

## PROCEDURE TITLE: Assessment and Feedback

STATUS: Non-Statutory

DATE OF REVIEW: January 2023



Assessment and Feedback processes at The Latimer Arts College are tools for improving the learning of the students and they:

- Are underpinned by the belief that every student can improve and aim for aspirational outcomes;
- Ensure feedback enables students to recognise next steps to close the gap, make progress or achieve excellence;
- Allow students the time to reflect and act on the feedback given;
- Encourage the retention of core knowledge by regularly checking the understanding of subject specific content;
- Are periodically shared with parents/carers so that they can support learning and encourage further progress.

These aims are incorporated into the routine of everyday teaching and learning at The Latimer Arts College, with assessment processes, both formative and summative, used to inform lesson planning.

### Summative Assessment Processes

Summative assessment enables:

- Teachers to evaluate learning at the end of a unit or series of lessons and the impact of their own teaching.
- Students to understand how well they have learned and understood a topic or series of lessons and provides opportunities to 'Close the Gap' on any key areas of learning.

Summative assessment will be used in all year groups and the results will inform the data which is entered onto the college's central system. These outcomes will feed into the College's tracking and reporting systems.

In Year 7, 8 and 9, student work will be assessed according to four bands: Emerging, Developing, Secure and Excellence. Across Year 7, 8 and 9, students will be provided with a Personal Learning Checklist (PLC) that measures learning at the end of specific units. PLCs will be printed out on blue paper, secured in a student's exercise book or folder and sent home electronically to parents and carers.

In Years 10 and 11, students will be assessed in line with GCSE gradings of 1-9, with 9 being the highest grade. For other Level 2 qualifications, students will be assessed using the appropriate exam board grading of Pass, Merit, Distinction, Distinction\*.

In Years 12 and 13, students will be assessed in line with A level gradings of A\*-E or BTEC Level 3 gradings of Pass, Merit, Distinction, Distinction\*.

### Reporting

- Year 7, 8 and 9, progress will be routinely reported to parents and carers through the PLC process. Following completion of each unit books or folders will go home, with completed PLCs, to enable parents and carers to see what has been studied and the progress their child is making. PLCs will also be sent home electronically.

An annual report to parents / carers will be published once a year and will summarise a student's progress across all subjects.

- In all other year groups progress will be reported to parents / carers twice a year through a published report.

## Formative Assessment

Formative assessment enables:

- Teachers to identify how students are performing on an on-going basis and to use this information to provide appropriate support or challenge, to evaluate the impact of teaching and to plan future lessons.
- Students to measure their knowledge and understanding against learning questions and identify areas in which they need to secure their knowledge, skills and understanding.

Feedback should comprise of strengths and improvement areas:

- The students' present position will be assessed and identification of where or what the student has done well will be provided;
- The targeted areas for improvement will be identified;
- A way to 'Close the Gap' may be identified.

## Feedback and Assessment Methods

Style	A Written feedback	B Verbal or group feedback	C Understanding checks	D Self and Peer review
Purpose	<p>The teacher will assess current attainment. It will test students against an agreed success criteria.</p> <p>Clear and definite advice will be made to either close the gap or challenge a student.</p> <p>Where SPAG is awarded in exams students should be given appropriate SPAG marks</p> <p>If the presentation of work deviates from the school's presentation policy, it will be commented upon.</p>	<p>The teacher will assess ongoing progress and identify common misconceptions</p> <p>Advice may be provided through strategies such as live marking or 1-1 conversations.</p> <p>Students will respond to feedback in red pen.</p>	<p>To review understanding and ensure retention of knowledge (ROK).</p> <p>Common misconceptions identified and re-taught as/when relevant.</p> <p>Literacy and presentation not assessed.</p>	<p>Students use exemplars / models (WAGOLS) and mark schemes to gain familiarity and expertise which will help them become self-aware learners when reviewing their own work.</p>
Marks / Grades	<p>Fine grading matched to the Year 7,8 and 9 assessment descriptors, GCSE or A Level grade (or relevant level 2 or 3 qualification grading) <b>will</b> be used for key assessments</p> <p>Year 7,8 and 9 / GCSE/ A-Level Mark schemes/ success criteria <b>must</b> be used for all other assessments.</p>	<p>No grade needs to be provided – but advice will be focused on how to progress and improve performance.</p>	<p>A percentage or a mark <i>may</i> be given.</p>	<p>Students will be able to identify what they need to include to improve performance.</p>
Feedback	<p>Detailed comments provide students with information about what they have achieved and an action for them to complete to 'Close the Gap'</p> <p>'Close the Gap' activities are completed in response to detailed feedback after assessed pieces of work.</p>	<p>Specific feedback is provided about how to overcome a common misconception or obstacle to progress.</p> <p>'Close the Gap' activities are completed in response to detailed feedback after assessed pieces of work.</p>	<p>Students receive guidance about how they can close the knowledge gap.</p>	<p>Teachers will check a students' understanding of the assessment criteria and correct if necessary.</p>