



THE LATYMER SCHOOL

Founded 1624

ASSESSMENT, FEEDBACK & RESPONSE

POLICY

NON-STATUTORY

Policy review by	Curriculum and Standards, December 2020
Policy agreed	Full Governors' Meeting, December 2020
Review policy	December 2023 (3 Yearly Review)

The Latymer School

Assessment, Feedback and Response Policy (AFR)

Preamble

This policy at The Latymer School comprises three equally important strands; **assessment, feedback and response**. These three strands are essential in ensuring that students in all Key Stages are both supported by teaching staff to make excellent progress in their learning whilst becoming increasingly involved and taking responsibility for it themselves.

The policy is also founded on three key words which are **manageable, meaningful and motivational**.

Assessment and Feedback must be manageable for staff and fit with the specific Key Stage demands of each subject area. Assessment and feedback expectations must be realistic and sustainable for teachers.

Feedback from teachers must be meaningful; this should be qualitative rather than quantitative with clear guidance on what students have done well (WWW). **Response from students should also be meaningful** showing that they have taken time to reflect on the feedback, written or verbal and show a responsibility for advancing their own learning.

Feedback must also be motivational and focus on what specific, personalised improvements, students need to consider (EBI) to develop and improve as learners.

What is assessment?

Assessment will take several forms but all of these will be based on the principles of **Assessment for Learning**.

Formative assessment in class will involve checking on learning and understanding, through targeted and personalised questioning of as many students as possible. It will also entail the students being frequently asked to gauge their learning/understanding, either by using the appropriate coloured pages in the planner in the course of a lesson or any other method which allows the teacher to evaluate the ongoing learning needs of the student and to match teaching and planning to reflect these needs.

Formative assessment should also involve, providing students with **time in class**, to assess their own (self-assessment) and others' work (peer assessment) based on clear criteria to check against and to improve upon.

Formative assessment will also include tests which allow students to reflect on their performance and how to improve before a major 'landmark' test.

Summative assessment will also take place regularly with its timing decided on by Heads of Departments and communicated to teaching staff and students via the Departmental Assessment

Maps (An example of one of these can be seen in Appendix 1). A mixture of these formative and summative assessments will provide data for departments, students and parents on the termly Progress Reports.

What is feedback?

The key purpose of feedback is to promote progress and learning. Feedback will consist of quality written comments within a piece of work as well as summary diagnostic comments (WWW and EBI) at the end of the work or test. **This feedback should be selective, targeted and use precise language.** There are some subject specific examples below.

English:

EBI: Be specific in your discussion of the effect of a word/device on the audience. Explain fully the connotations of a word and how and why it leads to an interpretation of the text.

EBI: Match your language register to Purpose, Audience and Form.

Biology:

EBI: Look at your diagram and show which adaptations are common to two or more types of blood vessel

French:

EBI: Use more interesting connectives and include different subjects in perfect tense to demonstrate your knowledge of grammar

Maths: Question: Factorise $6 - x - x^2$

Student answer: e.g. $6 - x - x^2 = x^2 + x - 6 = (x + 3)(x - 2)$

EBI: e.g. Does $-2 = 2$? Is there a common factor of $6 - x - x^2$?

Correction: $6 - x - x^2 = -1(x^2 + x - 6) = -1(x + 3)(x - 2) = (2 - x)(3 + x)$

As a school, we have aimed, in most cases, to provide students with two pieces of **written** feedback per half term. However, dependent on the frequency with which departments see students, particularly at Key Stage 3, together with the nature of the subject, this may not be the case.

Personalised feedback may also be verbal in nature. A significant part of formative feedback will continue to be oral based. Much of a teacher's daily pedagogy involves this and it is integral to learning and progression. It is viewed as being on a par with written feedback but more spontaneous and immediate in comparison. This format will be used by the teacher to give general formative guidance to the class where there have been common misunderstandings in a piece of work.

Students should be encouraged to be responsible and note this general oral feedback from the teacher and to reflect on what applies to them.

Feedback as opposed to marking means that there will not be a mark or comment on every page of the exercise book but on key pieces of work and tests. The latter may be stuck in exercise books/folders after completion or kept in departmental folders, to which the students have access.

Feedback, as part of 'quality teaching', should also take issues with literacy (spelling, punctuation and grammar-SPaG) into account so that students can focus on this too.

What is response?

Student response is just as important in progressing learning as assessment and feedback and therefore must have adequate time dedicated to it.

Departments will judge whether this will take place:

- in class,
- be set as part of homework
- or be evidenced in a subsequent piece of work.

Teachers indicating how learning can be developed is only part of the process and students must increasingly play their part in listening to, reflecting upon and actioning their teacher's diagnostic/formative comments. Ways in which this can be done are as follows:

- When work or assessments with personalised written or general oral feedback is returned, students should be given a short amount of silent time to reflect on the comments.
- This time can also be a period in which students ask questions for clarification prior to a full and personal response. This may result in slowing down the pace and content of a lesson but over time lead to better standards.
- Students are asked to respond to specific criteria or paragraph within the work rather than the whole work and may be able to do this in class.
- Response may be simple corrections to work set as homework and highlighted by the student for them to be clear to the teacher.
- After reflection and questions, students are set the response task that same night as homework. This would work well at KS3 &4. A check is made the next lesson to see if the response has been completed.
- **Response to feedback should be easy to see. Ways in which this could be done are as follows:**
 - Students write the title Response in the margin and provide their response adjacent
 - Students write their response in a different coloured ink to that of the original ink
 - The response is framed with highlighter.
 - At KS5 and possibly KS4, students can show greater personal responsibility in responding to feedback by reflecting on areas for improvement and **highlighting these in subsequent work for the teacher to see.**

Student reflection following summative tests is also a key part of response. Whilst teachers will have written diagnostic comments, students need to think hard about what these mean in terms of what they need to revise, practice and redo.

Students will be asked to summarise what key areas they need to focus on following summative/tests and landmark assessments.

Departmental Assessment Map (example in Appendix 1)

Each department has produced a separate assessment map for each Key Stage. The assessments which are planned on the map are typically, a mixture of tests, pieces of work, practical activities for subjects like Drama, Music, PE or landmark assessments and could be either formative or summative.

Although a specific week has been allocated for assessments on each map, there has to be some flexibility in regards to their timing due to how teaching may be affected by other school, calendar or extra-curricular demands and therefore, this may delay somewhat the timing of the assessment.

Departments have specifically chosen key pieces of work or assessments for feedback and the assessment maps indicate the two times per half term when students will receive this.

However, for some departments due to reasons explained earlier, this may be limited, at times in the year, to once per half term. The assessment map also shows when a department will carry out an exercise book or folder check. This may occur at the same time as a piece of work is marked but the check is to ensure that:

- students are proud of their work and have a responsible attitude for keeping their book/folder neat
- all relevant information/handouts are stuck in, in the correct place
- the book/folder is a suitable reference for learning and revision.
- the student response to teacher feedback is clear, evident and completed.

Monitoring and Review

Building on the three key words around which this policy is built (i.e. manageable, meaningful and motivational), it is important that these principles for both staff and students are maintained. Heads of Department will be responsible for providing direction and management across the department for how staff carry out the timing of assessment, feedback, book checks and student response as well as for monitoring and collecting feedback from departmental staff.

Students' opinion on how dedicated, personalised feedback is helping them to improve and their responsibility towards delivering a response will be tracked through Student Voice and will be a focus for Work Scrutiny.

Both staff and students will have opportunities to share their opinion with the Senior Leadership Team at either HODs meetings, Link meetings or Senior Pupils meetings.

APPENDIX 1: AUTUMN MAP – HISTORY

Week Year	1 04/09	2 11/09	3 18/09	4 25/09	5 02/10	6 09/10	7 16/10	HT	8 30/10	9 06/11	10 13/11	11 20/11	12 27/11	13 04/12	14 11/12	15 18/12
7				Prelim assessment & Book check					Prelim assessment & Book check	PR 07/11				Landmark Assessment Battle of Hastings Essay		
8						Prelim assessment & Book check				PR 07/11		Landmark Assessment Spanish Armada Essay				
9				Prelim assessment & Book check					PR 31/10	Landmark Assessment Factory System Sources						
10			Assessment Superpower Relations & Book check		Assessment Superpower Relations				Assessment Superpower Relations		PR 14/11		Assessment Superpower Relations & Book check		Assessment Superpower relations	
11		Assessment Weimar and Nazi Germany		Assessment Medicine Through Time		Assessment Medicine Through Time & Book Check	PR 17/10			Assessment Medicine Through Time		Assessment Medicine Through Time		Assessment Medicine Through Time & Book check		
12		Assessment Two per half-term One for the English Revolution One for Tsarist and Communist Russia			Folder Check		PR 17/10			Assessment Two per half-term One for the English Revolution One for Tsarist and Communist Russia			Folder Check			
13	Assessment Two per half-term One for the English Revolution One for Tsarist and Communist Russia				PR 06/10							Assessment Two per half-term One for the English Revolution One for Tsarist and Communist Russia				