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;
- Encourage students to become self-aware learners (through the use of structured assessment and feedback systems in each subject);
- Will incorporate student appropriate, success and assessment criteria to stretch and support students;
- Ensure feedback enables students to recognise next steps to close the gap, make progress or achieve excellence;
- Allow students the time to reflect and/or act on the feedback given;
- Involve teachers and students reviewing and reflecting on assessment data;
- Involve students in self and peer assessment to become more self-aware;
- Encourage the retention of core knowledge by regularly checking the understanding of subject specific content;
- Utilise homework to support this process;
- 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 learning and teaching at The Latimer Arts College. Assessment processes, both formative and summative, should be used to inform lesson planning.

We recognise that understanding is acquired over time and our assessment process encourages teachers to audit understanding and provide support to retain knowledge, rather than use acknowledgement marking to check that students have covered each topic.

Summative Assessment Processes

- Summative assessment should be used in all year groups at regular intervals as agreed within each department.

- These results must be recorded and inform the data which is entered onto the college's central system. These outcomes will feed into the college's tracking and reporting systems.

- At Key Stage 3 and in Year 9, student work is assessed according to four bands: Emerging, Developing, Secure and Excellence. Across Key Stage 3 and Year 9, 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 a student following completion of a unit.

- At Key Stage 4, in Years 10 and 11, students will be assessed in line with GCSEs grading 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*. The criteria for these will be made explicit to students and be evidenced in student folders, portfolios or exercise books.

- 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 include 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.

- Regular assessment of understanding should take place. This assessment should include content from previous units of study to encourage the Retention of Knowledge (ROK).

Reporting

- At Key Stage 3 and in Year 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.

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

- In Years 10 and 11 at Key Stages 4 and across Key Stage 5 progress will be reported to parents / carers twice a year through a published report.

Formative Assessment

- Each department should have agreed success criteria and use it regularly to encourage student familiarity and the language of learning. At Key Stage 4 and Key Stage 5 success criteria must have clear links to the examination specifications.

- Success criteria may be different to learning objectives and/or outcomes of a lesson/s.

- Success criteria must be clear and use language appropriate to a student's ability.

- Feedback must be linked to this success criteria so that students know how to make progress.

- Formative assessments should be regular, so that students are given opportunities to make progress over time.

- Feedback can be both verbal and/or written. This feedback can be targeted at individuals or groups of students.

- When verbal feedback is given, students should respond to the feedback given and this will be evident through improvements that they make in red pen.

- Where peer assessment is used, students do not have to give each other grades – but they should be encouraged to discuss how far success criteria has bene met.

- 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.

- Closing the Gap should not be copying the correct answer, except in rare occasions. Closing the Gap must encourage students to make improvements independently after receiving the support of clear feedback.

- 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 this can be planned for 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.

In order to support all students in Years 7-13 to make outstanding progress the departments will, through marking and assessment, provide feedback to students to acknowledge that learning has taken place and to highlight the next steps in learning that need to be taken.

Students will be encouraged to actively participate in the marking, assessing and feedback process.

Providing feedback

Feedback to students will:

- Recognise progress and highlight improvement strategies

- Relate to success or assessment criteria which is understood by all students

- Be based upon success or assessment criteria which has been shared before the assessment is taken

- Be differentiated, as far as possible, to ensure progress can be made by all

- Be based on an understanding of how learning takes place

- Form an integral part of all schemes of work

- Be consistent over a period of time

- Support whole college monitoring of student progress

- Identify content or units of study students need to revisit and provide opportunities or strategies to facilitate improved ROK

- Encourage a stretch and challenge culture within the school by providing clear flightpaths and scaffolding for students to aim for aspirational outcomes.

Although acknowledgement marking is not necessary to improve progress, departments still need, however, to ensure they have systems and processes for checking understanding, presentation, literacy and completion of classwork.

Process

The processes for marking will be:

- All written feedback should be completed using a green pen

- Assessments should be clearly signposted, for example printed on pink paper

- As well as marking for subject progress, marking for literacy and presentation will also occur

- Students will always receive feedback on assessments within 2 weeks and given the time to close the gap

- Assessment processes will feed into the college's progress tracking timetable in order to inform accurate progress tracking.

Feedback and Assessment methods

Style	A Written feedback	B Verbal or group feedback	C Understanding checks	D Self and Peer review	Literacy and Numeracy
Description	Thorough marking of learning, leading to grading of specifically identified pieces of work	Advice given to students to help overcome barriers to learning	Low stakes testing to review student understanding and retention of knowledge	Students review own or others work using mark schemes or success criteria	To provide opportunities to develop students skills in regard to literacy and numeracy
Purpose	The teacher will assess current attainment. It will test students against an agreed success criteria. Clear and definite advice linked to success/ assessment criteria will be made to either close the gap or stretch a student. Literacy errors must be identified. If the presentation of work deviates from the school's presentation policy, this must be commented upon.	The teacher will assess ongoing progress and identify common misconceptions Advice may be provided through strategies such as live marking or 1-1 conversations. Students will respond to feedback in red pen or use it to set targets. Literacy and presentation improvements may be identified with this method	To review understanding and ensure ROK. Students with gaps in their knowledge are provided access to revision materials or resources to close the knowledge gap. Students will be encouraged to keep a record of areas they need to improve, for example through PLCs. Literacy and presentation not assessed.	Students use assessment criteria and mark schemes to gain familiarity and expertise which will help them become self-aware learners Students will suggest targets or mark work to improve their exam literacy. Literacy, numeracy and presentation errors may be identified if relevant	The 4 feedback methods should be used to identify and support the development of literacy and numeracy. Assessed tasks should use the following to highlight common literacy errors. KW Key word spelling for a specific subject SP Spelling C Capital letter // Paragraph GR Grammar P Punctuation NB – This can be delivered as whole class feedback.
Marks / Grades	Fine grading matched to the KS3 assessment descriptors, GCSE or A Level grade (or relevant level 2 or 3 qualification grading) will be used for key assessments (End of Unit, Mocks) KS3/ GCSE/ A-Level Mark schemes/ success criteria must be used for all other assessments. Students must be aware of how these correspond to grades.	No grade needs to be provided – but advice will be focused on how to progress and improve performance.	A percentage or a mark may be given. Teachers and/or students shall record results to diagnose areas which need revisiting or improving, through QLA/PLCs for example? (where appropriate)	Students will be able to identify what they need to include to improve performance Using success criteria, students may be asked to indicate a grading matched to the KS3 assessment descriptors / grade.	Where SPAG is awarded in exams students should be given appropriate SPAG marks.
Feedback	Detailed comments must provide students with information about what they have achieved and areas of improvement using the format 'What Went Well: Close The Gap' Targets must be specific and relate to	Specific feedback is provided about how to overcome a common misconception or obstacle to progress. Students may be given an opportunity to	Students will receive guidance about how they can close the knowledge gap. This may use revision guides, web-links, teaching resources, online	Students use the mark-schemes to identify WWW/CTG Teachers will check a students' understanding of the	Feedback should not focus upon literacy or numeracy. Students should be given time in lessons to make corrections

	specific success criteria from assessment descriptors / exam specifications. 'Closing the Gap' activities **must** be completed in response to detailed feedback after assessed pieces of work and then the student's attempt at 'Closing the Gap' must be reviewed	respond to this advice in lessons or at home.	apps and/or catch-up sessions	assessment criteria and correct if necessary.	

Additional Instructions

Comments

- Phrases of the type listed below **must not** be used as, in isolation, they are not helpful in aiding progress and are not expected or required:

  "Add more detail"
  "Better"
  "Lacks detail"
  "More effort needed"
  "Disappointing"

Literacy:

- Students will be encouraged to proof read their work before submitting it for assessment. Staff will explicitly direct students to think about literacy, in addition to subject content.

- A maximum of 5 errors per assessed task will be identified from the basic literacy conventions below.

- Where a student is more able, and the work presented does not match their ability, it may be appropriate to return the work to them and ask them to review it before it is assessed.

- A teacher may identify a range of literacy errors or, if one particular area is a weakness (for example, in the use of capital letters) to focus on this in the marking process.

- Good practice in subjects where extended writing is commonplace may identify common misconceptions and share them with the class instead of acknowledgement marking.

Literacy Conventions

- Outlined below are the conventions / grammar rules for the literacy mistakes that assessed work will be marked for.

- The following literacy codes will be used **in the margin**:

  KW Key word spelling for a specific subject (will take priority over other spellings)
  SP Spelling
  C   Capital letter

// Paragraph
GR Grammar
P   Punctuation

- ***Spelling:*** *Highlight incorrect spellings in a piece of work. Subject key words take priority but then choose other words in order, according to the frequency that they are used within your subject area.*

  Underline the incorrect word and write "KW" in the margin if it is a key word or "SP" in the margin if it is a different spelling error. If exercise books do not have a margin, write as near to the left hand side of the page as possible.

  Write the correct spelling in the margin (if room) or at the bottom of the page, students should then correct this error 3 times in a red pen. They should also be encouraged to learn these spellings so that they can close the gap.

- ***Capital letters:*** *Put a circle around the letter that should be a capital and write "C" in the margin. Capital letters should be used:*

  for proper nouns (names of people, places, days of the week etc.)

  for the main words in titles

  for initials (BBC, RSPCA etc)

  for the personal pronoun "I"

  at the start of sentences

- **Punctuation:** Put a circle around the place where the incorrect punctuation has been used or where a punctuation mark should be and write "P" in the margin.

  A question mark should appear at the end of a question sentence (Who, where, why, what, when and how).

  An exclamation mark should be used at the end of a sentence that is an order, a command or an exclamation

  A full stop should be used at the end of a sentence that is a statement.

- ***Paragraphing:*** *Indicate where a new paragraph should have started using the symbol   //*

  A new paragraph should be shown either by starting a new line and indenting from the margin or by leaving a clear line between each paragraph.

  Paragraphs should not be indented for word-processed work but shown by leaving a clear line.

  A new paragraph should be started:

when a new point / topic is introduced

when there is a time shift

each time there is a change of speaker

- **Grammar:** Put a circle around the place where the grammatical error has occurred and write "GR" in the margin.

  The types of mistakes that will be identified could be where a sentence does not make sense because:

  a word has been missed out

  the tense has changed

    words are in the wrong order