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Initial Policy date	01/09/20	Next scheduled review	June 2020
Governor approved	10 June 2020	Key person/people	TW, AP, JW
Model Policy		Model localised	Yes
Pupil leadership team review		Y / N / N/A	

FEEDBACK, ASSESSMENT AND REPORTING

Part 1 – Formative Assessment, Feedback and Marking

Principle:

Formative assessment is an integral part of teaching and learning because it informs progress and enables a constructive dialogue between pupils and their teacher, providing feedback on how to move learning forwards. Feedback should be acted on by pupils and this should be facilitated by teachers through lesson planning.

It is an expectation at Test Valley School that formal feedback about pupils' work, their learning and their progress should be given by their teacher at least fortnightly, or the equivalent to every six lessons, in addition to the on-going feedback that teachers will provide every lesson. This feedback may take a variety of forms and should be best suited to needs of the pupils, the subject and the type of work being assessed.

Practice:

- Pupils will receive on-going feedback from their teacher during lessons, through formative assessment in relation to shared success criteria and learning objectives. Formative assessment will include the use of effective questioning, tasks and activities designed to check understanding, pupil talk, peer assessment and teacher assessment of written work. Teachers will adapt their planning to be responsive to all assessment information, ensuring that lessons are well designed to match the needs of all learners.
- Teachers will facilitate opportunities for regular self and peer assessment and feedback so that learners are able to support each other and develop a detailed understanding of the criteria for success within the subject.
- Classwork and home learning will be assessed by teachers at least fortnightly, or the equivalent to every six lessons, and feedback will be provided to pupils to help them move forwards. Feedback will focus on: presentation; misconceptions and areas for development; literacy; understanding of key content and skills; correction of errors which result from misunderstanding and, praise for effort and strengths. This may be facilitated in one of three ways:
 - Written feedback in red pen in pupils' exercise books;
 - Detailed verbal feedback to the class or to individual pupils;

- Online feedback to the class or individual pupils.
- All feedback will be acted on by pupils and specific time will be set aside for this to happen. This may include: redrafting and improving previous work; responding to a target or task set by the teacher to assess improved understanding; practising an area or skill which requires consolidating or, completing an activity which provides opportunities for greater depth. Pupils' responses to feedback, including self and peer feedback, will be indicated in purple pen.
- Teachers will regularly grade work according to our School's assessment framework (see Part 2) and will keep clear, up-to-date records of marks. Regular moderation and monitoring of assessments will be conducted by Heads of Subject/Faculty, Heads of House and SLT to ensure consistency.

Part 2 – Summative Assessment and Reporting

Principle:

The assessment of learning is essential for:

- Understanding and planning to overcome barriers to learning;
- Identifying where pupils have achieved National Curriculum or Exam Specification criteria and where they need additional support, intervention and teaching time.
- Reporting accurately to parents about their child's current achievement and progress;
- Evaluating the impact of current schemes of work, resources and lesson plans to allow for constant improvement and fine tuning;
- Facilitating effective conversations with pupils about their progress and how they can develop as learners.
- Supporting young people in making decisions about their future (including option choices and post-16 pathways).

Practice:

- Alongside formative assessment (assessment *for* learning), teachers will summatively assess (assessment *of* learning) learning at regular intervals throughout the year. This may include quizzes, tests, end of term/topic/year exams or extended tasks, independent written work or performance and effective questioning. These should be closely linked to national curriculum/exam board specification criteria, appropriate to the age of the pupils.
- Teachers will share the results of summative assessments with pupils in an appropriate way for the age of the pupil.

Phase	Criteria used for assessment	Assessment information to be shared with:	
		Parents	Pupils
KS3	National Curriculum expectations	✓	✓
KS4	GCSE Exam Board grading criteria for each subject. Internal exams will be graded with notional grade boundaries and shared through the reporting process to parents and pupils.	✓	✓

- Parents will receive reports on their child's performance at specific times during the year, including via Parent Consultation Evenings – these can be seen on the School's website.

- There will be three reporting sessions per year: a parents' evening; a short report and, a full written report. In Year 7 there will be an additional Effort Report during the first term. In year 11 there will be an additional final (short) report following the second spell of internal exams. These will include:

Year	Attitude to learning*	Achievement / Attainment**	Pupil Progress
7-10	4 = Exceeds 3 = Meets 2 = Falling below 1 = Well below ...expectations	Skillful at / Confident at / Working at / Working towards / Emerging towards... ... the Nationally expected levels.	Working Above / Working At / Working Below... ...expected levels for them personally.
End of Yr 10 & Yr 11		Target GCSE Grades 9-1	Predicted GCSE Grades 9-1

- Reporting information will be used by the school in a variety of ways:
 - We will follow a programme of moderation for all year groups with a range of local secondary schools;
 - The SENCO and other leaders will use the information to measure the impact of any prior interventions and evaluate their success. SEND Pupil Plans and EHCPs will be updated. If a pupil is unable to access the curriculum, the school will follow statutory guidance. Parents will be informed on an individual basis.
 - CAT scores (taken in Year 7) will be used to support teaching and learning and to identify inconsistencies in learning which might require additional support
 - Faculty/subject leaders/SENCO along with SLT will analyse the data to identify next steps, plan interventions and make adjustments to the curriculum;
 - Heads of Faculty/Subject/House will be responsible for reporting to SLT and putting in place associated actions in relation to the evaluation of pupils' progress within the cohort;
 - The school will share information with the Local Authority as required.
- The school will also use FFT data to set target grades which will be used for internal purposes only until the end of Year 10.
 - These will be the bases from which achievement/attainment levels will be ascertained.
 - Departments will be expected to refer to their own level indicators/pathways to help monitor pupil progress against expected levels.
 - From this point onwards enough of the GCSE course has been completed for target grades to be meaningful for public use.

*Explanation of Attitude to learning Levels

The best fit for a pupils' overall attitude to learning will be used from the following grade descriptors:

Grade	4 Exceeds Expectations	3 Meets Expectations	2 Below Expectations	1 Well Below Expectations
Punctual and ready to learn	Is always on time.	May have been late once or twice.	Has been late more than twice.	Is often late.
Respectful	Is always polite and follows all instructions.	Is polite and follows instructions.	Can occasionally be rude. May be slow to follow instructions.	Often rude and defiant.
Individually responsible	Takes full responsibility for their learning and takes pride in their work. Always has equipment, kit or ingredients.	Usually shows pride in their work. usually has equipment, kit or ingredients.	Is usually ready to learn but occasionally forgets equipment, kit or ingredients. Can show pride in their work, but not consistently.	Often not ready to learn and missing equipment, kit or ingredients. Work is often at a standard that fails to show ambition or perseverance.
Determined and Ambitious	Is ambitious with challenges and perseveres with tasks.	Follows teacher's guidance to attempt challenging activities and usually perseveres with tasks.	Sometimes responds negatively to setbacks.	Needs frequent reminders to attempt tasks, especially if they are ambitious or challenging.
Enjoys Learning	Helps others appropriately and is never off-task or disruptive.	Focusses on their work and allows others to learn.	Can become off-task and needs prompting to stay focused. Occasionally distracts others.	Regularly distracts others.

**Explanation of Achievement/Attainment

For internal reference only:

Achievement/Attainment	Description
Skillful at the Nationally expected levels	On target for grade 8-9
Confident at the Nationally expected levels	On target for grade 6-7
Working at the Nationally expected levels	On target for grade 4-5
Working towards the Nationally expected levels	On target for below grade 4
Emerging towards the Nationally expected levels	At risk of not achieving a GCSE grade