

**Honiton Community College
Academy Trust**



This Policy was adopted by the
Governing Body of Honiton Community College
on 18th May 2016
and will be reviewed every two years

FEEDBACK AND ASSESSMENT POLICY

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Feedback Policy

PURPOSE:

- To acknowledge effort and attainment.
- To provide constructive feedback.
- To give suggestions for improving learning.
- To give students the opportunity to respond to written and verbal feedback.
- To assess students' performance against stated learning objectives.
- To ensure a consistency of approach throughout the whole school.

GENERAL PRINCIPLES:

1. To provide individual feedback to students on how they are performing and offer constructive advice on how to improve.

- Feedback should include a comment on what has been done well or praise for high level of effort. Specific praise works for everybody: regular feedback on success motivates and enhances self-esteem.
- Every 10-12 lessons feedback should also include written comments which give individual targets on how to improve. This can relate to the learning objectives, concepts or assessments being assessed, ways to improve layout, or even performance in oral / practical work.
- It is good practise to plan time in lessons (Feedback 10) or as a home learning exercise, for students to respond and act upon these comments.
- In terms of raising students' levels of literacy across the curriculum, feedback is an integral and essential factor in supporting students to improve the accuracy of their written work. Feedback should therefore highlight the accuracy of spellings, punctuation and grammar (SPAG) using the codes noted below.

2. To monitor the progress of individuals in order to inform teaching. To highlight those students who are underperforming or performing well so that appropriate action can be taken.

- The college operates intervention strategies, based on centralised data collection. Grades submitted in data collection need to be informed by a solid evidence base obtained from teachers' records. Heads of department and class teachers need to implement intervention strategies for under achievers based on thorough record keeping which gives an overall picture over time of a student's performance.
- The evidence in teachers' markbooks / marksheets should support the college data collection format. Record national curriculum levels, or GCSE level for attainment. Where marks for effort are recorded they should follow the College's feedback policy detailed on page 3

Feedback interval

The nature of subjects varies greatly and therefore it is expected that students' classwork receives written 'next steps' feedback at least once every 10-12 lessons dependent upon the subject. The nature of subjects varies greatly and therefore there will be certain subjects such as Belief and Values, whereby a three week interval or more would be appropriate. Departmental schemes of learning should therefore provide guidance in relation to an appropriate marking interval. However, assessment for learning and effective feedback will be built into the planning of all lessons (for more info see Self and Peer assessment below).

Heads of Departments are responsible for teaching and learning in their departments and will specify what needs to be marked based upon either key summative or formative assessments signposted in schemes of learning. It is the responsibility of the Head of Department to ensure that the feedback interval is adhered to and that the College feedback policy is applied consistently.

Self and Peer Assessment

There is considerable evidence which suggests that students given the opportunity to assess their own, and the work of others, think more about their own performance and learn from the experience. Peer assessment is not simply swapping books to mark answers right or wrong; it involves some cognitive process on the part of the marker. For example, students could be asked to provide constructive advice on the layout of another student's work, or perhaps check spellings of key words. Providing mark schemes for students to mark each other's tests at KS4 can promote valuable discussion on what the examiner is looking for. The College uses a 'green pen' for peer assessment and/or feedback. Students' exercise books should show evidence of this approach where appropriate.

Other Key Strategies

It may be appropriate for teachers to select a sample of books to check and give feedback on to support whole class progress. During the lesson teachers will also be giving verbal feedback to students throughout. This should be given equal value to any other strategy as it is personalised and students can respond immediately.

Stamps

The stamp below was devised specifically for use at HCC but Departments supplement this with other stamps that support their subjects. However the main goals remain to ensure that we give students 'next steps' comments and time to act on the feedback.

Feedback
Grade/Level
.....
Effort 1 2 3 4
WWW.....
.....
.....

.....
.....
Literacy.....
.....
Student
Response
.....

Effort

A grade for effort will be given using the following four point scale:

1 = **Excellent:** Work always completed diligently and to a standard that matches or exceeds current levels/grades. Self-motivated and enthusiastic; shows pride in work and determination to master new skills and gain new understanding. Fully and actively engaged in lessons and works effectively both individually and in groups. Achieves performance criteria for individual pieces and also puts into effect previous suggestions for further improvement from the teacher when attempting new work. Always arrives at lessons fully prepared with all necessary equipment and kit.

2 = **Good:** Work is completed carefully and usually matches individual capability. Presentation is good and care taken to complete tasks to a good standard. Willingly takes part in lessons and works effectively with other students when necessary. Keen to improve performance and demonstrates use of criteria, model answers and notes given by the teacher to show what successful work looks like. Subject to occasional reminders, arrives at lessons fully prepared with all necessary equipment and kit.

3 = **Inconsistent:** Work in class usually completed to an acceptable standard but occasionally rushed or barely satisfactory. Completes tasks without full reference to guidance on what successful results or improvement should look like. Sometimes appears to take insufficient time or care with work. Not always able to focus effort consistently when working with others. Subject to occasional reminders, normally arrives at lessons with necessary equipment and kit.

4 = **Unsatisfactory:** Insufficient time or care taken over work on a frequent basis. Work sometimes has to be repeated, or the teacher needs to provide additional intervention or supervision because it is not completed to an acceptable standard. Little note is taken of success criteria and so work often shows no progress or improvement. Rarely shows pride in quality of work and regularly arrives at lessons without necessary equipment or kit.

W.W.W: (What Worked Well)

A reference to what the student has understood based upon the assessment criteria or learning objective

E.B.I: (Even Better If)

A clear target for improvement

When a numerical mark is more suitable for a piece of work, e.g. vocabulary test, mini test, etc. this will be awarded instead of a letter.

Literacy Key

^	Carat – this indicates that you have left something out (omitted it). The symbol points to the words that will be inserted by your teacher.
P	Punctuation – you have made a punctuation error; this will be corrected at the location of the error but the symbol may appear in the margin.
Sp	Spelling – you have made a spelling error. These errors may be corrected and you should do your best to write out your corrections as required by your teacher.
NFS	Sentence – not a full sentence.

//	Paragraphs – your teacher will show you where you should have begun a new paragraph.
□	Capital needed
T	Tense – incorrect use of past, present or future.
Ww	Wrong word
D	Date missing
Ti	Title missing
U	Underlining needed
Dip	Diagram in pencil

Termly Focus for Literacy Feedback

In order to support the development of students' SPAG (spelling, punctuation and grammar), the following literacy foci should be used when assessing and/or feeding back to students:

Termly Foci 1	Termly Foci 2	Termly Foci 3
□ = Capital needed P = Punctuation SP = Spelling	D = Date missing U = underline Ti = Title missing NFS = not full sentence	// = Paragraph T = Tense ^ = Missing word

Assessment Policy – Target Setting, Collecting Information, Analysing Information and Designing Interventions

Rationale

- This policy is designed to allow all leaders, teachers, associate staff, parents/carers, students and governors to know how students are progressing.
- To allow the College to have an up-to-date view of the latest assessments.
- To encourage intervention through the use of forensic data analysis.

Target Setting

All students at Key Stages 3 and 4 will be set an end of Key Stage target based on their progress towards 3 or 4 levels of progress from their average Key Stage 2 result for most subjects (or actual Key Stage two result in English and Maths), this will be dependent on their statistical likelihood of achieving 3 or 4 (and in exceptional cases 5) levels of progress, CATs scores, Attainment 8 estimate and teacher input. If we have knowledge in College of students' individual needs targets can be adjusted to a different level, based on a conversation with the Head of Learning/ Head of Department and the Vice Principal. Therefore, targets (for four levels of progress) are based on the following table:

Key Stage Two Result	Target for GCSE	Target for End of Key Stage 3 (Year 8)
2c	D	3a
2b	D	4c
2a	D	4b
3c	C	4a
3b	C	5c
3a	C	5b
4c	B	5a
4b	B	6c
4a	B	6b
5c	A	6a
5b	A	7c
5a	A	7b
6c	A*	7a (8 if available)
6b	A*	7a (8 if available)
6a	A*	7a (8 if available)

Pupil Premium Students

All Pupil Premium students will be expected to make 4 levels of progress and will therefore adhere to the table above.

If no Key Stage 2 data is available, students' targets will be based on MidYIS/ CATs tests.
Key Stage 5 students' targets will be set according to ALPS.

Collecting Data

Data will be collected in different ways depending on the age of the student.

Key Stage 3

Students in Key Stage 3 will have assessments input to the School Information Management System four times a year. The following data will be collected:

- Current Key Stage 3 sub level

Where a, b and c have the following meanings:

Sub level	Meaning
a	Extremely secure in the national curriculum level
b	Secure in the national curriculum level
c	Insecure in the national curriculum level

Students will also be judged on their behaviour, classwork and homework, this will be as outlined below.

Key Stage 4

Students in Key Stage 4 will have assessments input to the School Information Management System four times a year. Data to be collected will be GCSE grades or levels followed by a number from 1 – 3, where a 1 indicates they are solid in that grade, a 2 indicates they are more than likely to gain that grade and a 3 indicates insecurity in gaining that grade. The following data will be collected:

- Current Key Stage 4 grade
- Predicted End of Key Stage 4 Grade

Data on behaviour, classwork and homework is as outlined below.

Key Stage 5

Students in Key Stage 5 will have assessments input to the School Information Management System four times a year. Data to be collected will be AS or A2 grades followed by a number from 1 – 3, where a 1 indicates they are solid in that grade, a 2 indicates they are more than likely to gain that grade and a 3 indicates insecurity in gaining that grade. The following data will be collected:

- Current Key Stage 5 grade
- Predicted End of Key Stage 5 Grade

Data on Attendance, Effort/ Attitude to learning and Homework will be collected on the following 1-4 scale:

- 1- Outstanding
- 2- Good
- 3- Requires improvement
- 4- Inadequate/ Intervention needed.

Report Descriptors

Data on Classwork, Behaviour and Homework will be collected on the following 1-4 scale:

- 1- Excellent
- 2- Good
- 3- Inconsistent
- 4- Unsatisfactory

BEHAVIOUR

1= Excellent	Self-motivated and able to work independently. Approach to lessons is positive, purposeful and attentive and teacher's instructions are always followed. Always able to work without disrupting or disturbing others, whether working individually, in pairs or in groups.
2= Good	Focused and attentive and quickly follows teacher's instructions. Tasks are carried out with minimum intervention from the teacher. Able to work in a range of classroom situations with only minimum supervision.
3= Inconsistent	Usually able to concentrate well on work but may lose focus from time to time. Not always able to work effectively in groups or work without teacher input or supervision. Sometimes needs reminding of classroom rules, but usually returns to being on task.
4= Unsatisfactory	Often off task, or needs to be reminded of classroom rules and sanctions. Disturbs the learning of others and behaviour has a negative impact both on ability of other pupils to make progress. Teacher's instructions often have to be repeated or reinforced to have an impact.

CLASSWORK

1= Excellent	Work always completed diligently and to a standard that matches or exceeds current levels/grades. Self-motivated and enthusiastic; shows pride in work and determination to master new skills and gain new understanding. Fully and actively engaged in lessons and works effectively both individually and in groups. Achieves performance criteria for individual pieces and also puts into effect previous suggestions for further improvement from the teacher when attempting new work. Always arrives at lessons fully prepared with all necessary equipment.
2= Good	Work is completed carefully and usually matches individual capability. Presentation is good and care taken to complete tasks to a good standard. Willingly takes part in lessons and works effectively with other students when necessary. Keen to improve performance and demonstrates use of criteria, model answers and notes given by the teacher to show what successful work looks like. Subject to occasional reminders, arrives at lessons regularly arrives at lessons without necessary equipment or kit.
3= Inconsistent	Work in class usually completed to an acceptable standard but occasionally rushed or barely satisfactory. Completes tasks without full reference to guidance on what successful results or improvements should look like. Sometimes appears to take insufficient time or care with work. Not always able to focus effort consistently when working with others. Subject to occasional reminders, normally arrives at lessons with necessary equipment and kit.
4= Unsatisfactory	Insufficient time or care taken over work on a frequent basis. Work sometimes has to be repeated, or the teacher needs to provide additional intervention or supervision because it is not completed to an acceptable standard. Little note is taken of success criteria and so work often shows no progress or improvement. Rarely shows pride in quality of work and regularly arrives at lessons without necessary equipment or kit.

HOMEWORK

1= Excellent	Homework tasks are always completed on time and to a standard that matches or exceeds current levels/grades. Self-motivated to complete homework tasks and seeks help from teacher when needed. Achieves performance criteria for individual pieces and also puts into effect previous suggestions for further improvement from the teacher.
2= Good	Homework is completed on time and almost always matches individual capability. Presentation is good and care has been taken to complete tasks to a good standard. Uses criteria, model answers and notes given by the teacher to help understand what successful work looks like. Keen to improve performance.
3= Inconsistent	Homework usually produced on time and to an acceptable standard but is occasionally late or barely satisfactory. Completes tasks without full reference to guidance on what successful results or improvement should look like. Sometimes appears to take insufficient time or care with work.
4= Unsatisfactory	Insufficient time or care taken over homework on a frequent basis. Work is sometimes done in catch up sessions because it is not completed on time or to an acceptable standard. Little note is taken of success criteria and so work does not show progress or improvement.

Monitoring of data collection

Each Head of Department will be asked to random sample the data collected against evidence of students' current attainment for five students per year group per subject. This will be undertaken in a window before reports are printed and after data analysis is completed.

Analysis of Data

After each window of data has been collected the following information will be provided:

- Traffic light data of each student's target data against predicted End of Key Stage data.
- Levels of Progress Tables for Each Subject area.
- Progress 8 Report
- A Vulnerable Student Report.
- A quick guide front sheet with the College's main data.
- Analysis of behaviour, effort and homework data.
- Analysis of gap between current grade/level and target for every student.
- The 4Matrix data analysis software package will be used by all staff to assist in data analysis.

Key Stages 3 and 4 Traffic lighted data will follow the criteria set out below:

Traffic Light Colour	Meaning
Red	Below target level/grade
White	At target level/grade
Green	Above target level/grade

Key Stage 5 Traffic lighted data will follow the criteria set out below:

Traffic Light Colour	Meaning
Red	Below target grade for AS/A2
White	On target for AS/A2
Green	Above target for AS/A2

Interventions

Key Stages 3 and 4

All students monitored closely by Heads of Learning, Heads of Department and ELT. Students identified who are underperforming in the following three ways:

1. Academically: 'key marginal' students identified by progress against targets and discussed in meetings between the Raising Standards Leader and Head of Department. (See Academic Intervention Flowchart)
2. Homework: students identified and attend a compulsory 'Homework Club' to address the issue.
3. Classwork and Behaviour: students identified and monitored by HOL in bi-weekly mentoring meetings.

Form tutors are expected to help mentor 'key marginal' students and discuss academic progress based on data with their tutees on a weekly basis.

Sixth Form Intervention

After each data collection the Head of Sixth Form speaks to each Head of Department to ascertain the progress of each student. Students' expected progress is measured by the ALPS system.

Monitoring of Intervention

Please see Academic Intervention Flow Chart.

Data Points Throughout the Year

August	Exam Results KS4 and 5
September	Dept. Post Mortem/ Summer Data Pack
October	KS4 and KS5 Assessments + Analysis
November	Yr. 11, 12 and 13 Mocks
December	Autumn Data Collection
January	Autumn Data Pack
January	Autumn Reports
February (Beginning)	KS4 and KS5 Assessments + Analysis

March (End of)	Spring Data Collection
March (End of)	Spring Data Pack
April	Spring Reports for Yrs. 9 and 10
May	Yr. 12 Assessments + Analysis
July	Year 7 – 10 Results from exams
July/August	Summer Reports