



Excellence for All

## FEEDBACK AND ASSESSMENT POLICY

### Feedback and Marking

#### **Feedback:**

All students will be given feedback for every learning opportunity. Feedback may take the following forms:

**Non- Written:** Physical or visual communication to reward or support improvement.

**Written:** Notes or comments which guide the student's learning; the following colour coding will be used to annotate work.

**Green** - work that meets learning objectives and *has been completed independently*.

**Amber** - shows work where learning objectives are partially met with intervention from an adult. Feedback will also be used as formative assessment for directing activities and planning further lessons.

**Blue**-students should use blue to correct any mistakes or improvement point identified during written feedback

#### **Self and Peer Assessment:**

Students will be given the opportunity for Peer (*where applicable*) and Self-assess toward learning objectives and targets wherever possible.

*Clusters* may modify the assessment format to suit their classes.

#### **Summative Assessment :**

EHCP targets will be continuously assessed throughout the year, but data will be recorded at the end of each long-term using teacher judgement/ Earwig. T&L targets will be assessed using Earwig at least weekly but preferably daily; LT will collect and analyse the EHCP data termly and the academic and SCERTs targets annually.

Specific qualifications will also be assessed according to the qualification or examination board criteria after careful internal moderation.

## FEEDBACK AND ASSESSMENT POLICY

### Rational

Feedback and assessment should occur in every lesson *and during unstructured time*. Students should have the opportunity to respond to feedback and wherever possible, this should happen during the lesson the feedback is given.

Assessment should be used dynamically to inform the ongoing sequential planning regime to ensure students learning is maximised and skills acquired are transferable.

## Assessment

### Purpose

- To provide clear guidance on MGS' approach to assessment
- To establish consistency with recording of assessment
- To provide clear guidance on monitoring and evaluation processes

The purpose of assessment is to enhance the quality of *sequential* planning for teaching and learning, this is Assessment for Learning (AfL). Assessment should be student centred – with independent learning being encouraged and students trained to assess their own progress wherever possible. Assessment information should be used to plan the next steps in learning and to inform students of their current abilities and what they need to do to progress towards the goals that have been set. Students should be involved in setting targets and assessing their progress toward those targets where possible.

### Formative Assessment

Formative assessment takes place in the first instance as feedback to students and annotation of their work. Progress toward learning objectives and targets is assessed and tracked through observations, work created and teacher judgement; students are then given the opportunity to improve, wherever possible in the same lesson or during the next.

Staff record progression toward learning targets on Earwig at a minimum on weekly basis. Planning should be adjusted dynamically in response to constant AfL both in current lessons and for future one.

### Personalized EHCP targets

Students' next steps are broken down annually and termly to small outcomes using the EHCP outcomes and recorded on Earwig. Students' short-term outcomes will be presented and displayed in a Termly Progression Plan. The targets are monitored through the term and evaluated at the end of each long term. RAG rated progression plans will be discussed and shared with parents.

### Summative Assessment

Appropriate records of assessment will be kept, according to departmental practices. This record of assessment is collated throughout the academic year and moves with the student to their next class or department.

### Baselining:

All new starters will be assessed within 6 weeks of joining. The framework of assessment will differ within departments and the predicted future destination. Baselining is based on the needs of the students. The majority of assessments are recorded on Earwig apart from SEMH where we assess on Boxall. Baselining will be supported by the interventions' teams, where appropriate, through Sandwell Numeracy test, Twinkl Phonics, Barriers to Learning, working memory and processing and bespoke assessments dependent on need, e.g. comprehension, EAL, etc.

Student assessment data will be made against the MGS assessment framework/ SCERTS/ EYFS and will be recorded via Earwig and moderated internally. Internal moderation will take place once every long term for each department. Assessment procedures will be audited, and standards moderated within each department and across the school in conjunction with the intervention and nurture team.

Students' self-assessment and peer assessment where possible is a crucial part of our assessment and planning.

Specific qualifications are moderated and assessed according to the qualification or examination board criteria.

### **Engagements Scales**

Engagement scales are a statutory assessment for students in KS1 and KS2 who are working below the standard of the national curriculum assessments and not engaged in subject-specific study.

Teachers should refer to the DfE guidance on The Engagement Model for information on how to assess against the five areas of Engagement: exploration, realisation, anticipation, persistence and initiation. This will form their summative assessment-annually.

## **Feedback and Marking**

Good quality feedback and marking is essential for outstanding teaching and learning.

All students are given feedback for every learning opportunity.

Feedback takes the following forms:

**Non- Written:** Physical or visual communication to reward or support improvement.

**Written:** Notes or comments which guide the student's learning; the following colour coding will be used to annotate work. This includes peer evaluation and self-evaluation

**Green** - work that meets learning objectives as independently as possible.

**Amber** - shows work where learning objectives are partially met with intervention from an adult. Feedback will also be used as formative assessment for directing activities and planning further lessons.

**Blue** - students should use blue to correct any mistakes or an improvement point identified during written feed-back

### **The Nature of Feedback**

Feedback should be constructive and meaningful for the student.

Feedback should be done to:

- indicate achievement in relation to the learning objective/success criteria
- indicate next steps in learning and opportunities to improve their work
- indicate improvements in learning compared to previous work

As a result it will:

- enhance the student's self-esteem and confidence
- support assessment
- ensure students understand next steps and how they can improve
- create resilient learners

Feedback is **NOT** limited to teachers, anyone can give effective feedback. This includes, but is not limited to:

- Teachers, HLTAs, SSAs and any other adult in the student's school life
- Peers (where applicable)
- Students themselves

Peer and self-assessment enhance learning. Students are given the opportunity for peer and self-assessment toward learning objectives and targets wherever possible.

## Forms of Feedback

### Non-written

- a discussion about work and / or a comment about the quality of work in relation to the success criteria.
- Gesture or signing
- sensory response
- visual signals (e.g. a smiley face/exciting animation on a screen.)
- Audio signals (e.g. a "well done!" message from an audio button.)

Non-written feedback provides direct contact with the student(s). It is up to the teacher and, wherever possible, the student to determine which is the most meaningful method of receiving feedback. In some cases, it may be helpful to add anecdotal notes to explain the context in which the work was done.

### Written

- written words, notes or comments
- symbols,
- stamps, stickers etc.
- Highlighted learning outcomes

Notes and comments should be constructive, positive and neat, and relate to the agreed success criteria and inform the next steps needed to make improvements. Written comments should be dated and initialed by the member of staff completing it.

They should also follow these guidelines:

- **Green** - work that meets learning objectives as independently as possible.
- **Amber** - shows work where learning objectives are partially met with intervention from an adult. Feedback will also be used as formative assessment for directing activities and planning further lessons.
- **Blue** - students should use blue to correct any mistakes or an improvement point identified during written feed-back

## Staff assessment

Not every mistake will need to be corrected and to correct everything is counterproductive for student motivation.

The point of teacher written correction (as opposed to written comment) is to highlight something that the student can correct and improve. Students will not be given the answer but will be encouraged to think

of an improvement for themselves to maximize learning. Corrections should link to the learning objective. However, other non-related errors which a student consistently makes should also be corrected as appropriate. For re-draft and display purposes students' work may be copied out, spell checked and amended to produce a 'final' copy, but the first draft should always be kept.

Feedback should always be appropriate for the student's level of literacy e.g. symbols where needed, level of language understood by student.

## **Student assessment**

This will vary depending on the ability of the student; however, expectation of students should always be high. Students should use blue to self-correct

### **Verbal**

Through discussion and exchange with a member of staff or a peer, the student can amend, correct or enhance work. Students are also encouraged to read their work aloud either to themselves or to a learning partner to identify how to make improvements as part of preparation for adulthood.

### **Written**

Independent writers will draft and self-check their work for the teacher to mark. Checklists are used to support the student in identifying areas where improvements can be made. Any relevant mistakes not identified by the student, will be highlighted by the teacher so that further corrections/improvements may be made.

### **Symbols**

Students may be asked to use symbols on their work for staff to assess their level of understanding. Symbols should be used to enhance the school's total communication practice.

## **Qualification Practices (Key Stage 4 and 5)**

### **For Qualifications (Key stage 4 and 5)**

#### **Verification**

For those staff delivering accredited qualifications, all Awarding Body verification processes and quality standards must be adhered to, including an induction and regular verification and moderation meetings with other teaching staff. All quality processes will be monitored by the Lead Internal assessor and the leadership team.

#### **Standardisation and Moderation Guidance**

#### **What is standardisation and moderation in assessment contexts?**

Standardisation is developing an understanding of standards and expectations of attainment that each level or grade demands. The standardisation process is an essential precursor to summary assessments being made. It involves teachers establishing together whether their views of what constitutes attainment in relation to levels/grades are accurate and reliable. To check the accuracy of these judgements, teachers could use standardisation materials provided by exam boards-

Moderation is a process which helps teachers to be confident that they are applying standards consistently and allows for any differences to be resolved. This ensures that teacher assessments are fair to students and provides an accurate picture of progress for parents and national standards. Moderation is essential in developing confidence in teacher assessment, both within the profession and externally. It ensures that accurate and consistent judgements are made, which inform planning for progression.

## External Moderation

External moderation is carried out by the relevant awarding body.

## Communication with Parents

- Communication books and parental consultations are used to keep parents up to date with their child's progress.
- Annual review meetings are used to update parents, students and the LA about progress and next steps.
- Parents will receive an End of Year report summarising their child's progress.

## Access to Fair Assessment

We aim to provide a variety of qualifications/certifications which provide all students with the opportunity to achieve their full potential by the most appropriate route.

We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

### **What students can expect from us:**

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.
- All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained.
- Internal assessments will be carried out fairly and according to awarding body instructions.
- Externally marked tests and exams will be according to the requirements of the awarding body.

### **Students can also expect:**

- To be fully inducted onto a new course and given information that can be shared with parents and carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set.
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.
- All work to be marked within two weeks of submission by the student.
- Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body.

### **Cheating and Plagiarism:**

A fair assessment of a student's work can only be made if that work is entirely the student's own. Therefore, students can expect an awarding body to be informed if:

- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project.
- They use an unauthorized aid during a test or examination.
- They copy another student's answers during a test or examination.
- They talk during a test or examination.

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body.

If a student feels he/she has been wrongly accused of cheating or plagiarism, they may appeal.

### Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website;
- the School Bus Compliance Manager
- meetings with school staff;
- communications with home, such as weekly newsletters;
- reports, such as annual reports to parents and Headteacher reports to the Governing Body;

### Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

### Review of Procedure

This policy will be reviewed periodically, or when the need arises.

The Governing Board approved this policy on date: 6<sup>th</sup> December 2023

Signed: Richard Pelly, Chair of Governors

Signed: Joolz Scarlett, Headteacher

## APPENDIX 1

### Assessment

#### Definitions/Terminology

**Assessor:** the person responsible for making decisions about whether learners' work achieves the national standard required for certification

**Assessment:** the definitive assessment of the learner's achievement and must be to national standards. This assessment contributes to achievement and informs a unit grade (where applicable)

**Standardisation:** a method of comparison that enables centre assessors to review the consistency and accuracy of their assessment decisions with those of other assessors

**Learning aims/outcomes:** what the learner should know, understand or be able to do as a result of completing the unit

#### Responsibilities

**Programme Leader:** responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria

**Assessor:** responsible for carrying out assessment to national standards. The assessor provides feedback to learners; assures the authenticity of learner work; records and tracks achievement

**Internal verifier:** a member of staff able to verify assessor decisions, and validate assignments. The Internal Verifier records findings, gives assessor feedback, and oversees remedial action

**Lead Internal Verifier:** by registering with Pearson, has access to standardisation materials which may be used with assessors to ensure that national standards are understood. The Lead Internal Verifier must agree and sign off assessment and internal verification plans.