

PROCEDURE TITLE: Assessment and Feedback

STATUS: Non Statutory

DATE of REVIEW: December 2017



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;
- Are embedded in teaching and learning, of which they are an essential part;
- Involve sharing learning aims with students;
- Are intended to support students to know and to recognise the standards they are aiming for through a sharing of the success and assessment criteria;
- Involve teachers and students reviewing and reflecting on assessment data;
- Involve students in self and peer assessment;
- Provide feedback which leads to students recognising the next steps and how to take them;
- Allow student the time to reflect and/or act on the feedback given.

These aims are incorporated into the routine of everyday learning and teaching at The Latimer Arts College.

All assessment processes, both formative and summative, should be used to inform lesson planning.

Summative Assessment Processes

- Summative assessment should be used in all year groups at regular intervals as agreed within each department, with results recorded on the college's central system and outcomes feeding into the college's tracking and reporting systems.
- At Key Stage 3, student work is assessed according to four bands: Emerging, Developing, Secure and Excellence. Across Key Stage 3, students will be provided with a Personal Learning Checklist (PLC) that measures learning at the end of every unit. PLCs are printed out on blue paper, secured in a student's exercise book or folder and taken home by students following completion of a unit.
- At Key Stage 4, GCSEs are graded 1-9, with 9 being the highest grade. Other Level 2 qualifications, BTECs and OCR vocational, will be graded using the appropriate exam board grading of Pass, Merit, Distinction, Distinction*. The criteria for these will be made explicit to students and be evidenced in student folders, portfolios or exercise books and students will be routinely assessed against these standards.

- At Key Stage 5, A levels are graded A*-E and BTEC Level 3 qualifications are graded Pass, Merit, Distinction, Distinction*. The criteria for these will be made explicit to students and be evidenced in student folders, portfolios or exercise books and students will be routinely assessed against these standards.
- At all Key Stages an indication will be given as to how secure a student is within a level or a grade through fine grading with the use of plus (+) and minus (-) symbols. The criteria for these gradings will be made explicit to students.
- Summative assessment may include, but is not limited to, an extended paragraph, a series of questions on a certain topic or part of a topic or an extended answer. It may also be practice exam papers.
- Evaluation of summative assessment outcomes must explicitly convey the skills and/or content that is being assessed and must link to the exam criteria. Activities that undergo summative assessment must record:
 - Students current attainment and target grade;
 - The areas of strength as identified in the assessment;
 - The targeted areas for improvement.
- Summative assessment must be supported with opportunities to 'Close the Gap' in order to diminish the difference between current and target attainment. So that improvements can be explicitly identified by a student, they will be evidenced through the use of red pen and, wherever possible and practical, through the use of pink sheets. Closing the Gap activities may extend into independent study/ homework time allocation.
- 'Closing the Gap' activities should be tailored to the individual student and be part of a learning discussion, the outcome of which should be reassessed to ensure that progress has been made and the gap has been diminished or eliminated.

Reporting

- At Key Stage 3, 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.

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

- At Key Stages 4 and 5 progress will be reported to parents / carers three times per year through a published report, with targets for improvement being shared.

Formative Assessment

- Teachers should make learning objectives and/or outcomes of a lesson (or series of lessons) and success criteria clear to the students so that feedback is relevant to this. At Key Stage 4 and Key Stage 5 clear links to the examination specifications should be made.
- Formative assessment (feedback) should be regular.

- Feedback can be both verbal and/or written.
- Feedback can be given by a teacher, Learning Support Assistant, or students.
- Feedback should include the identification of areas of success within the work and suggestions should be made for 'Closing the Gap' and moving on to the next steps. This should be scaffolded and appropriate to the ability of the student.
- 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;
 - When relevant, a way of 'Closing the Gap' will be identified.
- Time should be given for students to respond to feedback and can be planned for reflection during independent study periods as well as during directed lessons. When work is returned students should be given sufficient time to read comments, understand the comments and ask questions for clarification. Teacher feedback should be in green pen and student response to feedback ('Closing the Gap') should be in red pen.
- At Key Stage 5, all student learning evidenced in folders will be organised chronologically with explicit signposting of 'Closing the Gap' activities, specification extracts to guide learning, summative assessment and on-going formative assessment.
- Student books and folders across all key stages will be scrutinised as part of the college's quality assurance processes and teaching staff are expected to support and model high expectations as outlined in this document for students to follow.