

Assessment and Feedback at Wey Valley Academy

Aim: To create a consistent approach to marking and feedback across the Academy which prioritises impactful formative assessment pedagogy, whilst ensuring that workload is sustainable for colleagues.

Introduction

Planning and assessment at Wey Valley Academy are always carried out with the aim of supporting student progress. Accurate and challenging use of assessment in each subject ensures that teachers understand exactly what each student needs to do in order to improve.

The aims of assessment are to:

- Create a dialogue between student and teacher/other adults
- Ensure continuity and progression for the learner as he/she moves through the school
- Recognise students' areas of strength, thereby motivating them to make progress
- Identify students' areas for development, which will be used in future planning
- Raise the achievement and self-esteem of students by providing them with regular, high quality, diagnostic feedback about their work

At Wey Valley Academy, assessment consists of:

- Formative assessment. This is used by teachers on a daily basis to evaluate students' key skills and knowledge in a lesson and across a sequence of lessons.
- Summative assessment. These are longer assessments which enable teachers to evaluate the skills and knowledge that students have acquired through completion of a teaching unit, module or scheme of learning.
- Public Examinations. These include GCSE and BTEC examinations.

Section A: Learning Intentions

At the beginning of each topic or unit of work teachers will share with students the 'learning intentions' for the scheme of learning. These intentions outline the core learning that will take place and show students the main areas of focus in a topic or unit. Learning intention statements should be phrased in a way that is accessible for all students and stuck into students' books at the start of a topic. An example learning intentions statement can be seen in Appendix A.

Section B: How we use marking and feedback to support students

Summative assessment

Summative assessments are end-of-topic or end-of-term assessments. Summative assessments should be marked using an overall grade (KS4) or pathway (KS3) and an effort grade. A mark-scheme or assessment rubric should be attached to summative assessments so that students can see how they scored their marks.

Formative assessment

Formative assessment is used to support the progress of students during a unit of work. Teachers are encouraged to use a range of feedback strategies when formatively assessing a piece of work. The type of feedback used will depend on the subject. Formative feedback methods include, but are not limited to:

- Specific praise (What Went Well) and improvement points (Even Better If) written in students' exercise books
- The teacher asking a student to improve their work, either by redrafting or adding detail to what was submitted for marking.
- Whole-class feedback sheets
- Targeted questioning
- Knowledge and vocabulary quizzes
- Student self-assessment and peer-assessment of work that has been produced in class
- Coded reflection and improvement tasks

There is no requirement for teachers to mark books at intervals during the term. Instead, Students will receive regular whole-class feedback from teachers, at least once every four weeks or every eight lessons, whichever is soonest.

Each whole-class feedback sheet should include:

1. A 'What Went Well' section – this can include a general summary of what students did well in the piece of work that is being assessed, or specific comments about each student's performance.
2. An 'Even Better If' section – this can include a general summary of what students need to do to make further progress, or specific comments about what each student needs to do to improve.

Crucially it should be evident that students are acting on the feedback that they are given in future practical or written work. One way to achieve this is through 'Dedicated Improvement and Reflection Time (DIRT) tasks. DIRT provides students with an opportunity to look at feedback from their teachers and to act on this feedback to improve their work. It is an essential part of learning because it allows students to see their strengths and areas for improvement in each subject.

When possible students should make corrections in different-coloured pens so they can see the areas in which they need to develop their work over time.

An example whole-class feedback template is included as Appendix B in this document.

An example coded DIRT task is included as Appendix C in this document.

Common misconceptions should be addressed during whole-class feedback.

Monitoring

Books will be looked at in department book looks once every half term using a department book monitoring form. Monitoring will also take place during lesson visits and performance management observations. Books may be called for as part of the evaluation process during external monitoring cycles and learning reviews.

Corrections

Students shouldn't be overburdened with lots of teacher pen in books; therefore, use simple codes to correct common errors.

MARK	MEANING
CL	Capital Letter needed
P	Missing or incorrect punctuation <i>Circle or underline the error</i>
SP	Spelling mistake <i>Circle or underline the error. Student to write out 3 times</i>
?	Meaning is unclear
SYW	Show your workings (Maths/Science)

Misconceptions

Common misconceptions should be addressed during whole-class feedback.

Key Vocabulary

Opportunities to correct key spellings and to use key terminology accurately should be given during DIRT / Whole-class feedback lessons

Scaffolding and Modelling

Further sentence starters / worked examples may be needed to enable students to improve further. Refer back to previous WAGOLLS used or 'showcase' the best work from the class as examples of best practice. Challenge tasks should be provided so that everyone can reach their next steps.

Presentation

Students are asked to write the learning objective and date in each lesson. Students are not asked to write titles. The learning objectives are designed to focus students on what they are learning each lesson. Students should uphold the highest standards of presentation and teachers should support and challenge students to ensure this.

Section C: Assessment pathways and target setting

The academy is aspirational in the targets that it sets for every student. We use Fischer Family Trust data to set targets for students. Using FFT20 targets means that we are aiming for each student to perform in the top 20% nationally for their ability profile.

KS3 refers to Years 7 – 9. Students in Key Stage 3 will follow a key skill pathway in each assessed subject. The pathways are identified as below. Within each of these pathways are 'threshold' key knowledge and skills that students need to understand and apply in order to make progress.

Pathway
Foundation
Developing
Secure
Greater Depth
Mastery

A student may follow a different pathway for English, maths and their foundation subjects dependent on the individual student aptitude and need. Each pathway relates directly to subject assessment criteria which enables judgements to be made about student progress. A banded approach is helpful at Key Stage 3 because students often work at a range of levels and they often develop their skills and understanding at different rates - progress is rarely linear.

Within Key Stage 3, individual curriculum pathways will provide students with the key skills and knowledge which will be delivered coherently and sequentially providing the firm basis for enjoyment and success should the student pursue this subject in Key Stage 4 and beyond.

Well-planned formative and summative assessments provide essential guidance for the teacher to prepare future learning opportunities and ensure seamless sequential progression. The assessment capture points provide an opportunity to clearly communicate to the students and parents the extent of learning and progress that a student has made in addition to the regular formative feedback opportunities within lessons.

Section C: Reporting Assessment Criteria

When carrying out summative assessments, teachers will enter a current key skill pathway (KS3) or current grade (KS4) for every student in their class(es).

PATHWAY EQUIVALENCE

Pathway	Student Target grade	KS3 reporting grade	KS4 Reporting grade
	0	W (working towards)	W (working towards)
Foundation	1	F	1
Developing	2	D-	2
	3	D+	3
Secure	4	S-	4
	5	S+	5
Greater Depth	6	GD-	6
	7	GD+	7
Mastery	8	M-	8
	9	M+	9

Section E: Attitude to Learning

Grades for attitude to learning should be entered for each subject as follows:

1	Outstanding	2	Good	3	Requires improvement	4	Unsatisfactory
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Attitude to Learning Descriptors can be found in the table below.

NB: 'Outstanding' grades for attitude to learning should only be given to the top 10-15% of students in each class, as recognition for exceptional learning behaviours.

Outstanding	Outstanding commitment to their learning. Always tries hard and perseveres when the challenge and work difficulty increases. Shows a genuine interest in the subject and independently researches work. Is always well-organised and prepared to learn.
Good	Shows a good attitude to learning. They are well-organised and give high levels of effort to their learning. Generally approach challenging tasks positively.
Requires Improvement	Attitude to learning is inconsistent. They do not always give their best effort to learning tasks. Homework, whilst usually completed, is often not at the standard expected. They are not always well organised.
Inadequate	Does not display a good attitude to learning. Homework is rarely completed on time and is often not at the expected standard for them. Shows little interest in the subject and does not seek to learn independently or ask questions. Organisation is often poor.

Section F: Home Learning

NB: 'Outstanding' grades for home learning should only be given to the top 10-15% of students in each class, as recognition for exceptional learning behaviours.

1	Outstanding	2	Good	3	Requires improvement	4	Unsatisfactory
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Outstanding	Homework is always completed and goes well beyond the minimum that is expected. Exceptional effort.
Good	Homework is always completed and meets the standards expected for them. Good effort.
Requires Improvement	Homework, whilst usually completed, is often not at the standard that would be expected for them or is often late. Inconsistent effort.
Inadequate	Homework is rarely completed on time and is often not at the expected standard for them. Poor effort.

Appendix A: Example learning intentions statement (MFL)

Theme 2
Home, town ,neighbourhood and
region

By the end of this topic I will be able to:

- Describe and give my opinion of what there is in my home town and region
- Describe and give my opinion what you can do in my home town and region
- Describe what I have done in my town
- Say what I am going to do
- Understand directions
- Describe the weather

- *Use prepositions/directions*
- *Use future time frames*
- *Use past tense time frames*
- *Understand and ask questions*
- *Use superlatives*
- *Make comparisons*

Appendix B: Example whole-class feedback template

How is Scrooge presented in Staves 1 and 2 of 'A Christmas Carol'?

What went well

Jack: Clear introduction which answers the question
Katy: Good level of detail
George: Good level of detail
Luke: Excellent embedded quotes
Jessie: Clear context links
Daniel: Strong evaluation (ideas)
Callum: Accurate analysis of methods
Billy: Clear context links
Ewan: Coherent, detailed writing
Oliver: Strong quote choices
Erin: Accurate analysis of methods
Molly: Strong quote choices
Hayley: Clear explanation of your ideas
Harry: Clear explanation of your ideas
Dylan: Secure plan and writing structure.

How to improve

Jack: Correct capital letters and full stops
Katy: Explore methods in more detail (e.g. fire motif)
George: Identify and explore methods in your quotes
Luke: Identify and explore methods in your quotes
Jessie: Link the extract to the whole text
Daniel: Use quotes to support points
Callum: Link the extract to the whole text
Billy: Link the extract to the whole text
Ewan: Link from the text to the context (Christianity / poverty)
Oliver: Identify and explore methods in your quotes
Erin: Link the extract to the whole text
Molly: Include evaluation: what is the message of the author?
Hayley: Identify and explore methods in your quotes
Harry: Link the extract to the whole text
Dylan: Link the extract to the whole text

Next steps: We all need to get better at linking from the extract to the whole text. We also need to explore methods in more detail.

Appendix C: Coded DIRT Task Example Template

<p>www</p> <p>Daniel: Clear focus on the effect of language methods. Cameron: Excellent use of embedded quotes and some developed inferences. Ellie: You have clearly understood MQE and been able to use it on your own. Meribelle: Your notes on SQI and MQE are clear. Emily: Excellent use of SQI and MQE and superb embedded quotes. 5AP. Coby: Outstanding effort in every lesson. Excellent SQI and MQE usage. Keira: You've got excellent knowledge of word classes. Secure MQE / SQI technique. Alex: Clear attempts at using the SQI / MQE technique. Daisy: You are developing your inferences in good detail Anne-Marie: Some detailed and well-developed inferences Adam: Good use of embedded quotes and developed inferences. Teddy: Your understanding of SQI is secure. George: Excellent knowledge of methods and good inferences. Hollie: Some detailed and well-developed inferences. Joe: You are starting to develop your analysis in detail</p>	<p>Class: 11F Date: 16/09/20 Task Focus: Using SQI / MQE</p> <table border="1" data-bbox="719 1182 1249 1480"> <thead> <tr> <th data-bbox="719 1182 997 1234">Key Concepts</th> <th data-bbox="997 1182 1249 1234">Key Vocabulary</th> </tr> </thead> <tbody> <tr> <td data-bbox="719 1234 997 1285">Understand how to use SQI</td> <td data-bbox="997 1234 1249 1285">Repetition</td> </tr> <tr> <td data-bbox="719 1285 997 1337">Understand how to use methods</td> <td data-bbox="997 1285 1249 1337">Interest</td> </tr> <tr> <td data-bbox="719 1337 997 1388">Remember key language and structure methods</td> <td data-bbox="997 1337 1249 1388">Simile</td> </tr> <tr> <td></td> <td data-bbox="997 1388 1249 1440">Metaphor</td> </tr> <tr> <td></td> <td data-bbox="997 1440 1249 1480">Author</td> </tr> </tbody> </table>		Key Concepts	Key Vocabulary	Understand how to use SQI	Repetition	Understand how to use methods	Interest	Remember key language and structure methods	Simile		Metaphor		Author
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<p>EBI</p> <p>Daniel – make sure you develop your inferences Ellie – You need to consistently develop your points in more detail. Cameron – You need to consistently develop your points in more detail. Meribelle – Support your points with quotes. Ask for help if you need it! Emily – Make sure you develop your inferences / analyse your quotes. Coby – Develop your analysis of structure in the sources you read. Keira – More detail in your analysis is needed. Alex – Support your points with quotes. Ask for help if you need it! Anne-Marie – Practise your MQE technique. See DIRT task. Daisy – Spend some time remembering word classes (noun, verb etc.). Adam – Practise your MQE technique. See DIRT task. Teddy – Practise your MQE technique. See DIRT task. George – Remember to link your points back to the question. Hollie – Make sure you explore methods in detail. Joe – You need to have examples of language and structure methods in your notes. Brianah – You need to have examples of language and structure methods in your notes Brennan - Practice your MQE technique. See DIRT task.</p>	<p>Coded DIRT Tasks</p> <ol style="list-style-type: none"> Develop inference: 'This suggests / demonstrates...' Support your points with quotes from the source. Find out and record definitions for the following terms: Noun, Verb, Adjective, Adverb. Why would the writer introduce the source and end the source with the same method (the idea of mutism and the gobstopper)? Why use a circular structure? Develop your explanation of the effect of a method in more detail or link to another method. Give examples of three language methods and three structure methods. 													