Assessment & Feedback Policy

Albright Education Centre

Sandwell Home and Hospital Tuition Service

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Signed by Chair of Governors:	
Date ratified by Governing Body:	13.10.2021
Date of Review:	13.10.2024

Feedback

What are the books for?

The books are designed to:

- Inform planning
- Show progress
- Demonstrate understanding
- Reflect personalised learning
- Provide evidence which supports other data
- Allow students to organise their work to support independent tasks

What do we need them to show?

Books will be used differently across subject areas dependent on purpose and desired outcomes. They are often a record of the progress that pupils are making, both in quality and depth of understanding and quantity of skills

Within many subjects they are evidence of personalised learning to allow staff and students to respond in a timely manner to knowledge gaps, areas of weakness and misconceptions
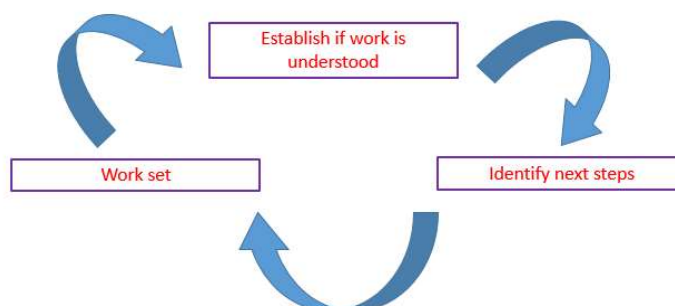
What should this look like?

Feedback

- Feedback is often provided by circulating through the lesson and may be written or verbal.
- It often takes the form of question and answers with instant feedback, low stakes/high reward tests or independent consolidation tasks
- Feedback on SPAG where appropriate from circulating in the lesson.
- Work may be classified as **S** – supported, **P** – prompted or **I** – independent, throughout the lesson if not clear.

Books

- Students complete checkpoints, on yellow paper or highlighted yellow.
- These may be used to highlight areas in which they now feel confident, areas where they feel more work is needed or to check understanding through retrieval tasks and independent work. This is used to inform planning and to provide immediate support where appropriate.
- In some lessons books are used as more of a 'notebook'. This may be seen in personal development lessons or coursework based subjects.
- Where required pupils are correcting work in a timely manner to shorten the review process
- Pupils books clearly show progress – they complete work and staff quickly manage misconceptions or move them on
- Pupils show progression through S/P/I where appropriate
- Staff have regular discussions with pupils about how to move forward, and students are engaged in the process, they take ownership of their work and know what they need to do to improve
- Staff address misconceptions quickly and their responses to support pupils are evident with differentiated starters or activities where appropriate

We see clear progress

We see clear personalisation

We see pupils engaged in making choices about their learning

Assessment

Assessment is the process of obtaining, analysing and interpreting evidence for use by both students and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

Types of Assessment

SUMMATIVE is Assessment OF Learning.

It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning.

Examples

• External Examinations

• Internal School Examinations

• End of Topic/Unit Tests

• Standardised Tests

FORMATIVE is Assessment FOR Learning.

It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Examples

• Class work

• Homework

• Questioning

• Oral Discussion

• Presentation

• Short Recall Test

• Practical Project

SELF ASSESSMENT encourages students to take responsibility for their own learning by:

• Evaluating their own achievement against shared learning outcomes;

• Identifying their own strengths and areas for improvement;

• Encouraging individual learning goals and action plans for future progression;

• Fostering a self-reflective learning culture;

• Encouraging independence in learning.

Recording

Consistent record keeping by all teachers allows the effective monitoring of pupil progress and the regular evaluation of teaching content/styles/methods. Good practice may include:

• Assessment marks recorded in Teacher Mark Books/spreadsheets

• Internal Exams/Tests recorded in Teacher Mark Books/spreadsheets

Teacher records can then be used to inform reporting, both formal and informal, to students, parents, Heads of Subject Areas and the Senior Leadership Team.

Target Setting

Target setting is extremely personalised. Academic targets are only set where appropriate and in some instances the focus for a students may be purely SEMH based for a portion of time.

In many subjects students are set academic targets based on baseline assessments set by subject teachers. Targets are regularly monitored, reviewed and where necessary adjusted to ensure the correct level of challenge.

Students in year 10 are targeted in each subject to make 2 sublevels of progress per academic year (three terms) e.g. where a student has a baseline of 2+ at the start of the year they will be a set an

end of year target of a 3. Should a student achieve their target during the first two terms they will be set a 'challenge target'.

Students who start Albright in KS4 or progress from KS3 to Year 10 will be given a baseline assessment that assigns them a sub level within a GCSE grade.

On entering year 11 students are set a target grade that is a full grade above their year 10 Summer working at grade so as to set an ambitious and challenging target.

All students on home tuition are monitored using SEMH targets where appropriate academic tracking will also be used.

When students join the centre from home tuition their progress is reviewed and where necessary targets may be set or adjusted accordingly.

For students who are taught in the **hospital**, staff will liaise with the mainstream school regarding the level that each pupil is working at and set work appropriately. Often, due to students only being in hospital for a very short time, this is not possible so staff will use a basic literacy/numeracy test to enable work to be pitched at the correct level.

In KS3 students' progress is measured in terms of skills and knowledge. Skills and knowledge are organised into clear, progressive steps which students are continually monitored against. Staff will monitor students' progress on their own mark books and spreadsheets throughout the year ensuring the objectives are secure through formative assessment, interleaving, low stakes unit tests and more formal assessments. All academic subject areas within KS3 will use an Assessment Grid that is unique to their subject area and the skills that are crucial to the pupils achieving in order to make progress and build confidence in the subjects. Each grid highlights the skills in four stages:

Emerging   **Developing**   **Secure**   **Mastery**

In KS4 students will be tracked using GCSE grades or BTEC levels and their progress will be monitored using methods suited to the subject including; formative assessment, low stakes unit tests, formal assessments and mocks.

There are three data drops throughout the year, at the end of each term. Following each full term data drop teachers are required to analysis their students' progress and highlight where students are not making sufficient progress or are performing at a level beyond their initial target. Teachers then make a plan of action to support the identified students to either improve their rate of progress or ensure the student is being appropriately stretched in lessons and record this provision map. These interventions can include but are not limited to;

- Seating plan change
- Support frames or knowledge mats available in lessons
- Homework tasks
- Memory and recall support
- Additional support in or out of lesson from staff
- Speech & Language support