information on formative assessment expectations, please refer to the formative assessment section.

3.1.2 Formal feedback with clear actions
Departments should identify key formative tasks that focus on assessing the core knowledge within a topic. These tasks should then be used to inform actionable feedback with the focus on moving the

learning forward. For more information on key formative tasks, please refer to the key formative tasks section.

Students should receive written feedback after key formative tasks either in the form of traditional marking with clear actions for the students to complete and / or in the form of whole class feedback. Actions from the feedback should be completed within the next appropriate lesson.

Formal feedback with clear actions should be provided to students after key formative tasks completed or every 6-8 lessons. For subjects with a low contact time (less than or equal to one lesson a week) with students, formal feedback with clear actions should be provided at least once a half-term.

3.2 Whole class feedback

Highlands School promotes the use of effective feedback that is both impactful and efficient. Departments will be encouraged to make use of whole class feedback (WCF) as a primary use of providing feedback to their students.

Whole class feedback expectations:
- Address common misconceptions / common areas of development.
- Provide clear actions for students to focus on (deliberate practice).
- Provide guidance / demonstrate what success looks like (models, success criteria, etc).

If departments use whole class feedback sheets, they should ensure a department template is used across the department that is in line with the whole class feedback expectations above. Whole class feedback should be stuck / written in the students' classbook or posted on Google Classroom. Subjects that do not use computers or class books should ensure that whole class feedback is documented within the student's portfolio of work.

3.3 Summative assessment feedback (reporting)

As students progress through the curriculum for each subject, it is important that students are aware of the core knowledge they are judged secure in and are still developing. This provides students with ownership of their learning and provides them with additional support for incorporating purposeful practice as they progress through the curriculum.

After each mid-year and end-of-year assessment, class teachers should make judgments against predetermined curriculum statements based on the core knowledge for each topic delivered. These judgments will be:
- emerging - the student has been taught the information but has little to no evidence of demonstrating the knowledge.

- developing - the student has some evidence of demonstrating the core knowledge.
- secure - the student has consistently demonstrated the core knowledge within a topic.

Judgements on these curriculum statements will take place twice an academic year (in line with the summative assessment reporting). Judgments will be made on Bromcom and shared with students automatically via the parent / student 'My child at school' application.

3.4 Engagement expectations

To ensure students are engaging with classwork and set tasks, it is important that students' work is checked for engagement frequently. Engagement checks are not the same as marking students' work.

Engagement checks are used to ensure the following:
- Students are engaging / completing sufficient amounts of work set.
- Students' work is in line with the class books presentation of written work expectations.

If a student's book is not in line with the above, then the appropriate C code should be logged on Bromcom.

The class teacher should be confident that the above engagement checks have been completed every 3-4 lessons.

Engagement checks can take place in many forms and are not limited to the whole class' books being collected in every 3-4 lessons. Some suggested approaches can include:
- collecting in students' books.
- checking students' books live during a lesson during guided or independent tasks.

Student expectations of written work displayed in their exercise books
Presentation of written work expectations (for students):
- All work should be given a clear title and date.
- Titles, subtitles and side heading should be neatly underlined using a ruler.
- All written work should be in black or blue ink only (unless specified by a teacher).
- A single neat line should be used to cross out mistakes.
- Exercise books should not be defaced, either inside or outside.
- Pictures, diagrams and tables should be in pencil, titled and labelled in pen.
- Exercise books should be clearly labelled with your name, class, subject and teacher.
- Loose-leaf work should be labelled and fixed neatly and securely into your exercise book.
- Each piece of work should be ruled off as appropriate and the next piece of work started.
- You must indicate if a piece of work is homework or classwork using the tick boxes at the top of each page in your exercise book.

Section 4: Assessments for summative purpose

The purpose of summative assessments at Highlands School is to:
- create a shared meaning of students' performance within a specific subject.
- inform curriculum improvement.
- identify whole school actions.
- feed into reporting and limited feedback.
- prepare students for public examinations.

4.1 Summative assessment expectations

Summative assessment at Highlands School will be:
- infrequent.
- cumulative.
- standardised.*
- moderated.
- used to create a shared meaning.
- used to inform curriculum improvement.

4.1.1 Infrequent
Highlands School will assess all year groups twice a year in a mid-year and end-of-year summative assessment.

All students at Highlands will be assessed at least once a year in standardised conditions.
Final year examination groups will be assessed twice a year in formal examination conditions (exam hall).

Mid-year assessments for KS3 as a default will take place during lessons.

Mid-year assessments will be planned to take place before their respective year groups' parents evening.

4.1.2 Cumulative
All summative assessments should sample the larger domain (the subject) - all the things we want students to know within the subject at their level. The core knowledge assessed should be accumulated over their time studying the subject.

KS4 and KS5 summative assessments should do their best to resemble the final examination the students are expected to experience.

4.1.3 Standardisation

Departments, where possible, should ensure the summative assessments are sat in standardised conditions.

This can include:

- the assessment being the same for all students (exceptions for higher and foundation courses).
- the assessment taking place in examination conditions.
- the assessment taking place on the same day (if possible).

For courses where there will be multiple assessors, departments should ensure that all relevant staff members have carried out effective standardisation to ensure marking is as consistent as possible.

The purpose of the standardisation process is to ensure that all staff members involved in marking the students' response to a particular exam paper:

- understand the terminology used in the associated mark scheme(s).
- understand how, and when, to award marks.
- award marks in a uniform fashion.

4.1.4 Moderation

The moderation process should ensure that the inferences drawn from the summative assessments are reliable and valid.

Moderation should involve the department ensuring consistent marking with the summative assessment, where there are multiple markers. Dedicated CPD time will be given to departments to moderate within the department.

In the meeting, the department lead should share with their team an example / a sample of the student's paper with the accompanying mark scheme or relevant assessment criteria. The meeting should focus on ensuring a common and consistent understanding of the mark scheme.

After all assessments have been marked the CML and / or key stage lead should sample each class teacher's final marked assessments to ensure the marking is consistent within the department's expectations, agreed in the moderation meeting.

For more information on moderation please refer to the following document.

4.1.5 Creating a shared meaning

Departments should only record the results of summative assessments as a raw score.

The school will capture this data within its MIS twice an academic year after both mid-year and end-of-year summative assessments. The raw scores will be converted into a percentage to be reported home to parents. More information on reporting is discussed in the reporting section of this document.

The raw scores will form a comparison with students' relative position. This position will be compared with KS2 data to identify students who are below expected progress.

The results for mid-year and end-of-year assessments for KS4 (final year GCSE) and KS5 will support an informed decision around students' predicted grades.

4.1.6 Curriculum improvement

Departments are expected to carry out an internal analysis on mid-year and end-of-year assessments to identify any areas of development that should be considered to inform future curriculum planning. DIrectors of learning are expected to attend a raising achievement meeting following each mid year data drop to discuss the progress of different interest groups.

The analysis should focus on the following key areas:
- areas of strengths.
- common areas of weakness / development.
- any immediate priorities for KS3, KS4 and KS5 students.

Section 5: Reporting and data capture

It is important that class teachers share key assessment data centrally to ensure informed actions can be taken to best support students' learning.

Reporting data to be captured is broken down into three categories:
- application / effort judgement
- performance data
- progress data (curriculum statements).

Data capture points will be carried out twice an academic year for each year group. These dates will be in line with the respective year group's parents' evening and the end-of-year assessments period.

5.1 Application / effort judgement

Class teachers should make judgments on how students are applying themselves in each subject.

Class teachers should use the DARE values criteria* to determine if a student's effort is either:
- outstanding
- good
- inconsistent
- cause for concern.

*The criteria from which these judgements are made will be reviewed in the academic year 2023 / 24.

5.2 Performance data

Class teachers will input students' performance scores once after the mid-year assessment and once after the end-of-year assessment. This will be the raw score of each respective assessment.

The department lead should ensure that the school is aware that the total marks available in each of these assessments are provided to the data manager to ensure these can be converted into percentages for reporting to parents.

The department lead should ensure that the data captured from class teachers in the school's management information system (MIS) are completed and are accurate.

Performance data will be reported to parents in the form of percentages of the total assessment. A progress indicator will also be in place. This will be calculated by comparing their relative position in the year group in each current assessment, against their relative position in the year group in their KS2 SATS tests.

For KS4 and KS5 classes, class teachers should also make a recommendation on the students' predicted grades using the performance of the summative assessment to inform these judgments.

5.3 Progress reports (curriculum statements)

After each mid-year and end-of-year assessments, class teachers should make judgments against predetermined curriculum statements based on the core knowledge for each topic delivered.

These judgments will be:
- emerging - the student has been taught the information but has little to no evidence of demonstrating the knowledge.

- developing - the student has some evidence of demonstrating the core knowledge.
- secure - the student has consistently demonstrated the core knowledge within a topic.

Judgements on these curriculum statements will take place twice an academic year (in line with the summative assessment reporting). Judgments will be made on Bromcom and shared with students automatically via the parent / student 'My child at school' application.