

Assessment and Feedback Policy

At Wolgarston High School we aspire to grow a culture of expert teachers and assessment-capable learners through embedding the Visible Learning philosophy where “*teachers see learning through the eyes of their students, and students see themselves as their own teacher*”. As such, quality assessment and feedback is an integral part of the day-to-day teaching and learning process.

Principles

- Good assessment provides quality information for teachers to regularly evaluate their impact. This, then, acts as feedback to the teacher which influences their practice and informs their next steps in teaching. Assessment also provides information on student prior knowledge, current needs, and future requirements.
- With consideration to teacher workload, and acknowledging that learner-teacher feedback has a significant impact on student outcomes, we place a greater emphasis on responsive teaching than excessive marking and feedback in books.
- Assessment and feedback provide information for students so that they can explain where they are in their learning, share their next learning steps, and help them to become better “Visible Learners”.
- Feedback provides opportunities for deliberate practice for students (see modalities of feedback section below) so they can develop knowledge and skills which they can sustain and deepen further over time (see appendix 1 – the SOLO Taxonomy).
- Whilst we require departments to adhere to the fundamentals of this assessment and feedback policy, we actively encourage departments to adapt a range of suitable methods which are bespoke for their subject needs.

Purposes

- The majority of assessment will be **formative**, where quality evidence of learning is routinely gathered (see appendix 2 for example strategies) and must, when required, result in a change to teaching and/or a change to learning strategies.
 - **Short-cycle:** In the classroom, regular formative assessment will reveal what has been learned well and what areas for improvement there are. Reflections may take place several times in a lesson through mini-plenaries and evidence gathering from activities, learners’ work or learning conversations. This is also monitored through learning walks and impact observations.
 - **Medium-cycle:** Formative “**Learning Checks**” (see appendix 3) can occur periodically in a unit, covering several learning intentions. Its purpose is to establish gaps in learning, gain information for the teacher on their impact, and what aspects of learning need to be revisited. “Learning Checks” should check progress prior to summative assessment. This can be monitored through, for example, learner books as well as both oral and written comment only feedback. Homework may be used for this purpose also.
- Periodic **summative assessment** (see appendix 2 for example strategies) will be undertaken, and helps provide information for our learner management system (SISRA) and faculty records that allows us to monitor and know our impact on individual students, groups of students and cohorts as a whole.
 - The learning intentions of a unit of work will be subject to testing at the end of a unit through a “**Key Assessment**” (see appendix 3) and a mark or grade awarded with written comments, if appropriate. We believe that a **synoptic assessment approach** to “Key Assessments” allows for retrieval of previously learned material which supports long-term learning, as well as identifies learning gaps which need to be retaught. Homework may also serve this purpose through a unit to check surface learning has taken place.

- Periodic **practice examinations** will also be undertaken to provide a holistic view of learning and prepare students for external exams.

Growing assessment-capable learners

Through adopting the assessment and feedback system detailed above, assessment-capable learners are students who can clearly communicate:

- “Where am I going?”,
- “How am I doing?”, and
- “What do I need to do to get there?”

Modalities of feedback

Both oral and written are valid forms of classroom feedback. Feedback may develop through a unit from task to self-regulatory as a student’s confidence and understanding grows. Types of feedback can include:

- **Task feedback:** The feedback should tell students how well the task has been performed; is it correct or incorrect?
- **Process-level feedback:** The feedback should cause the students to seek strategies for improvement.
- **Self-regulation feedback:** The feedback should allow the students to use their own strategies to work out what to do next and how to improve.

Whether during a lesson, a “Learning Check” or a “Key Assessment”, **effective feedback requires action** of some sort to enable meaningful learning to take place. It allows the teacher and learner to know what gaps in learning there are and how to close them through reflection. There are a variety of ways in which effective feedback can take place. For example:

- Individual oral feedback from the teacher to the learner
- Individual written feedback from the teacher to the learner
- Whole class/small group oral and/or written feedback
- Individual student self-/peer-reflection.

Some learners may grasp the learning and need extension or enrichment work while others respond to feedback making progress in their learning.

Management and evaluation

This policy will be reviewed to ensure that it continues to meet the needs of the school. Day-to-day management of the policy is responsibility of the Senior Leadership Team, Head of Assessment, and Curriculum Leaders who will monitor it through:

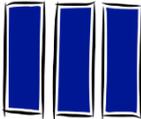
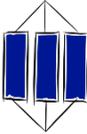
- Impact observations
- Learning walks
- Data analysis
- Faculty reports
- Quality assurance processes
- Book reviews
- Pupil voice

The criteria by which the effectiveness of the policy and practices will be judged are set out in the principles above.

Appendix 1: The SOLO Taxonomy

The Structure of Observed Learning Outcomes (SOLO) Taxonomy presents a hierarchical order which allows for an increasing depth and cognitive demand of knowledge, understanding and skills. The use of SOLO is different from many other taxonomies in that the learning trajectory passes from quantity (*how much* the learner knows about the topic) to quality (*how well* the learner knows the topic).

Although departments are free to use SOLO to best meet the needs of their subject, it can be used, to support the lesson's learning intention(s)¹ and success criteria through means of, for example, teacher questioning and activity setting, establishing student outcomes, as well as overall curriculum design. The table below shows how SOLO might be used in lesson planning and assessment design:

		Surface		Deep	Transfer	
		Quantitative		Qualitative		
		Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
						
Using SOLO for teacher questioning and activity setting			define, name, label, identify.	describe, list, elaborate.	sequence, classify, compare and contrast, explain, analyse.	generalise, predict, evaluate, create.
Using SOLO to establish student outcomes		The learner needs teacher help to get started.	The learner can say one thing about the topic.	The learner can say two or more things about the topic.	The learner can say how/why these things are related and/or can be compared and contrasted .	The learner can now use this information to make predictions or generalisations about a new topic that they have not been taught yet.
		No idea	An idea	Many loose ideas	Related ideas	Extended ideas

¹ Learning intentions (LIs) are shared with learners at the start of every lesson:

- **To know** (what individual piece(s) of information are learners going to know at the end of the lesson?)
- **To understand (know how)** (how are learners going to bring information together, for example, to establish similarities, differences, causes and/or effects?)
- **To be able to** (how are learners going to apply their knowledge into the context?)
- **To be able to** (how are learners going to apply their current knowledge into a new context?)

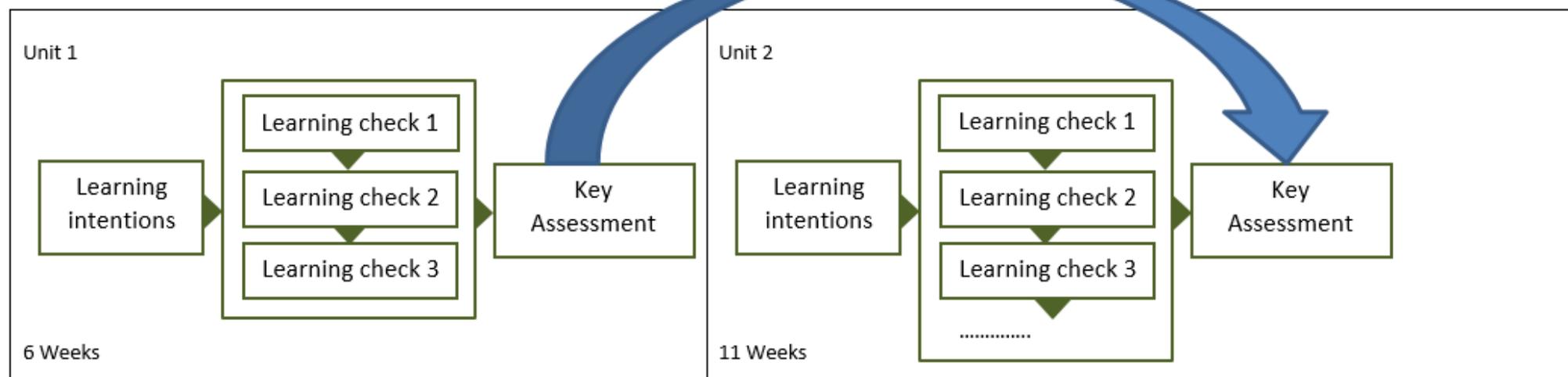
Appendix 2: Formative and summative strategies

To allow teachers to establish and reflect upon the impact of the teaching, multiple forms of assessment are used which include:

Formative strategies (where only comments are shared with/given to learners)		Summative strategies (where marks, percentages or grades are included with comments, if appropriate)	
<ul style="list-style-type: none"> • Questioning (including hinge/multiple-choice questions) • Fact tests/Retrieval exercises • Quizzes • Exit tickets • Learning conversations • Observations or pupil work and talk 	<ul style="list-style-type: none"> • Learning checks 	<ul style="list-style-type: none"> • Fact tests/Retrieval exercises • Quizzes • Exit tickets • GL tests • Key Assessments (End of unit synoptic tests) • Practice examinations 	<ul style="list-style-type: none"> • Examinations
Formative strategies reveal a learner's learning gap(s) during the lesson and between lessons.	Formative strategies reveal a learner's learning gap(s) as they progress through a unit against several learning intentions.	In-school summative information reveals a learner's attainment at the end of a unit of work where feedback will include mark or grade of some sort with written comments, if appropriate, to improve.	External summative information reveals a learner's achievement at the end of a Key Stage or course.
Formative assessment (where only comments are shared with/given to learners)		Summative assessment (where marks, percentages or grades are included with comments, if appropriate)	
For formative assessment to take place, the information is used to evaluate the teacher's impact and to adapt teaching (responsive teaching) and/or adapt learning strategies.	For formative assessment to take place, the work is marked and comment only feedback is provided to learners, which is then acted upon (deliberate practice). The aim is to ensure progress through the unit. Again, information collected from learning checks is used to help evaluate the teacher's impact. Any necessary marks, levels or grades form learning checks will be kept in a teacher's planner and for their use only.	The information is used to establish where learners are in their knowledge at the end of the unit and for tracking purposes throughout the school year via a teacher's mark book, SIMS data entry and SISRA.	The information is used to evaluate the impact of formative and in-school summative assessment information.

Appendix 3 – Example unit feedback structure

Attainment on Successive Tests Informing OCF Data



Key Principles

1. “Learning checks” are assessing the same pool of Learning Intentions (The key ideas, skills and concepts of the learning).
2. Learners will be repeatedly practising the same learning and given opportunities, through feedback, to make progress.
3. Each “Learning check” can be varied in content, length and time taken to suit the needs of the unit.
4. Unit length is determined by the scheme of work not data entry points. Different unit lengths may require different numbers of “Learning checks”.
5. Feedback will take place and either further teaching and/or action by learners will follow each ‘Learning Check’. Feedback may be instructional, process or self-regulation allowing staff to manage marking workloads.
6. All “Learning checks” will be presented to high standards and identified clearly.
7. All “Learning checks” feedback must refer to learning intentions and success criteria.
8. All “Learning checks” feedback must result in action by the learners or further teaching to close the gaps.
9. Learners will be held to account for completing actions following feedback and checking indicated by the teacher.
10. The regularity of “Learning checks” will be determined by the backward design planning but must be sufficient to allow progress, in meeting the learning intentions, to be visible to the teacher and learner.