THE AVON VALLEY SCHOOL

ASSESSMENT AND FEEDBACK POLICY

Date of Policy: September 2022

Date of next review: September 2023

Who the review will involve:
Headteacher, Governors, Senior Leadership Team, Staff

Senior member of staff responsible for overseeing that this policy is implemented and regularly reviewed: **Katie Collins (Assistant Headteacher)**

EXPECTATIONS

1. Assessment and feedback can take a variety of forms, including but not limited to: verbal feedback, modelling, co-construction, feedback through Google Classroom, peer- and self-marking, written teacher comments.

2. Marking and feedback should make a positive impact on the progress of students.

3. Diagnostic feedback should generate student response and visible progress.

4. "Closing the Gap" work is present and students have engaged with the feedback, taking responsibility for their learning and showing improvements in their work. The specific *Faculty Policy* will provide further guidance and details.

5. Self and peer assessment contributes to the progress made by students, enabling them to have autonomy over their learning.

AIMS

At The Avon Valley School and Performing Arts College, we believe that effective marking is integral in the drive to raise attainment, allowing our students to understand their achievement, attainment and how to make further progress. Marking must therefore encourage our students to become reflective learners so they can identify their strengths and areas for improvement. Learners must be encouraged to respond appropriately to the feedback given to enhance and improve their performance.

Marking should serve a single purpose – to advance pupil progress and outcomes.
Marking should be meaningful and manageable.
Marking should motivate students to progress and improve.

Consistency across a department is still important, but this can come from shared high standards, rather than inflexible practice. Shared expectations of marking will help everybody to be clear about what is required of them. It is expected that each subject and faculty should determine the policy in their own areas, responding to the different workloads and demands of each subject. Faculty leaders are expected to review their marking and assessment policy annually.

PRINCIPLES TO BE ADOPTED BY ALL TEACHING STAFF

1. **The expectation is that diagnostic feedback, with appropriate student response, is conducted proportionate to curriculum time.**
2. **Each subject must have a marking policy and the milestone tasks (which must be marked) will be identified on schemes of work. The nature of milestone tasks will be decided at a faculty level and can take a range of forms.**
3. **The school discourages a "tick and flick" approach - instead regular, meaningful marking is preferred.**
4. **Assessment opportunities within lessons should be planned to enable students to assess their own and others' work.**

Further Guidance:

- Accepting work that students have not checked sufficiently and then providing extensive feedback detracts from students' responsibility for their own learning. Students should proof-read and self-assess their own work regularly, before it is marked by a teacher.
- Students' work should be completed in line with the school 'Presentation Policy'.
- Feedback must be regular, kept up-to-date and promptly shared with students.
- Students must be given regular opportunities to self and peer assess work, according to shared success criteria.
- All departments should follow the whole school approach to literacy marking, as identified in every classroom, using the agreed codes.
- Students need to understand marking systems, both the criteria for marking as well as the comments and grades or marks awarded.
- Practical, project-based subjects need to have regular marking, even if a whole project may extend over a period of time and this must be outlined in departmental policies.
- For all *milestone* pieces of assessment (as agreed by faculty leaders and identified on schemes of work) students' work will be marked more comprehensively. The success criteria will be shared with students prior to the setting of the task.
- Staff should use the process of "closing the gap" regularly to enable students to demonstrate that they can review and improve their own work. Faculties can decide what this process looks like in practice.

ASSESSMENT: CLOSING THE GAP

The process of 'closing the gap' requires students to respond to teacher feedback and demonstrate that they understand how to make progress and take action.

CtG assessment should lead to the student actively engaging with the teacher feedback and developing their piece of work as directed.

- Diagnostic feedback should indicate the strengths and areas for development in students' work.
- Over the course of a term when feedback is shared with a class, time should be set aside in curriculum planning to allow each student to complete their CtG task.

Formal Assessment

Following the whole school assessment calendar, teachers are responsible for the marking and feedback of formal assessment under examination conditions. This work must be returned promptly to students and will inform the current grades reported to parents.

- Students' work for pre-public examinations should be marked using the marking criteria of the examinations
- Internal moderation is an expectation and will take place in dedicated faculty time following whole school assessment weeks.

All staff should use the following literacy marking codes as a matter of routine:

SP	Spelling error- write the correct spelling below the work. Teachers may expect the student to copy out key spellings five times.
Punc	Punctuation error- either correct it or expect the student to do so.
Exp	Written expression unclear. Student should re-write sentence.
//	New paragraph required

To monitor the implementation of the marking policy

Students' work (a sample across years and abilities at least once per term) will be regularly trawled by:

a) The Leadership Team of the school
b) POD Managers
c) Faculty leaders and subject leaders.

There is also an expectation that student work would be looked at during lesson visits.

It is also good practice to involve all staff in the discussion around effective feedback and the evaluation of this. Faculty leaders are expected to organise whole-faculty opportunities for book sampling which will involve all faculty members in the evaluation process.

Students' work will be scrutinised and then findings reported back as part of the fortnightly SLT Link meetings and termly faculty review meetings.

To monitor and evaluate marking and feedback, please consider the following:

1. Has the feedback provided had a positive impact on student progress?
2. Is there evidence of diagnostic feedback (with student response)?
3. Is "closing the gap" work evident? Is the impact positive?

Role	Responsibility
Classroom Teacher	● To feedback is shared in line with school and faculty policy. ● To ensure students become skilled at responding to teacher feedback. ● To share good practice of sharing feedback in meetings. ● To record assessment data in appropriate location.
Subject Leader/Faculty Leader	● To lead by example, modelling best practice in marking and feedback. ● To encourage the development of a range of effective strategies to enable staff to share feedback with students. ● To communicate high expectations around marking and feedback to all staff and students. ● To ensure staff adhere to the school and faculty assessment policy. ● To monitor the quality of feedback in the department/faculty and should take necessary steps to deal with issues of underperformance. ● To ensure the department has a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked in detail. These should be identified within schemes of work. ● To lead planned moderation sessions ensuring consistency of assessment and feedback across the faculty, especially around examination and controlled assessment marking.
Teaching Assistants	● To read through the comments written by the teachers in order to guide any students they are working with in the class. ● To support, where appropriate, classroom teachers with the marking of literacy across the curriculum.
Senior Leadership Team (SLT)	● To lead by example, modelling best practice in marking and feedback. ● To communicate high expectations around marking and feedback to all staff and students. ● To monitor the impact of marking and feedback on student progress, as part of the whole school quality assurance process. ● To support HODs/HOFs with their roles in relation to monitoring marking and feedback. ● To offer regular CPD opportunities for all staff to develop their expertise around high quality marking and feedback. ● To report back to the Headteacher and Governors on the effectiveness and impact of marking and assessment in the school.

REVIEW

This policy will be reviewed biennially.