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Feedback and Assessment Policy

This policy was approved as follows:

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This policy applies to all School Academy staff, pupils and parents.

Thomas Alleyne’s High School – Feedback and Assessment Policy

Policy Aims

1. To provide clear guidelines on the school’s approach to formative and summative assessment aligned with the TAHS Teaching and Learning Model.
2. To establish a coherent approach to assessment across all departments; ensuring teaching is high-quality, laying the foundations for effective feedback.
3. To provide effective examples of feedback with a focus on moving learning forward in a way which is meaningful and motivating.
4. To provide a system which is clear to students, staff and parents.

Policy Principles

1. Feedback and assessment must have impact. In order for feedback to be effective means that students recognise what they can do, what they are unable to do and how they can improve
2. Effective feedback takes different forms; all of which should help identify gaps in knowledge and skills and accelerate learning; students’ work should evidence progress over time.
3. Assessment must be regular and timely feedback given

Foundations for Feedback.

Teachers at Thomas Alleyne’s will deliver high quality lessons in line with the TAHS Teaching and Learning Model.



Effective teaching will:

- Deliver a carefully-sequenced curriculum which teaches essential concepts, knowledge, skills, and principles;
- Be challenging and build on pupils' prior knowledge and experience;
- Avoid overloading pupils' working memory by breaking down complex material into smaller steps;
- Encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills;
- Use powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations;
- Highlight common misconceptions and prepare strategies to counter them;
- Plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning;
- Adapt teaching in a responsive way to support struggling and excelling learners while maintaining high expectations for all (Early Career Framework).

Learning Gaps will be assessed through formative assessment and retrieval practice; these will include evidence -informed strategies, often low-stakes, that teachers utilise to support their learners to make progress. CPD time will be used to share best practice throughout each academic year.

Assessment for Learning Strategies may include:

- 'No hands up questions' (cold-calling)
- Wait time
- All student response questions -e.g. whiteboards, Kahoot
- Hinge questions
- Entrance / Exit tickets
- Think, pair, share
- Spot the mistake
- True / False statements
- Feedback – verbal and written
- Peer and self-assessment.

Assessment in Practice

Teachers should monitor student understanding and progress through questioning, discussion and observation. In addition, students' work should be assessed frequently and regularly so that students receive feedback on their strengths, weaknesses, attainment and the next steps that need to be taken to

secure improvement (or for the improvement of future work in the case of BTEC assignments rather than re-drafting, to ensure compliance with exam board requirements).

Feedback strategies

In the Lesson

Teachers should make use of immediate feedback strategies. Teachers will:

- Give meaningful verbal feedback to students in the lesson (without a requirement to record).
- Use live marking to give immediate feedback to targeted students.

Teacher modelling and exemplars

It is important to focus on the end product showing students the process, construction and assessment of key pieces of work.

Teachers will:

- Use frequent modelling, such as the physical modelling of a practical activity or demonstrating the process of constructing written work;
- Share examples of student work e.g. using a visualiser, photocopies, or physical demonstration;
- Provide exemplars so that students are clear about what is expected;
- Share assessment success criteria and demonstrate how to apply these, so that students are clear about how marks are awarded.

Peer and Self-Assessment

Lessons should give students opportunities to look at and learn from each other's work and the work of older students and experts, including the work of the teacher.

Peer and self-assessment:

- Should be modelled so that students can make a positive comment, a specific improvement point and helpful advice about how to move their learning forwards;
- Could be given as verbal feedback where appropriate to the needs of the subject, particularly in practical subjects.

Written feedback, outside of the lesson

Teachers will:

- Be selective; marking only that which will have meaningful impact on moving the learning forward. There is no requirement to tick every page. Marking should be purposeful and selective;
- Give clear advice to enable students to correct errors or misconceptions; redirecting planning to address any misconceptions in the next lesson;

- Identify and highlight mistakes using the literacy marking code to be corrected by students in green pen. Professional judgement should be used as to whether the student(s) can self-correct or need guidance.
- Model and promote high expectations of presentation and technical accuracy.
- Maintain high standards by challenging sub-standard work.
- Teachers will write feedback in red pen, or similar.
- Students will respond to teachers' written feedback in green pen.

Curriculum Leaders are responsible for producing a document that sets out how the whole school policy will be applied in their department (whilst also considering exam board guidance for BTEC subjects on permissible feedback). All Curriculum Leaders will need to consider the DfE workload guidance.

<https://www.gov.uk/government/publications/feedback-and-marking-reducing-teacher-workload>

Curriculum Leaders must ensure:

- Departmental assessment policy establishes clear practices, both formative and summative which ensure that assessment of knowledge, skills and competence is fully integrated into each Key Stage 3, Key Stage 4 and Key Stage 5 course, to ensure that it becomes part of the continuous process of learning so that students make rapid and sustained progress.
- That exam style questions are used for all year groups as part of homework routinely for all subjects (this could also be coursework development where relevant e.g. BTEC units), and that this should include elements of 'spiral learning' to develop retrieval practice and/or build on prior skills.
- In addition to teacher assessed work, at least 4 common assessments for the year group are completed over the academic year which are purely exam style questions, which are then used to inform assessment points entered into Arbor and also to inform any set changes where appropriate.
- Effective moderation of a sample of mocks (this can be a full mock paper if desired or focus on a specific question or skill) is completed using validity moderation across the department, which is shared with their line manager and the teaching and learning lead to inform any professional development needs.
- That a wide range and variety of assessment methods and practices, appropriate to purpose, are built into schemes of learning and lesson plans.
- Assessment accurately reflects student attainment and achievement, so that marks awarded reflect progress towards clearly defined levels of achievement, assessment criteria or examination grades. Where areas of weakness are identified teachers must indicate clearly how progress can be made.
- Departmental practice allows students to identify personal strengths and abilities and build upon them through personal reflection, developing their self-regulation and meta-cognition.

- That the expectation for regularity of feedback in books and from assessments in the department is clearly laid out.

Marking Codes

Marking codes are to be used by all teachers to help students to improve their written communication.

○ circle inaccurate use of capital letters and missing punctuation

Sp- spelling in margin and underline the inaccurate spelling

// - new paragraph required

| - wavy line down the side of writing with numerous errors as well as an appropriate comment

It is essential that students understand the codes if they are to respond effectively to marking of written expression.

Presentation of Work

- Students must be encouraged to take pride in the presentation of their work:
- The covers and inside of student books and folders must not be defaced with graffiti or doodling.
- Student handwriting must be completed in blue or black ink, or where next steps work is completed, green ink.
- All work must be dated.
- All dates and titles must be underlined using a ruler.
- Handouts and worksheets should be stuck inside exercise books or filed correctly in a folder.

Artificial Intelligence

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. Thomas Alleyne's recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas

- When specifically studying and discussing AI in schoolwork, e.g. in Art for AI-generated images. All AI-generated content must be properly attributed.

Quality Assurance and Professional Development

Monitoring of students' work in all year groups forms part of the Quality Assurance calendar.

Heads of department and senior leaders will quality assure marking and feedback, and provide appropriate support.

The focus of work scrutiny will be to look at how the pupil is making progress. It will not focus on how much the teacher writes. It will be purely on the impact this has had on pupil progress. The actual practice of a pupil improving their work is more important than how much the teacher writes.

Where it is necessary to grade work, for example on tests and mocks, grading will reflect relevant exam specification criteria and students may be given an exam board grade relevant to the subject area.

Individual student progress, differences from targets as well as residuals for all students in all subjects is available to staff via SISRA and should be accessed regularly for tracking and monitoring purposes at all Key Stages.

Data will be provided to Curriculum Leaders and Line Managers as trackers and matrix tables for easy identification of students at risk of not making the expected progress. The matrices will be used for line management narratives.

Curriculum Leaders, Line Managers and the Head of Sixth Form for KS5 must analyse the data derived from each reporting cycle via SISRA and/or the supplied subject matrix assessment grids for all year group assessments so that students in danger of underachieving can be quickly identified and appropriate and rapid intervention strategies are put in place.

Reporting Progress and Effort and Estimated Grades

Year 9

The Thomas Alleyne's Assessment Policy for KS3 has been developed to allow greater parity between middle schools and our school. Each subject / department should agree what set of assessments/weights best reflects performance in that subject over the reporting period. Data at KS3 will be captured and reported twice a year. The second data capture is scrutinised/reported for movements up and down which then gives an indication of progress. Pupils who remain in a quintile commensurate with their prior attainment, or other benchmarking assessments, will be making progress through the curriculum. Reporting on attainment will be by quintiles as follows:

Reporting by *quintile*

- 1 – Top 20% of the year group
- 2 – 20% to 40%
- 3 – 40% to 60%
- 4 – 60% to 80%
- 5 – 80% to 100%

Behaviours for Learning

Lettered grades: A (high) to D (low).

- Every pupil is able to get a grade A.
- B is good; C indicates an area which is not good enough. D indicates well short of expectations and having a serious impact on learning.

The grading is defined as below:

| | A | B | C | D |
|---|--|--|--|---|
| Preparation for lessons | Always fully prepared, punctual and ready to start. | Usually well prepared with right equipment. Settles to work sensibly when asked. | Has to be reminded about start of lesson. Sometimes late or ill-prepared. | Frequently forgets equipment/resources. Takes too long to settle. May also be late to lessons. |
| Commitment to learning including homework | Thoughtful involvement. Willing to complete extra work. Strives to do well. Always takes an active approach to learning. Homework completed, attempted to a very high personal standard and submitted on time. | Positive approach to learning and completes class activities. Follows instructions. Usually takes an active approach to learning. Homework checked and attempted. Handed in regularly. | Not fully committed. Does the bare minimum. May disrupt lessons. Sometimes passive in their approach to learning. Homework sometimes not attempted. Tasks sometimes incomplete, forgotten or late. | Uncooperative approach to learning. Does not respond well to advice. May disrupt lessons. Frequently passive in their approach to learning. Homework rarely satisfactory, often forgotten or completed to a poor personal standard. |

Years 10-13

Progress is reported according to the assessment schedule and grades will be entered into Arbor to create reports for parents/carers.

Behaviour for learning and estimated attainment grades will be used on student reports. The attainment grade will be an estimated exam grade that reflects likely final levels of attainment and a behaviour for learning grade will be given using the criteria above.

One written comment, for each subject will be provided each year, for all students. These comments will be based on evidence from regular assessments and should be written in a constructive manner to support the student in making progress.

Post-16 Reports and UCAS:

Post-16 reports are used to feedback on current student attainment against their individual target grades, as determined from the tracking data used by classroom teachers. They are also used to give a predicted grade based on the student continuing to achieve at the current reported levels.

In the Autumn term of year 13 staff are required to write UCAS references and supply predicted grades via UniFrog. Such information provides the Sixth form Team with the information necessary to complete UCAS references (for university applications) and other references should they be required.

UCAS references are completed for all students regardless of whether they intend to apply to university or not. UCAS references and predicted grades are open documents which are routinely shared with students and should therefore be written in an honest, but constructive manner.

Target Grades

Students will receive a target grade in all of their subjects

At Key Stage Three and Four, the target grade will be an exam grade based on Fischer Family Trust Aspire top 20% criteria, this is known as FFT20.

At Key Stage 5, the target grade for A-Level subjects is generated via Fischer Family Trust (FFT) which uses KS4 prior attainment to calculate a target grade for each student in each of their individual A-level subjects. In line with KS4, targets are set at FFT 20. FFT does not calculate target grades for Applied General subjects (BTECs) these grades are calculated using DfE transition matrices, which also uses KS4 prior attainment via an average point score. These grades are also set to be broadly in line with FFT 20. If post-16 students achieve their target grade(s), they will be performing within the top 20% nationally.

