

RAINHAM MARK GRAMMAR SCHOOL
ASSESSMENT AND FEEDBACK POLICY

Review Body:	QE&PO (Quality of Education and pupil outcomes)
Leadership Group Responsibility:	Assistant Headteacher
Type of Policy:	Non-Statutory
Review Period:	Yearly
Reviewed:	December 2020

Key Principles of Assessment

- “Overall, the purpose of assessment is to improve standards, not merely to measure them.” (Black and Wiliam 1998).
- When designing assessment teachers must consider the following: purpose, validity, reliability and value.
- There is a clear distinction between formative and summative assessment.
- That effective formative assessment provides information about the students’ learning, allowing the teacher to identify misconceptions and knowledge gaps and respond accordingly.

Assessment in *Rainham Mark Grammar School* is a crucial tool in providing the following:

- Motivation for students.
- Identify knowledge gaps/misconceptions students have on the subject.
- Accurately inform teachers how to plan and respond to knowledge gaps/misconceptions.
- Monitor the progress of students over time.

The summative assessment schedule is in *appendix A*. Centrally reported summative assessment will provide data for the monitoring of progress across the whole school 3 times a year. Students in years 7, 8, 9, 10 and 12 will have end of year summative assessments. Year 11 will have PEQs in November. Year 13 will have PEQs in January. The criteria for marking summative assessments is outline in *appendix B*.

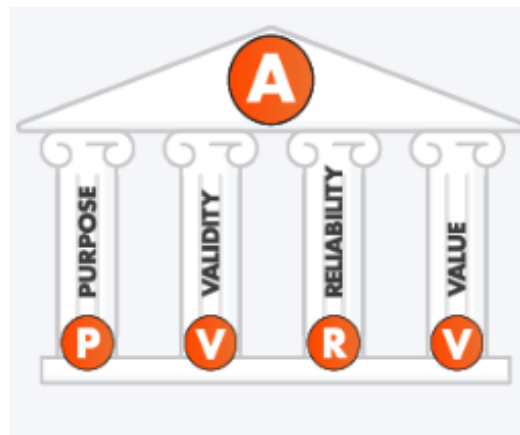
Foremost, *Rainham Mark Grammar School* recognises the importance of formative assessment in day-to-day teaching. Effective teachers, “check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback.” (*OFSTED inspection framework 2019*).

Eight Learning Benefits of Good Assessment Design (*Roediger et al. 2011*)

1. The act of retrieval involved when a student engages in an assessment task aids long-term retention (a key indicator of effective learning). This is known as the ‘testing effect’. This can be encouraged by utilising Roshenshine’s principles of instruction and utilising low stakes testing.
2. Assessment can identify gaps in students’ knowledge. High quality information about what students know and don’t know is a vital component of effective feedback.
3. Assessment causes students to learn more from the next learning episode by generating increased need and focus.
4. Assessment produces better organisation of knowledge than simply reading or revising material does.

5. Assessment (especially guided self-assessment) improves metacognitive monitoring by providing feedback to students on what they know and what they have not yet learned.
6. Assessment improves transfer of knowledge to new contexts (another key component of learning), so that students are adaptable as circumstances demand.
7. High quality assessment provides useful feedback to teachers. Effective feedback – particularly that based on high-quality assessment – has the potential to improve student learning outcomes dramatically.
8. Frequent high-quality assessment encourages students to study.

Assessment Design



Good assessment design must have a clear purpose. It must accurately test knowledge, understanding and/or skills within a domain of the curriculum. The assessment must be valid, meaning that it is a fair assessment of what is tested. The assessment must be reliable and the assessment should have value, allowing teachers to gain information about what the students do, and do not, know or understand.

Rainham Mark Grammar School recognises that there is a range of assessment strategies and that summative assessments (examination questions/essays/past papers) are only some of the ways assessment is delivered in the classroom.

Some forms of assessment:

1. Low stakes testing
2. Retrieval questions from topics covered earlier in the curriculum
3. Multiple choice questions.
4. Mini essay questions
5. Longer essay questions
6. Hinge questions
7. Past papers
8. Concept maps
9. Case studies
10. Portfolios
11. Performance assessment
12. Oral presentations
13. Practical tasks such as in science, drama and PE
14. Standardised tests
15. Observation of students.

To conclude, teachers in *Rainham Mark Grammar School* “use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.” (*OFSTED Inspection framework 2019*)

Key Principles of Feedback

- To “check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback.” (*OFSTED 2019 Inspection framework*)
- To ensure students understand and act on feedback.
- To recognise that feedback comes in many forms and marking is just one of them.
- To acknowledge that the focus of feedback is student progress, not teacher accountability.
- That marking is “meaningful, manageable and motivating.”

The overarching principle of feedback in *Rainham Mark Grammar School* is that any feedback not acted upon is wasted. We also acknowledge that feedback comes in a variety of forms, of which marking is only one. Marking should be “meaningful, manageable and motivating” and should serve a single purpose – “to advance pupil progress and outcomes”. (*Reducing Teaching Workload DFE 2018*).

Books will evidence, that “25% of a student’s work should be marked with written comments, 25% self-assessed with guidance, 25% peer-assessed with guidance and 25% skim read” (*What does this look like in the classroom? Bridging the gap between research and practice’ Carl Hendrick 2017*)

Rainham Mark Grammar School will give individual departments the autonomy to design their own feedback policy within the overarching principles outlined above. This will be reviewed annually in discussion with their line manager. Below is guidance on how this will be implemented.

Guidance on Whole School Feedback Policy

1. Feedback is essential. Books will show evidence of students engaging with feedback. Students will complete feedback tasks in green pen. Whole class feedback lessons will be entitled ‘Feedback focus: _____’ with focus of feedback recorded after colon.
2. *Rainham Mark Grammar School* recognises that departments have varied periods of time to deliver their courses as well as unique subject knowledge and skills to develop. This is why departments will be trusted to develop their own feedback strategies, utilising the ‘Feedback Toolkit’ (*appendix C*) as a starting point, that best work within their domain.
3. Work Reviews will occur twice a year when a line manager formally observes a teacher’s lesson. These will review the challenge of work set, the sequence of lessons over time, evidence of feedback and students acting upon it and that students are engaging with the curriculum designed by the department. Collaborative Analysis of Books will occur three times a year in department time, allowing sharing of good practice and departmental quality assurance of feedback strategies.

4. A high standard of professional presentation will be insisted upon by the teacher from the students. Titles and dates will be underlined and work presented in a professional manner.
5. 'Book looks' from teachers will play an essential role in maintaining standards and informing teaching. Teachers should look through books regularly to identify misconceptions, celebrate successes and address concerns with regard to attitude to learning amongst their students.
6. Departments should be clear in communicating their feedback policy to their students and parents. A student friendly explanation of the feedback policy will be given to students and discussed with them at the start of the academic year. This should be reinforced throughout the year.
7. Longer assessment pieces, in class and for homework, will have written commentary on the strengths and weaknesses of the piece. If a summative assessment piece, a grade will be recorded in the teacher's mark book.