

South Dartmoor Assessment, Marking and Feedback Policy

'The acid test of effective formative assessment, is not how well written the strategies are, or how many good techniques are in use, but the extent to which pupils are, as a result of our work, actively engaged in thinking, learning and assessing that learning'

Shirley Clarke

South Dartmoor Assessment, Marking and Feedback Policy

The principles in this policy provide staff and students with the framework with which to make assessment, marking and feedback as effective as possible.

The principles need to be constant to ensure a consistent foundation for the College's assessment, marking and feedback policy. The techniques used by teachers will often be different but it is the generic principles and strategies which create the frame of reference for effective practice.

At South Dartmoor, the principles and key processes of effective marking and feedback are:

- Respond to progressive improvement and expectations in literacy and presentation
- Clear focus on key assessment objectives
- Establish learner-generated and shared success criteria and create opportunities to evaluate successes
- Use a comment only approach to formative feedback
- Written feedback, when used, must be selective, targeted and use precise, accessible language
- Identify what worked well (WWW) and how improvements/progress can be made (EBI or 'Now....' statements)
- Balance quality, effective formative feedback with well-trained or scaffolded peer/self-assessment opportunities (model skills of how to mark and assess work)
- Learners are given the opportunity to respond to feedback and time to act upon it to ensure progress
- Learning conversations are an integral part of learning and progression
- Teachers acknowledge progress made and re-establish targets, implement intervention or adapt targets to meet the needs of the learner
- Use a range of strategies to support learners in independent thinking in response to a range of feedback (posing questions to deepen the learning)
- Utilise a range of strategies to enable learners to identify how their learning is moving on

Expectations:

1. Every lesson will integrate assessment for learning opportunities. *Please refer to the HOPE Lesson Planning Sheets and Lesson Observation Sheets.*
2. Teachers are expected to follow their departmental Assessment, Marking and Feedback Policies, ensuring regular and timely formative assessment. *Please see Appendix D for example. All Policies can be found using the following link: <S:\Departments\SDCC Whole School\P4P\Page>*
3. Formal recording of summative assessment should take place for each student at least every term and as part of the College Performance Review schedule. This should take the form of levels in line with the College assessment system.

Appendix A : Context

What is Assessment?

Assessment **Of** Learning - summative assessment which enables progress to be measured.

Assessment **For** Learning- provides students with the information about what to do to improve in order that progress can be made.

Assessment **As** Learning- this takes 'what to improve' into 'how to improve'. Assessment as learning leads the student towards a strategy for improvement.

Professor Dylan Wiliam and Professor Paul Black have reviewed 600 research studies and the conclusions are startling: *'improving formative assessment in classrooms appears to be the most effective way of improving standards and achievements in schools'*. This research found that ***'the most important changes in classrooms were the way the teachers gave feedback to students and the ways in which they involved students in their own learning....When students get both a mark and a comment, the first thing they do is look at their mark. The second thing they do is look at their neighbours mark. They hardly ever look at the comment. Teachers who spend time crafting helpful comments are therefore wasting their time if they also give a mark. The students who get high marks feel they don't need to read the comments and those who get low marks don't want to.'***

Oral Assessment and Feedback works best as a formative conversation about learning. Such a conversation will clearly promote a growth mind-set and curious questions that will enable the learner to progress their learning.

Written Assessment, Marking and Feedback works best in exactly the same way as oral feedback. Please remember the Wiliam/Black research, *'teachers who spend time crafting helpful comments are therefore wasting their time if they also give a mark.'* Therefore plan lessons to include structured responses to all those formative comments so marking is purposeful and maximised.

Self-Assessment, Marking and Feedback works best when students are fully aware of the success criteria and learning objectives. Research indicates that it is a positive way of motivating students to progress their learning when it is well supported and structured by the teacher. This will involve use of the Learning Habits language and a range of techniques that are strategically used to enable students to take increasing responsibility about their own learning and progress.

Peer-Assessment, Marking and Feedback works best in exactly the same way as self-marking. It is most useful for strong peer marking to form the spring board for strong self-marking.

Appendix B: Quality Assurance

How will the effectiveness of the Assessment, Marking and Feedback Policy be measured?

- Student engagement in learning-evident in learning walks, dept review, lesson observations
- References in Schemes of Learning and lesson plans
- Work Scrutiny (Departmental and Whole College)
- Increased student progress
- Enhanced student attainment

Marking Expectations:

Role of Students:

- Students will use Teacher feedback to improve their learning. This aids students to take responsibility to take action on the formative assessment that the teacher has provided. *'It is important that when the teacher does give feedback, we make sure that the students act on it. At the moment, a teacher will typically spend more time marking a student's work than the student will spend on following up the comment. This is crazy.'* Wiliam and Black

Role of Subject Leaders/Assistant Subject Leaders:

There will be departments that feel that they need to go beyond these minimum expectations in order to best progress student learning. Minimum marking expectations will be quality assured by Subject Leaders and Assistant Subject Leaders in the following ways:

- Termly moderation of marking in department meetings
- Termly monitoring of marking through year group focuses
- Termly monitoring of marking through subject areas within departments
- Termly monitoring of marking via target groups

Questions that Subject Leaders/Assistant Subject Leaders will be asking in order to identify marking strengths and areas to develop:

- Has formative target setting taken place at the beginning and during the unit?
- Are formative comments being responded to positively by students?
- Do questions develop independent responses?
- Do comments identify student strengths?
- How could marking be improved?

****Please refer to Work Scrutiny Guidance Document***

Role of Teachers

Marking expectations of staff are that:

- All staff adhere to the departmental Marking, Assessment and Feedback Policies
- Success criteria will have explicit links to WHAT is being learned and HOW learning is taking place (split-screen teaching and learning)
- Success criteria will be differentiated to support the learning of each student
- Students will fully understand and sometimes co-construct success criteria
- Formative assessment will take place in ways that are consistent for all students to maximise learning progress in each unit
- No grades should be written on formative assessment
- Time is provided for students to respond to formative marking. This may mean using focused lesson time to help students make progress as a result of formative marking.
- Frequent formative assessment will take place to progress learning in each Scheme of Learning. This will take the form of learning conversations, peer assessment, self-assessment, record of oral feedback, test, student reflection.
- Summative assessment to take place according to reporting policy and departmental Schemes of Learning; teachers are expected to record formal levels to track progress.

Role of Performance Leaders:

Marking expectations will be quality assured by Performance Leaders in the following ways:

- Monitoring target students (at times with parent involvement) to see how students are using marking to progress learning.

Appendix C: Assessment, Marking and Feedback Policy Exemplar (Maths)

The expectation is that all departments use this framework for assessment, marking and feedback to progress learning:

Effective formative assessment in Maths

Department Principles to ensure 'outstanding' delivery of the South Dartmoor Community College policies and procedures for Assessment, Marking, Feedback and Praise

'It is important that when the teacher does give formative feedback, we make sure that the students act on it. At the moment, a teacher will typically spend more time marking a students' work than the student will spend on following up the comment. This is crazy.'

Wiliam and Black

Effective Formative Assessment	HOPE Lesson Planning Standards:	Department Principles in Action:	Department Arrow Links:
Setting Targets	H1, Are standards for progress relevant and clear? H3, Is goal setting owned by students?	Success Criteria – How do I enable all learners to understand what success looks, sounds and feels like? <ul style="list-style-type: none"> • Progression ladders KS3 and KS4 (linked to mymaths and mathswatch) to track progress • Review process after all assessments • Engaging with students using learning conversations to discuss progress, especially after PR's and assessments • Green sheets in KS3 used to plan/discuss learning goals for a new topic. • Regular topic assessment and Termly summative assessment 	SupportingDocuments\Maths\1. Setting targets
Approaches to formative feedback	O1, Are working relationships/learning conversations/grouping/No hands Up strategies used to support progress? O3, Is feedback, AFL and hinge questioning improving progress?	Selective – What and how often do I assess, mark, feedback and praise? <ul style="list-style-type: none"> • Timely in class verbal and written assessment and feedback that impacts on learning • Agreed marking symbols used widely and consistently by both students and staff to support learning conversations • Dedicated time in lessons for students to respond to teacher formative feedback on classwork and Homelearning. <ul style="list-style-type: none"> ◦ Use of what went well (www) and even better if (ebi) 	SupportingDocuments\Maths\2. Approaches to formative Feedback
Peer and self-assessment	P1, Are students role model learners who use Learning Habits to progress their own learning and lead and coach the learning of others?	Reflective - How do I enable all learners to respond to Assessment, Marking, Feedback and Praise, ensuring all students progress? <ul style="list-style-type: none"> • Structured guidance to improve peer and self assessment (powerpoint) • Use of www and ebi. • Use of hinge questions to facilitate self and peer assessment. • Dedicated time in lessons for responding to formative assessment. • Review process after assessments/ topic assessments (including reviewing green sheets) 	SupportingDocuments\Maths\3. Peer and Self-Assessment, Reflect and respond to Feedback
Reflect and respond to feedback	P2, Are students provided purposeful opportunities to Plan, Do and Review?		
What is the language of effective feedback?	E4, Are coaching questions improving progress? E5, Are students being praised for high level of endeavour and progress?	Effective – How do I communicate and record formative assessment to ensure all students progress? <ul style="list-style-type: none"> • Assessment, homelearning and topic assessments is marked and returned to students within 1 week. • Exercise books are, in general, marked every 2 weeks (or at the conclusion of a topic) • Students are praised verbally and in formative feedback, using the language of learning habits. 	SupportingDocuments\Maths\4. What is the Language of Effective Feedback

Planning for Progress Arrow website: <http://planning-for-progress-arrow.co.uk/>

Username: visitor

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Please tick the 'Remember my credentials' option to allow future access without needing to enter the username and password

Appendix D: Guidance

Guided Learning to aid assessment and feedback:

Guided learning enables the teacher to work with a specific group of students while others work in the class independently and/or collaboratively. Guided learning used on a rotational basis therefore provides an opportunity for the teachers to assess learning and provide personalised feedback for specific groups.

Clarification, consolidation and extending of learning will happen. Successful guided learning opportunities require the class to have well established Learning Habits in order for the teacher to guide the learning of the specific group.

Link to examples of marking:

[Learning Hub 3 - Assessment - Planning for Progress Arrow](#)

Link to film clips of interviews with teachers and students:

<http://www.planning-for-progress-arrow.co.uk/learning-conversations/filmed-resources/staff-views.htm>

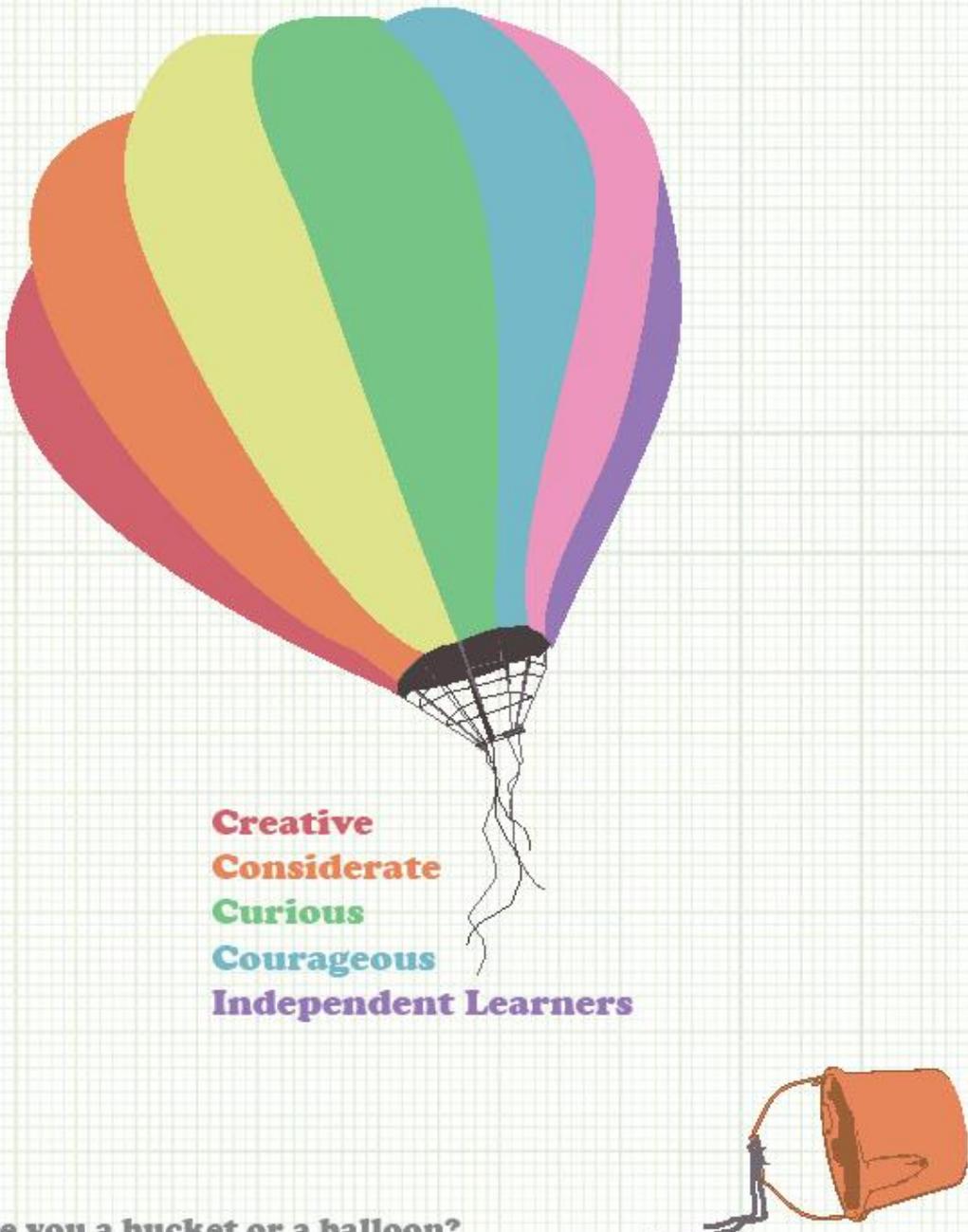
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Please note you will need to use the log in details below in order to access the Planning for Progress Arrow website:

Username: visitor

Password: Pl4nn1ng

Appendix E: Vision



**We
are aiming
for...**

Creative
Considerate
Curious
Courageous
Independent Learners

Are you a bucket or a balloon?

