



# Thinking Schools Academy Trust

## ***“Transforming Life Chances”***

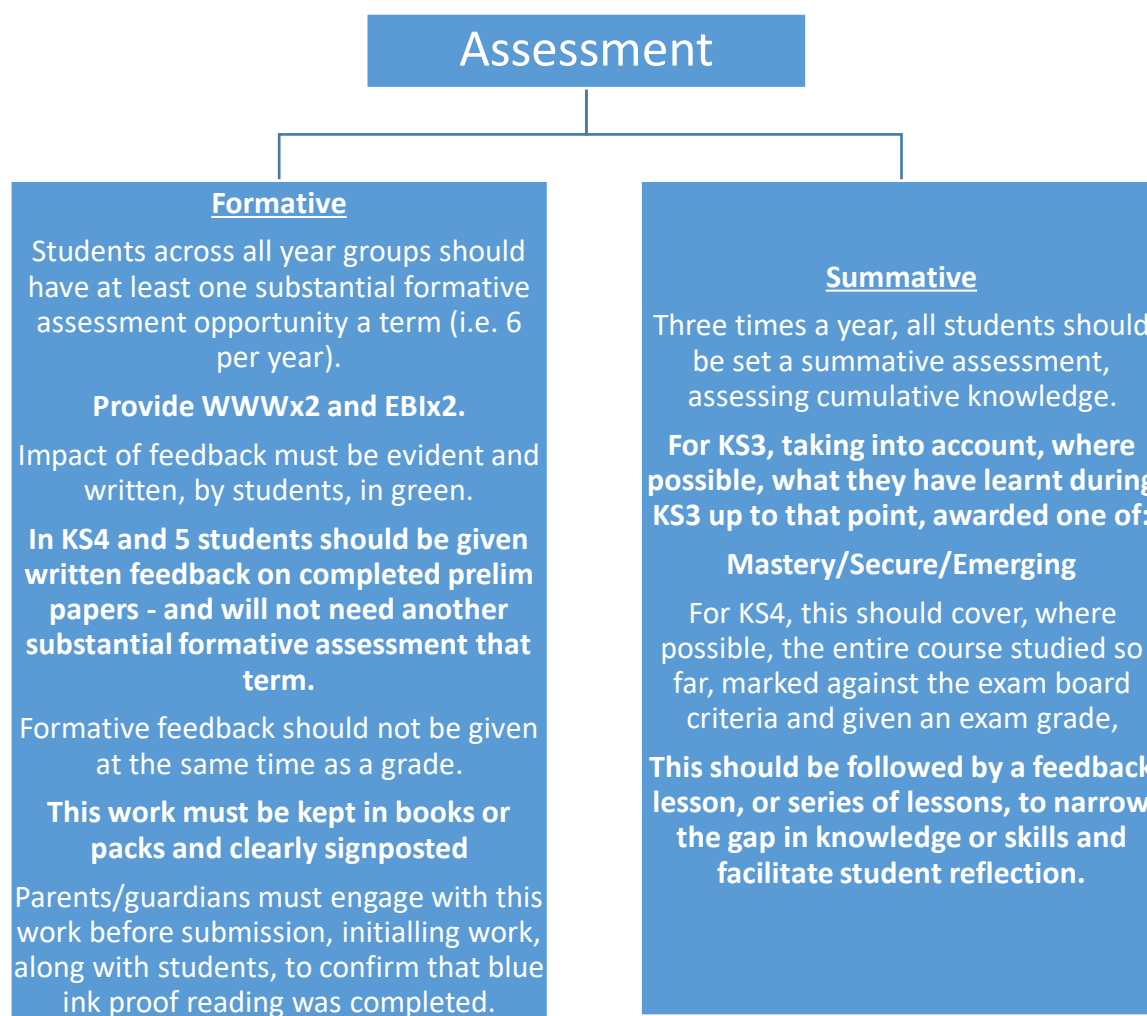
### **Assessment, Home Learning and Feedback Policy**



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|---|
| This policy was adopted in June 2022      |
| The policy is to be reviewed in June 2023 |

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For more detail on [Formative Assessment at Holcombe](#), please go to page 7 or click the hyperlink.

For more detail on [Summative Assessment at Holcombe](#), please go to page 8 or click the hyperlink.

*Please note, that where there is a use of 'term' in this policy, it refers to one of six 'short' terms in a school year*

### **Home Learning at Holcombe**

Home Learning is vital to develop a scholarly attitude towards learning, fosters a student's independence and is key to developing meta-memory and retrieval skills. Home Learning should be set according to page 16 of this policy – which can be found by clicking [here](#).

## Feedback to feedforward: Why is this important?

Do our students know the answers to these three questions?

1. Where am I going?
2. What does the standard of success look like?
3. What do I need to do to get there?

Ensuring that verbal and written feedback is clear, concise and action is taken as a result will enable learners to progress.

**At Holcombe we acknowledge the importance of feedback to ensure learners improve and attain. This is at the heart of our Assessment, Home Learning and Feedback policy.**

**We expect that teachers within departments will use a consistent approach to assessment to ensure accuracy of data and intervention.**

### **Principles of feedback:**

- Feedback should be a continuous process.
- Feedback should be timely and regular and delivered using a range of different methods.
- Teachers should provide regular opportunities to close identified gaps.
- Teachers should always ensure they model and clarify what good performance is. Learners need to know what they are expected to do.
- The criteria by which students will be assessed should be shared with them.
- Students must know the answers to these two questions:
  - What am I doing well in this subject?
  - What do I need to do to improve my work in this subject?
- Feedback should be more work for the recipient than the teacher. Any marking completed must be a good use of teacher's time.
- Teachers should use feedback to evaluate their own teaching and inform the planning of subsequent work.

### **Principles underpinning assessment:**

- Regular testing and retrieval of information should form part of the assessment process.
- The outcomes of assessment should be recorded in usable ways without overburdening teachers or learners.

## **Roles and responsibilities of staff:**

Class teachers are responsible for ensuring that regular formative assessment take place for all students that they teach, and as a core part of every lesson, so that they are able to report accurately and regularly on student progress, and are able to use this information to share with students and to feed into their planning and teaching.

Class teachers are responsible for ensuring that students have an accurate understanding of what they currently know, understand and are able to do, and what they need to know or do next to improve their learning.

Class teachers are responsible for ensuring books and student work is marked in accordance with department and school policy.

Class teachers are responsible for setting and marking summative assessments in accordance with department and school policy. They are also responsible for taking part in moderation and standardisation to ensure accuracy of judgement.

Heads of Department are responsible for ensuring that each subject area produces and implements valid and consistent assessment processes, based on an accurate and up to date understanding of assessment and curriculum developments in their subject area.

Heads of Department are responsible for ensuring that assessment processes are integrated into plans and schemes of learning, are consistent across the department and in line with department and school policy, and are shared and discussed regularly with their teams.

Heads of Department are also responsible for reviewing and monitoring the quality of feedback and assessment, both formative and summative, in their department areas, and for providing support and intervention where necessary.

Senior Leaders are responsible for quality assuring subject areas' assessment strategies, overall quality assurance of data, and reporting to parents.

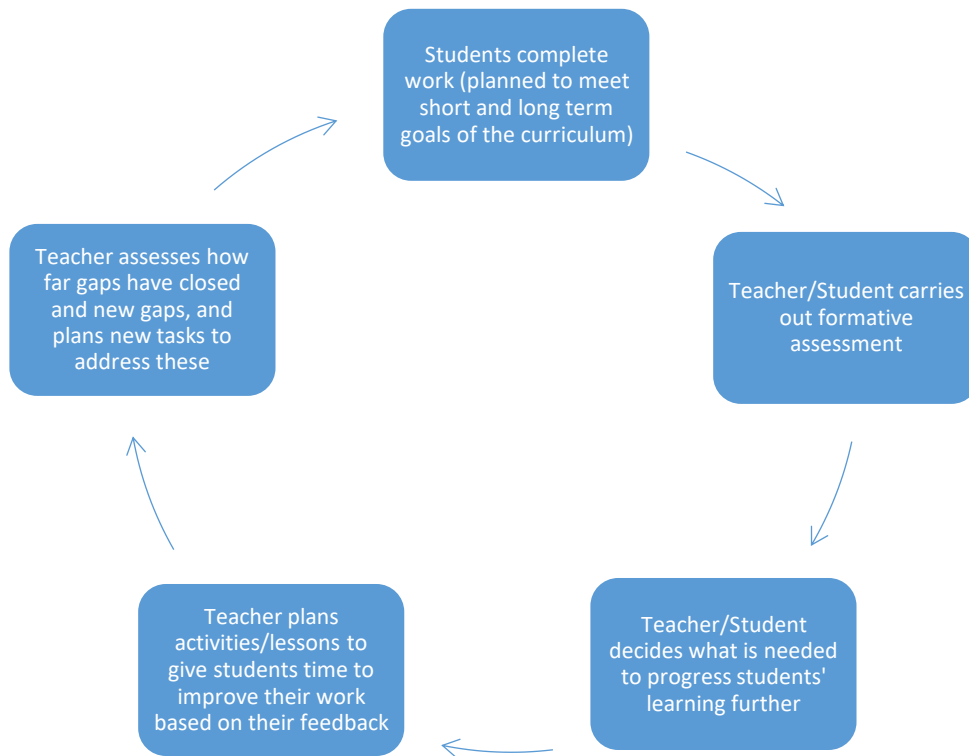
## Types of Assessment

Formative feedback should be an essential part of every lesson.

To ensure students:-

- Know where they are in their learning
- Know where they need to be
- Know how to get there
- Move their learning forward in order to progress and achieve

We believe the key component of formative assessment is not using grades or levels but collecting information on student progress and actively using this to improve future teaching and learning. It is best summarised in the diagram below:



### **Formative Assessment overview**

The purpose of formative assessment is to help students improve through informed and constructive feedback; to encourage students to produce high quality work and to let them know that their effort is valued; to teach students to recognise their strengths and acknowledge the areas which require development; and to remind students that it is fine to make mistakes and that learning from these will enable them to progress in their learning.

Examples of formative assessment, in line with department policy and in addition to that normally practised by the class teacher through stamped work, may include verbal feedback and response to questioning, including diagnostic questions; self or peer assessment where clear success criteria has been shared with students; written evaluation; content quizzes and whole class feedback.

## Formative Assessment at Holcombe:

Students **across all year groups** should have at least one substantial formative assessment opportunity a term. This must be kept in books or packs and be clearly signposted. This could be given in the following format:

**WWW x 2:            EBI x 2:            (*\*see below for how to adapt your stamp if still being used*)**

To show impact of and student engagement with feedback, there should be evidence of a student response to EBI, such as:

- Written reflection
- Evidence of impact in next piece of written work
- Completion of a similar task evidencing effective response to EBI
- Correction of the work itself

**All of the above should be written in green.**

Parent/guardian should sign to acknowledge this substantial formative assessment.

Expectations and procedures for formative assessment must be shared and agreed within each department, and with their Line Manager.

Teachers should provide additional formative assessment through a range of methods, including questioning. Students should also have a retrieval-based opportunity every lesson. Formative assessment feedback should **not** be given at the same time as a grade. This includes if single questions or essays from a paper are given as part of a formative assessment opportunity.

Student must proof-read their extended writing responses using blue pen. Responses to assessment, including self and peer assessment, must be carried out using green pen.

**In Key Stage 4 and 5**, students should be given feedback on completed prelim papers. In the term in which students are given their feedback on their prelims, it is not necessary to provide another substantial formative assessment opportunity. Students should not be given their grades at the same time as the feedback, to ensure that they are able to focus on understanding and learning from the feedback given. Teachers may provide the grade or mark for the work at a later date, typically post results day.

*\*If you have an old marking stamp – please cover the grade and SR section with some paper and sticky tape so that it only prints WWW and EBI sections. Alternatively, just write these titles.*

## Summative assessment overview

The purpose of summative assessment is to provide students, teachers and parents with an accurate picture of students' current attainment and progress in a particular area. This enables teachers and leaders to assess gaps in student learning and address these through planning, teaching and additional interventions, where necessary.

Examples of summative assessment may include, but are not limited to, the following: mini prelims; end of unit exams; mid-unit tests or assessments; prelim papers; links to assessment objectives/ grade criteria and retrieval of information using Knowledge Banks.

Teachers should ensure that students who require additional time or resources according to any additional need they may have are given it in each assessment they complete. Assessment will also be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

### Summative Assessment at Holcombe:

#### **Key Stage 3:**

All Year 7 students will complete a baseline assessment at the beginning of year 7.

Three times a year, in each subject, students will complete a summative assessment of 45 minutes to enable students with access arrangements, e.g. extra time, to complete within a one-hour period. This should test the essential knowledge students have been learning and be closely associated with the knowledge banks.

These assessments should ideally be cumulative, taking into account everything they have learnt during Key Stage 3 up until that point, where possible. For example, a summative assessment delivered in January of year 8 should assess a sample of year 7 knowledge, along with that acquired in year 8.

Assessments should be marked using a percentage calculated for each student. Students should then be awarded either:

- Mastery (those who score 80% or more)
- Secure (those who score between 40 and 79%)
- Emerging (those who score less than 39%)

This data will be collected and, at relevant points, analysed to allow intervention with students across subjects. Intervention on a subject level should be completed by the subject teacher/Head of Department.

**If teachers wish, they can use the summative assessment to provide formative feedback.** This means the students complete the assessment and are given feedback to act on to help them improve, before they are given their results, percentage or grade.

After each summative assessment, staff should plan and teach a feedback lesson or series of lessons allowing students to individually reflect and narrow the gaps in their knowledge and/or skills.



Teachers should adapt future lessons to ensure these gaps are addressed, and this should form the basis of curriculum area interventions.

#### **Key Stage 4 and Key Stage 5:**

KS4 students should be set three summative assessment opportunities a year which cover the entire course they have studied so far. This will include the prelims that each year group completes, and therefore the length of these assessments will vary depending on whether they are in class or formal prelims.

Where appropriate (e.g. prelims or where significant parts of the course are tested), assessments should be marked according to the exam board criteria and a mark and grade calculated for each student. This data will be collected and analysed to allow interventions with students across subjects. Intervention on a subject level should still be completed by the subject teacher/Head of Department.

After each summative assessment staff should plan and teach a feedback lesson allowing students to individually reflect and close the gaps in their knowledge and/or skills that have arisen from the assessment. Teachers should adapt future lessons to ensure these gaps are closed and this should form the basis of curriculum area interventions.

#### **Standardisation/Moderation**

The process of moderation is an essential part of the assessment and feedback process, particularly following the completion of summative assessment. Teachers should be involved in the following moderation processes (where appropriate):

- With colleagues within their department
- By using exemplar materials from examination boards
- The purpose of moderation is to ensure that all students have the criteria applied fairly and honestly and to quality assure the feedback students are given.

#### **Student Led Marking and Feedback**

Marking and feedback has the greatest impact when it is a collaborative process within which students are enabled to take an active role. Therefore, at Holcombe Grammar School:

- Students must be given an opportunity to proof read (blue pen), redraft, and, when appropriate, comment on their work themselves before discussing it with or submitting it to a member of staff.
- Students should be given opportunities to discuss, self and peer assess on their own, in pairs or in structured opportunities within the class setting.
- Students are given the time and support necessary to act upon the feedback provided by staff.

## **Staff Expectations**

Formative and summative assessment should take place in line with the principles above and as agreed in line with department policy.

All staff feedback should be written in red ink.

Formative feedback on **at least one** substantial piece of work once per term. This could be provided through use of the marking stamp, in the following format:

**WWW x2:**

**EBI x2:**

## **Non-negotiables:**

Students must all have a copy of the below stuck into the front of their books. Please refer back to these non-negotiables when reviewing student work, when relevant, and ensure that students are meeting these standards. This is to ensure high expectations of presentation are maintained at all times, and that students take pride in their work. This is also included in the BYBS planner.

## **Non-Negotiables**

The following rules will help you to keep your exercise books looking good and your work clear to follow:

- Complete your written work in black pen
- Use blue pen for proof reading and green pen when completing student responses, and self or peer assessment
- On the left side, write H/W for Home Learning or C/W for classwork
- Write the date on the right-hand side of the same line
- On the next line, write the title or heading if required
- Use a ruler to underline the title or heading (you may use colour when underlining or highlighting)
- When drawing diagrams or illustrations, please use pencil or pen, as directed by the teacher
- When correcting errors, please cross out the mistake with one line. Do not use correcting fluid. If using pencil, you may use a rubber to erase mistakes
- Write your name and the date on any loose sheets you work on. Trim these and stick these into your exercise books as soon as possible so that they don't get tatty or lost
- Take care of your exercise books and those of others. Never tear out pages, graffiti, doodle on or make marks on the pages or cover
- Thoroughly check spellings and ensure all sentences make sense and are in full, not bullet points

## Marking for literacy:

Ensure that your own speaking, listening, writing and reading of English supports students in developing their language and vocabulary well. Ensure that your handwriting is intelligible and you avoid making spelling/grammar mistakes yourself.

Not all written work needs to be marked for literacy: it need not occur every marking cycle. Find opportunities to develop students' literacy, including using and developing Tier 2 and 3 vocabulary, punctuation and common spellings – particularly when these relate to key words and specific subject terminology – and grammar, in all subject areas, and in response to student need. Developing literacy should be part of the expectations for student response.

Students will have the literacy codes (below) stuck into their exercise books and in their BYBS planners. Please use these when you have identified an opportunity to provide feedback on a substantial piece of work, and ensure that students use these codes when proof-reading their own or others' work. This will help ensure consistency.

## Marking for Literacy Codes

| Mark   | Means...  |
|--------|---|
| Sp     | Spelling error – correct it using a spelling strategy   |
| Gr     | Grammar error – proof read carefully and correct  |
| P<br>^ | Add in missing punctuation to help structure and expression   |
| Pe     | Punctuation error – carefully review how you have used punctuation here to correctly change the meaning of what you are trying to communicate |
| Cl     | Incorrect use of capital letters – correct by reviewing when capital letters are needed and when they are not required                        |
| //     | Paragraph change required – review the occasions when you need to change paragraph  |
| v      | Vocabulary needs to be more appropriate for audience and purpose  |
| Exp    | Re-draft this section to improve the quality of written communication   |
| Rwd    | Root Word Definition – Define the meaning of the word you have used and make reference to the root  |

## Which colour should I be using?



We expect all written work to be completed in **BLACK INK**



**BLUE INK** to proof read homework and extended written pieces correcting factual spelling and grammar errors



Student responses and peer assessments will be completed in **GREEN INK**

**Proof Reading :- This needs to be done before students submit their work and initialled by their parents also.**

**Students who do not have the correct colour to complete the task set by their teacher will receive a sanction**

## Monitoring and Evaluation

The quality of feedback given to students will be monitored and evaluated as part of the quality assurance processes.

Heads of Departments are expected to monitor and evaluate the feedback in their curriculum areas through regular learning and assessment walks/book looks. Heads of Department will be expected to regularly report on the quality of feedback given to students and consistency across the department, initially in the line management meetings or to SLT as a whole when they are invited across the school year to talk about the quality of education, including assessment and feedback.

The feedback policy and procedures will be monitored annually by SLT in conjunction with staff to ensure they remain meaningful and manageable.

## Grades used on reports

### **Key Stage 3 (Years 7, 8 and 9)**

Students in Key Stage 3 are assessed in a variety of ways in order for their teachers to judge how well they have learnt the curriculum so far. These teacher judgements are represented in the report enclosed using the following terms:

- Mastery/ Deepening (those who score 80% or more)
  - o The student has a **deepening** understanding of the skills and knowledge taught in this subject so far, and has moved beyond being secure in all areas
- Secure (Those who score between 40 and 79%)
  - o The student has a **secure** understanding of the skills and knowledge taught in this subject so far.
- Emerging (those who score less than 39%)
  - o The student has an **emerging** understanding of the skills and knowledge taught in this subject so far, but is not yet secure in all areas.

*Grade Cards and Reports cards will also have:*

Attitude to Learning Scores:-

1 – Consistently display a thirst for knowledge and a love of learning which has a strong impact on progress.

2 – Attitude towards learning is consistently good, and has a positive impact on progress.

3 – The approach to learning is not yet resulting in good progress.

4 – Lack of engagement or behaviour has a negative impact on progress.

- Please ensure if you are putting a 3 for ATL that you have made parents aware.
- Please ensure if you are putting a 4 for ATL that parents have been contacted and are fully aware of how to support their son.

% Attendance, unauthorised absences and number of late marks will also be shown on each grade card and full report.

Parents/ carers will receive this information at least twice a year and there will be an annual parents' evening where progress can be discussed with subject teachers.

## **Key Stage 4 (Years 10 and 11) -**

*Grade Cards and Reports cards will have:*

Attitude to Learning Scores:-

1 – Consistently display a thirst for knowledge and a love of learning which has a strong impact on progress.

2 – Attitude towards learning is consistently good, and has a positive impact on progress.

3 – The approach to learning is not yet resulting in good progress.

4 – Lack of engagement or behaviour has a negative impact on progress.

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- Please ensure if you are putting a 3 for ATL that you have made parents aware.
- Please ensure if you are putting a 4 for ATL that parents have been contacted and are fully aware of how to support their son.

Forecast Grades: their end of Year Forecast (what teachers think the students will achieve if they continue to work at their current effort level.)

Working At Grades: This is a working at judgement and is based on a variety of work and assessments undertaken in class to reflect the overall knowledge learnt and skills developed by the student thus far. (9-1)

% Attendance, unauthorised absences and number of late marks will also be shown on each grade card and full report.

A prelim is based on a formal, timed examination which will involve the student demonstrating knowledge not only of the most recent work topic(s) but also that they have been able to remember key information from prior learning from a previous year or earlier on in the academic year.

Parents/ carers will receive this information at least twice a year and there will be an annual parents' evening where progress can be discussed with subject teachers.

## **Sixth Form (Years 12 and 13)**

*Grade Cards and Reports cards will have:*

Attitude to Learning Scores:-

1 – Consistently display a thirst for knowledge and a love of learning which has a strong impact on progress.

2 – Attitude towards learning is consistently good, and has a positive impact on progress.

3 – The approach to learning is not yet resulting in good progress.

4 – Lack of engagement or behaviour has a negative impact on progress.

- Please ensure if you are putting a 3 for ATL that you have made parents aware.
- Please ensure if you are putting a 4 for ATL that parents have been contacted and are fully aware of how to support their son or daughter.

Forecast Grades: their end of Year Forecast (what teachers think the students will achieve if they continue to work at their current effort level.)

Working At Grades – This is a working at judgement and is based on a variety of work and assessments undertaken in class to reflect the overall knowledge learnt and skills developed by the student thus far. (A\*-E)

% Attendance, unauthorised absences and number of late marks will also be shown on each grade card and full report.

A prelim is based on a formal, timed examination which will involve the student demonstrating knowledge not only of the most recent work topic(s) but also that they have been able to remember key information from prior learning from a previous year or earlier on in the academic year.

Parents/ carers will receive this information at least twice a year and there will be an annual parents' evening where progress can be discussed with subject teachers.

*If parents or carers have any queries following the publishing of these reports, Heads of Year should be contacted in the first instance to discuss these queries.*

### **Heads of Year are as follows :-**

|                |              |
|----------------|--------------|
| <b>Year 7</b>  | Mr Pay       |
| <b>Year 8</b>  | Dr Harris    |
| <b>Year 9</b>  | Mr Holdstock |
| <b>Year 10</b> | Miss Lee     |
| <b>Year 11</b> | Mr Hayes     |
| <b>Year 12</b> | Mrs Manning  |
| <b>Year 13</b> | Mr Eacott    |

## Home Learning Policy

### Principles

- Home Learning must be meaningful and support learning, progress and the development of skills.
- Home Learning should support the development of positive habits.
- All Home Learning must be marked (either formatively or summatively by teacher, self or peer marking, or using self-marking 'software') or acknowledged where 'marking' is not appropriate or required.
- No Home Learning should be set for next day submission.
- Failure to complete Home Learning will be dealt with in line with the school's behaviour policy.
- The quantity of Home Learning set is proportional to the curriculum time devoted to each subject as follows:

### Quantity of Home Learning per 2 weeks:

**NOTE THAT** Core Religious Studies AND Personal Development DO NOT SET HOME LEARNING IN YEARS 10, 11, 12, 13

Core PE lessons do not set home learning

|               | MA, EN, SC      | HI, GG, FR, SP   | AR, DT, MU, CS, RS, DR                   | TOTAL over 2 weeks                               |
|---------------|-----------------|------------------|--|--|
| <b>YEAR 7</b> | 1 hour per week | 45 mins per week | 1 hour every 2 weeks or 30 mins per week | 17 hours (approx. 1 ½ hours per day and weekend) |

|                     | MA, EN, SC           | HI, GG, FR, SP   | AR, DT, MU, CS, RS, DR                   | TOTAL over 2 weeks                                    |
|---------------------|----------------------|------------------|--|---|
| <b>YEAR 8 and 9</b> | 1 1/2 hours per week | 45 mins per week | 1 hour every 2 weeks or 30 mins per week | 20 hours (approx. 1 hour 40 mins per day and weekend) |

**NOTE THAT** If you see students on a Friday and then the following Monday it may be worth doubling up the home learning or setting a smaller task to collect in on the Monday.

Home Learning for Year 7, 8 and 9 will often focus on the learning of the knowledge banks issued by departments.

|                          | MA, EN                 | BI, CH, PH and Options Subjects | TOTAL over 2 weeks                                   |
|--------------------------|------------------------|---------------------------------|--|
| <b>YEARS 10 &amp; 11</b> | 2 – 2 ½ hours per week | 1 hour each per week            | 23 - 25 hours ( approx. 2 hours per day and weekend) |



|                          | <b>All Subjects</b>  | <b>TOTAL over 2 weeks</b>   |
|--------------------------|--|---|
| <b>YEARS 12 &amp; 13</b> | <p>7 hours per subject per week. <b>This may include research, reading and lesson preparation.</b></p> <p>Where more than one teacher delivers the subjects the 7 hours will be apportioned between them to ensure that this is not exceeded.</p> <p><b>Each teacher sets weekly work and will consider work which can be carried out during students' Private Study sessions.</b></p> | 42 – 56 hours (approx. 3 ½ - 4 hours 40 mins hours per day and weekend) |

### Home Learning Expectations:

Home Learning expectations at Holcombe are as follows:

- **In KS3, Home Learning should consist of**
  - Recap questions that will be peer marked in lessons
  - Creating revision resources
  - Knowledge banks
  - Extended research into topics being studied
  - Forms Quizzing
  - Quizzes
  - Reading tasks
  - Writing tasks
  - Speaking preparation tasks
  - Vocabulary and grammar tests
  
- **In KS4/5, Home Learning should consist of**
  - Making revision resources
  - Flipped learning – work to prepare for the next lesson
  - Extended research into topics being studied
  - Forms Quizzing
  - Quizzes
  - Reading tasks
  - Writing tasks
  - Speaking preparation tasks
  - Vocabulary and grammar tests
  
- **In KS5, students will also be expected to undertake extended study, this can consist of**
  - Exam questions that can be self/peer assessed
  - Extended reading to increase wider knowledge of the subject
  - Extended research into topics being studied
  - Forms Quizzing
  - Quizzes
  - Reading tasks
  - Writing tasks
  - Speaking preparation tasks
  - Vocabulary and grammar tests