Assessment & Feedback Policy

The McAuley Catholic High School

Aims

This policy aims to support our whole school intent and mission statement of:

'I have come that they may have life, and have it to the full' John 10:10

Principles of Assessment and Feedback

1) Assessment and **feedback must move learning forward, for all students.**
2) Assessment is an integral part of curriculum, design, sequencing and delivery.
3) Assessment needs to allow teachers to responsively adapt teaching based on what students know, understand and can do.
4) Assessment allows departments to adapt their curriculum based on student progress over time
5) Assessment strategies take a range of forms including:
    - Low stakes testing and retrieval practice.
    - Peer and self-assessment set against clear success criteria.
    - End of topic assessments.
    - Formal assessments eg 'mock exams'.
6) Assessment strategies are informed by evidence informed teacher judgement and collaboration within professional teams.
7) The following guidance on feedback is followed:
    - Lay the foundations for effective feedback.
    - Deliver appropriately timed feedback in order to move learning forward.
    - Teachers plan for how students will receive and use feedback.
    - Feedback can be written or verbal; there is no evidence of one form of feedback being more effective than the other.
8) Assessment and feedback need to be manageable and sustainable in terms of managing teacher workload and school resources.

Assessment and Feedback Approaches

At McAuley, we see assessment and feedback as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-class formative assessment, in-school summative assessment and nationally standardised summative assessment.

The nature of teaching and learning in different curriculum areas means that assessment and feedback will look different in each department area. We do not specify surface level features of assessment and feedback e.g. the timing and frequency of written or verbal feedback or the colour of pen used for feedback, but instead ask each department to produce a summary of their approach to assessment and feedback that is informed by the principles above. These are included as annexes to this document.

Alongside this, the whole school monitoring system allows us to celebrate success and reassure the vast majority of students that they are working hard and that things are going well. It also allows us to provide meaningful feedback, support and intervention where progress could improve. The purpose and principles of our whole school approach to monitoring are included as an annex to this document.

In-class formative assessment

We adopt the definition of formative assessment from the EEF guidance report on 'Teacher Feedback to Improve Pupil Learning': *providing teaching that is adaptive to students needs and using evidence about learning to adjust instruction to ensure that learning moves forward.*

Formative assessment is used as a tool to identify gaps and misconceptions and as a result improves teaching and learning.

How teachers do formative assessment at McAuley:

1. **Clarifying, understanding, and sharing learning intentions:** we are explicit with students about what they should know and what the success criteria for judging quality might be.

2. **Providing feedback that moves learners forward**: this is designed to make students think, it is focused on learning goals that have been shared.
3. **Collaborative learning (students are learning resources for one another):** we provide opportunities for peer assessment focused on improvement, checking answers, spotting errors, applying checklists; and providing peer teaching opportunities whereby students teach things to each other, clarifying their own understanding in the process.
4. **Retrieval Practice:** this is the act of recalling learned information from memory; every time that information is retrieved, or an answer is generated, it changes that original memory to make it stronger.
5. **Questioning:**
- **Cold Calling** – rather than asking for a volunteer, we pose a question, and after wait time, call on a particular student to respond.
- **Pose, Pause, Pounce, Bounce** –we pose questions, allow suitable thinking time; ask one student for an initial answer; and then bounce the answer to another student who builds on the initial answer.
- **Process Questions –** we ask students metacognitive questions to explain their methods, choices and reasoning as a follow up to their initial response.
- **Probing –** we dig deeper into student responses to explore a student's schema. Not just settling for simple, correct answers.
6. **Mini-Whiteboard work:**
  - **Show call** –used to highlight excellent work and to show common errors/misconceptions.
  - **Hinge questions** – after teaching new content/concept, we ask a diagnostic question that checks for understanding and whether students are ready to move on.
  - **Multiple Choice quizzing**
7. **Low-stakes testing:** we use low stakes knowledge questions, vocabulary recall and multiple-choice questions to strengthen what students know and to help inform the teacher of misconceptions.
8. **Exit tickets:** are used so that we can assess whole class understanding of what has previously been taught before moving on to new content/concepts.
9. **Listen to student conversations: we** embed structured student discussion about content/concepts

The role that McAuley students have in their own assessment is:

1. **Fully responding to the teacher's formative assessment strategies:**
  - Attempting to recall learned information from memory.
  - Engaging fully in classroom questioning routines by sharing and building on peer ideas.
  - Demonstrating a clear focus on learning and collaboration. Demonstrating respect and appreciation for multiple viewpoints. See themselves as learning resources for one another.
2. **Self-marking and Peer-marking:** using success criteria designed by the expert teacher, self-marking and peer-marking work.
3. **Responding to teacher feedback:** completing DIRT (Dedicated Improvement and Reflection Time) work set by the expert teacher.
4. **Being comfortable in receiving teacher feedback:** Work with teachers to use evidence of their understanding in order to move their own learning forward.
5. **Routinely self-assess and clarify progress toward learning goals.**

Assessment at Key stage 3

Data collection point	How students are assessed
SAR 1	Using a metrics of Developing, Intermediate , Secure and Expert. The data reported is based on a holistic view of how your child is progressing in each subject area. Teachers build up evidence, based on the feedback in lessons, work and assessment scores.

SAR 2	Using a metrics of Developing, Intermediate , Secure and Expert. The data reported is based on a holistic view of how your child is progressing in each subject area. Teachers build up evidence, based on the feedback in lessons, work and assessment scores.
SAR 3	Using a metrics of Developing, Intermediate , Secure and Expert. The data reported is based on a holistic view of how your child is progressing in each subject area. Teachers build up evidence, based on the feedback in lessons, work and assessment scores.

Target Band Code Description

EX Expert – well above the age related expectations for their year group.

S Secure – slightly above the age related expectations for their year group.

I Intermediate – working at the age related expectations for their year group.

D Developing – not yet producing work at the level expected for their age.

At each student data capture at KS3 Year 7-9, teachers will award your child an attainment band to indicate their current performance in age related work. This attainment band will be measured to the target band and color coding will indicate whether they are working at, above or below expectations.

If you require any clarification about the target bands, or how we track progress, please contact Mr Driver in school. If there is anything you want to discuss about your child's report, in the first instance contact your child's Form Tutor or alternatively for more important matters you may contact your child's Key Stage Manager.