**Introduction**

Research suggests that providing feedback is one of the most effective ways of improving students’ learning. The studies of feedback reviewed in the Teaching and Learning Toolkit – produced by the EEF, Sutton Trust, and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months’ progress over the course of a year.

Feedback can take different forms: peer, self, whole group, verbal, or written feedback. Effective teachers use a combination of these. We recognise that all subjects are different, and therefore effective feedback in one subject might not work in another. Each member of staff is given autonomy to determine what combinations of feedback are most likely to have impact in their classroom with their own learners.

# Aims

This policy aims to:

Provide clear guidelines on our approach to formative and summative assessment

Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers

Clearly set out how and when assessment practice will be monitored and evaluated

# Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483058/Commission_on_Assessment_Without_Levels_-_report.pdf).

It also refers to statutory reporting requirements set out in [the Education (Pupil Information) (England) Regulations 2005: schedule 1](http://www.legislation.gov.uk/uksi/2005/1437/schedule/1/made).

**Principles of assessment**

The primary aim of assessment at Hopefields is to offer students the opportunity to reflect on their work and receive meaningful feedback so that they can continue to make improvements.

Assessment is also important so that staff are aware of student strengths and areas for improvement so that teaching can be tailored as far as possible to individual needs.

Finally, assessment will be used to inform the student’s registered school (if not Hopefields) and parents/carers of progress in order to help facilitate further layers of support. A breakdown to our assessment approach follows.

# Assessment approaches

At Hopefields, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

**All students are assessed prior to education ensuing with Hopefields, using the platform of GL assessments.** Current assessments undertaken are based on need, but primarily include CAT4 (if not already undertaken), New Group Reading and Spelling tests and BKSB Maths and English learning tests.

Hopefields use three broad overarching forms of assessment: day-to-day formative assessment, summative assessment and nationally standardised summative assessment.

**Formative assessment**

Effective formative assessment enables:

* **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
* **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
* **Parents/carers** to gain a broad picture of where their child’s strengths and weaknesses lie, and what they need to do to improve
* Where necessary, the **registered/host school** to have a detailed view of how the child/young person is performing on a daily basis

The provision adopts a number of approaches to formative assessment including marking and feedback; questioning; self and peer assessment and teacher coaching and modelling.

Students are expected to take an active role in assessment; either conducting self and peer assessment or acting upon marking and feedback in order to further their knowledge.

**Summative assessment**

Effective summative assessment enables:

* **Leaders** to monitor the performance of learner cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
* **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
* **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
* **Parents/Carers** to stay informed about the achievement, progress and wider outcomes of their child across a period
* The **registered/host school** to stay informed about the achievement and progress of the student

The provision will conduct summative assessment in the form of end-of-topic tests; low stake quizzes and mock examinations. Any summative assessment is designed to make students aware of how they can improve for future assessments and learning.

It is essential that teachers to identify gaps in knowledge and lessons tailored to address these gaps use summative assessment, in conjunction with formative assessment.

**Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

* **School leaders** to monitor the performance of learner cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
* **Teachers** to understand national expectations and assess their own performance in the broader national context
* **Students and parents/carers** to understand how pupils are performing in comparison to children and young people nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4.

# Collecting and using data

* Data submission from staff will occur on a termly basis. Where applicable there will be two summative assessments per term and ongoing formative assessment. This is not always possible depending on the curriculum the learner follows.
* Data will be communicated with provision managers and strategies agreed to address any gaps in knowledge.
* Data updates to registered schools will provided on a termly basis – this will run alongside the weekly progress updates sent by Directors.
* Data will be shared with parents/carers and registered schools in any progress meetings. These will differ in frequency depending on the length of placement of the learner and the number of days in which they attend.

# Reporting to parents and care givers

* Assessment data will be shared with parents/carers through termly reports and meetings

Reports will include:

* Details of achievements highlighting strengths and areas for improvement (RAG rated)
* Comments on general progress
* Arrangements and opportunity to discuss the report with parents/carers
* The student’s attendance records
* Details of any credits towards vocational qualifications if applicable
* The student’s voice

Reports will also be disseminated to the learner’s host school, if necessary.

**Marking**

All feedback should be: **meaningful, manageable and motivating.**

Core Principles

* The purpose of all feedback is to further the student’s learning.
* It should help the teacher understand students’ progress and inform future planning.
* Feedback received should empower students to take ownership for improving their own work and understanding – students should always spend more time acting on their feedback than the teacher spent providing it.
* Feedback needs to be provided in a timely manner, allowing students to act as soon as possible after the initial activity.
* All students should be able to explain what they’re doing well in a subject, and what they need to do to improve.
* Subject leads, where relevant, will work with their teams to determine the most effective forms of feedback in their subject.
* Improving students’ learning is at the forefront of any decision related to feedback. Leaders should be mindful of eliminating any **unnecessary** workload when developing their feedback policy.

Forms of effective feedback

Whole class feedback

Whole class feedback can be a time-efficient method for providing high-quality feedback that leads to students’ improving their understanding and the standard of their work.

The teacher collects in work that is due for assessment and reads through it, making notes of common errors and misconceptions. At this point, the teacher may wish to put the work into three separate piles: re-teach, consolidate, extend.

In the next available lesson, the teacher provides the class with feedback and provides time and resources to allow students to improve their work. If the work has been differentiated into three different piles, activities can be planned around this to ensure that every student is sufficiently challenged.

Self/Peer assessment

This is a highly effective form of feedback that helps to consolidate the learning of the student. Effective teachers will understand the classes and students that this type of feedback will be most appropriate for.

To have the most impact, this type of assessment needs to be structured carefully with the use of clear and concise success criteria, and effective feedback should always be modelled by the teacher.

Verbal feedback

This should be the most frequent form of feedback a student receives. It has immediacy and should lead to direct student action. Verbal feedback can be directed to individuals or groups of students.

Where verbal feedback is given teachers should only record the feedback if it will help to reinforce the implementation of the next step, not purely for the benefit of work analysis. Judgements of the efficacy of this type of feedback can be determined through conversations with the students, or seeing the improvements they have made to their work or understanding over time.

Written feedback

High quality written feedback should be clear and concise. It should identify, in student friendly language, what the student has done well, and what they need to do to improve.

As with all forms of feedback is it important to give students the time to engage with it and improve their work.

**Literacy checks on written work**

It is every teachers’ responsibility to help students identify and improve their literacy misconceptions. When appropriate, literacy errors should be identified in a piece of work using the following marking codes:

* **Sp** – Incorrect spelling, with the word circled
* **//** - Needs a new paragraph
* **?** – unclear meaning, with the word or phrase underlined
* **P** – Incorrect use, or missing punctuation
* **C** – Capital letters
* **Ticks/crosses** – correct and incorrect
* **O** – method is correct but you made an incorrect calculation

For higher ability students, using the minimal-marking approach (Haswell, 1983) in which a generic marker is made on the line that contains a grammatical error, rather than highlighting the specific mistake, has shown to yield positive results (Minimal Marking: A success story, 2014).

Frequency of Feedback

The frequency of feedback should be determined by the curriculum in each subject. Heads of Department will decide how often key pieces of work will be collected to be assessed. Research suggests that feedback should be given sparingly so that it is meaningful and valued by the student (EEF – A marked improvement? April 2016).

Record keeping – staff planners

All teachers and staff are expected to keep a planner so that outcomes and gaps in student knowledge can be recorded and used to help evidence judgments made during parents’ evenings and reports home, including for future planning within the classroom.

It is expected that teachers would know the following about their students:

* KS2 scores
* Target grade (Key stages 4 / 5 only)
* PP status | SEN status | Interventions taking place
* Where appropriate, the EHCP section E outcomes

All of this information is stored in Horizons. However, if teachers feel it would be easier to take this information and place it into markbooks, the following guidelines must be adhered to:

* As the new GDPR guidelines state, each teacher is responsible and accountable for the safety and the accuracy of that data.
* Some of this data can change throughout the year - it is the teacher’s responsibility to ensure this data is kept up to date. Horizons will always have the most up to date information.
* Any sensitive data in markbooks must be coded. It is recommended that teachers use a symbol or shade in a particular student row instead of using the terms Pupil Premium or SEN. Be mindful of column headings - avoid using 'Ability banding', for example.
* If the markbook is paper-based, it is essential that this is never left unattended. Ensuring all classrooms are locked when unattended is essential.

Monitoring and evaluation

Heads of Department must ensure that their assessment policy aligns with the whole-school policy and supports the core principles.

Heads of Department and Senior Leaders will quality assure feedback and will provide appropriate support. This quality assurance may involve: conversations with students, analysis of student voice data, work analysis, MBWA etc.

# Inclusion

The principles of this assessment policy apply to all learners, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of learners’ special educational needs and any requirements for support and intervention.

Hopefields will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all learners. However, this should account for the amount of effort the learner puts in as well as the outcomes achieved.

For learners working below the national expected level of attainment, our assessment arrangements will consider progress relative to learner starting points and take this into account alongside the nature of young people’s learning difficulties.

**Training**

Directors will ensure that staff have opportunity for continued professional development meaning that they remain aware of current best practice.

Staff will also have the opportunity in CPD to share their own instances of best practice in order that the provision has a holistic view of assessment.

Where appropriate, staff may access training material and courses outside of the setting and are encouraged to share their experiences with other teachers in the setting in a cascaded format.

# Roles and responsibilities

Directors are responsible for:

* Being familiar with statutory assessment systems as well as how Hopefields’ own system of non-statutory assessment captures the attainment and progress of all students
* Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

**Focus on expectations – Staff**

**How we measure student performance**

All assessment should be summative and used to inform future teaching and learning, interventions and further input. Further information on teaching, learning and assessment can be found in the Staff Handbook.

Full and structured reporting is three times per year, (four in KS3) with outcomes identified when the young person enters Hopefields and reviewed termly. Usually, if a student has an EHCP, outcomes are used to report progress based on section E.

Reports are shared with the host school, Local Authority (where applicable), parents and carers and any other relevant stakeholders. A master copy of the report itself can be found in TEAMS – Learner Confidential – Reporting. Each individual student will have a report Master copy in their online file for all staff to edit and input.

RAG rating is used to inform readers easily and quickly of student progress. A small comment is required from the teaching subject area.

**Marking and Feedback**

(shortened information taken directly from staff handbook as follows):

-Marking should advance student progress and outcomes

-Live marking, peer marking and self-assessment must be the first point of marking, if applicable, to reduce staff workload

-Marking should motivate and build confidence

-A ‘response’ to an open question, recorded in workbooks, should be completed by students and time allocated in the lesson for the further learning/consolidation to take place

-Staff should mark in green pen

-Do not ‘over-correct’ – focus on specific spelling of high frequency words, for example.

Staff continually will be aware of current changes in assessment procedure and external examinations.

For this example, staff will:

* Compare the year 9 assessment against GCSE exam papers and grade boundaries, GCSE coursework exemplars, and other GCSE assessments and check if the content meets the grade standards and boundaries
* Check the assessments are sourced from national boards
* Check the assessments against the content of the curriculum, ensuring that they are matched to the scheme of work for the year group and standard
* Internally moderate the accuracy of marking/assessment by comparing several teacher assessments of other student’s work/tests at the same level on entry
* Externally moderate – windows of moderation are shown in the calendar of assessment, with two local secondary schools and trusts on board with sharing of resourcing and moderation from subject specialisms.

**Jotters**

All students at Hopefields are given a jotter on their first day at school. Students are to use their jotters in join up sessions, as reflective recorders of mood or behaviour. Jotters are not to marked by staff, but young people may wish staff to read their jotter to explain how they are feeling or if they require extra help/support. This can also help to inform assessment.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sept** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** | **Jul** |
|  | Core Teacher Assessment 1 |  | Core Teacher Assessment 2  |  | Core Teacher Assessment 3 | Functional SkillsMaEng AssessmentsE1 – E3L1 and 2 | Core Teacher Assessment 4 | Functional SkillsMaEngAssessmentsL1 and 2External GCSE Exams begin | Functional Skills E1 - L2 re -sitsExternal GCSE Exams | Core Teacher Assessment 5 |
|  | Internal moderation - core subs  | Equine/SACIMArtsAward IM  | Vocational IM 1 | Equine/SACIMCore IM | VocationalIMAA IM |  | VocationalIMCore IM |  | NOCN SETPD/Equine/SACExternalVerificationAA External moderation  |  |
|  |  | Student Reports |  |  |  | Student Reports |  | KS5 end of year Reports | End of year reports |  |

#

# Roles and responsibilities

The Directors

The Director in charge of Teaching, Learning and Curriculum is responsible for:

Ensuring that the policy is adhered to

Monitoring standards in core and foundation subjects

Analysing student progress and attainment, including individual learners and specific groups

Prioritising key actions to address underachievement

# Monitoring

This policy will be reviewed annually or sooner should any information change, by Emily Greenhalgh and Alison Laws, Directors.

All teaching staff are expected to read and follow this policy.

Emily Greenhalgh will monitor the effectiveness of assessment practices across the school, through moderation, lesson observations, book scrutinies and student progress meetings.

**Appendix A – changes/updates/amendments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Change made** | **Action to complete** | **Staff name** |
| 15.03.23 | Changes to assessment timetable to include further moderation dates for KS4 option subjects. | Print out policy and share with staff. | EG |
| 27.06.23 | Changes to assessment calendar | Share with staff in briefing 27.06.23 | EG |
| 16.11.23 | Review |  | AL |
| 04.12.24 | Review |  | AL |