



Soham Village
College

Assessment and Feedback Policy

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Author:	SLT Lead for Assessment
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Staploe Education Trust
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“Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning,”

— **Dylan Wiliam, Embedded Formative Assessment**

This policy draws on ideas from Dylan Wiliam’s book ‘Embedding Formative Assessment’ and Carl Hendrick and Robin MacPherson’s book ‘What Does This Look Like in the Classroom?’. It has also drawn from ideas set out by the EEFs April 2016 ‘A Marked Improvement? Review of the Evidence on Written Marking’ and a report by the Independent Teacher Workload Review Group ‘Eliminating Unnecessary Workload Around Marking’ in March 2016.

This policy seeks to ensure that students receive regular and, more importantly, high quality feedback regardless of the subject they are studying. Students must also be given time to act on this feedback in order to make progress. It is therefore essential that this feedback is **planned and purposeful**. This means **planning schemes of learning with designated time for feedback**.

Feedback can take a variety of formats as different subjects vary enormously and this policy recognises that. However, there must be consistency for the benefit of the students, so they know what to expect and what to look for in different lessons, and also to ensure that this policy can be monitored effectively. **Each department must have its own policy that adheres to this policy.**

High Quality Feedback

It is expected that students regularly receive high quality, visible feedback that follows the format of an identified strength and a way to improve. It is NOT necessary to do this for every piece of work that is marked. The department policy (which meets this school policy) needs to be followed. The faculty head must make sure their policy is providing the best possible feedback for students and is considerate of staff workload.

The priority when feeding back is to identify specific parts of the work that are good so students know what to continue doing and to identify specific areas for improvement in ways a student can access and improve upon when they read it. Feedback does not necessarily have to be hand written if an alternative, effective way of providing high quality, highly relevant, specific feedback is used. Feedback should be as close to the piece of work being completed as possible to maximise its effectiveness and dedicated lesson time must be given to it. Feeding back months later on a piece of work will, in most cases, be a waste of time and would need strong justification.

The marking must be obvious and easy to find.

Teachers should identify and students should make SPaG corrections.

For examples of models for delivering high quality feedback please see the examples in the marking and assessment folder.

In Year 11, the structure of the year is significantly different to other years in school due to the proximity of GCSE exams. To allow for the significant additional work this creates, there is room for department heads to be flexible around the needs of their team and the marking pattern may look different to other year groups.

Department Marking Policy Checklist

- Has it clearly identified the most appropriate pieces of work where high-quality feedback will take place across each year group?
- Is it happening regularly?
- Does the policy ensure that targets with an appropriate level of challenge are set (in order to ensure students are getting better)?
- Is there sufficient time planned for high quality feedback lessons to take place? (e.g. one lesson dedicated to acting on feedback)
- Is there an expectation for teachers to use high-quality modelling/evaluating as part for the feedback cycle?
- Is there an expectation that all marked work is also marked for SPaG? (spelling of keywords, capital letters, basic punctuation)

Self/Peer Marking and Presentation

As often as possible, students should be encouraged to evaluate their own work, the work of their peers or example work and give feedback on it. Students should

constantly be reminded of the benefit to them of learning to assess accurately and should be taught by their teachers to provide effective, specific feedback and not generic, ineffective feedback.

Books must be an acceptable standard of presentation. A teacher should never be in a position where they are not confident what an observer would find in a book. If a student's book is not acceptable it should be addressed through the faculty.

Marking of SPaG is not required for general class work in books as this has little/no impact if students do not have time to review it. Teachers are not required to tick/mark general classwork.

Assessment

The purpose of summative assessment is to provide accurate information on the progress of a student. This is necessary for teachers, Heads of Department, SLT, parents and students to monitor progress and intervene where necessary. A good assessment structure will allow for progression across Years 7 to 11 and will allow accurate predictions to be made about a student's performance at the end of the year.

Assessments should enable teachers to plan next steps effectively and deliberately.

Data on Go4Schools that contributes to mark books and current grades must be robust and provide a reliable and accurate measure of a student's attainment at that point. Reports are sent home to students three times a year and the data in those reports must do this.

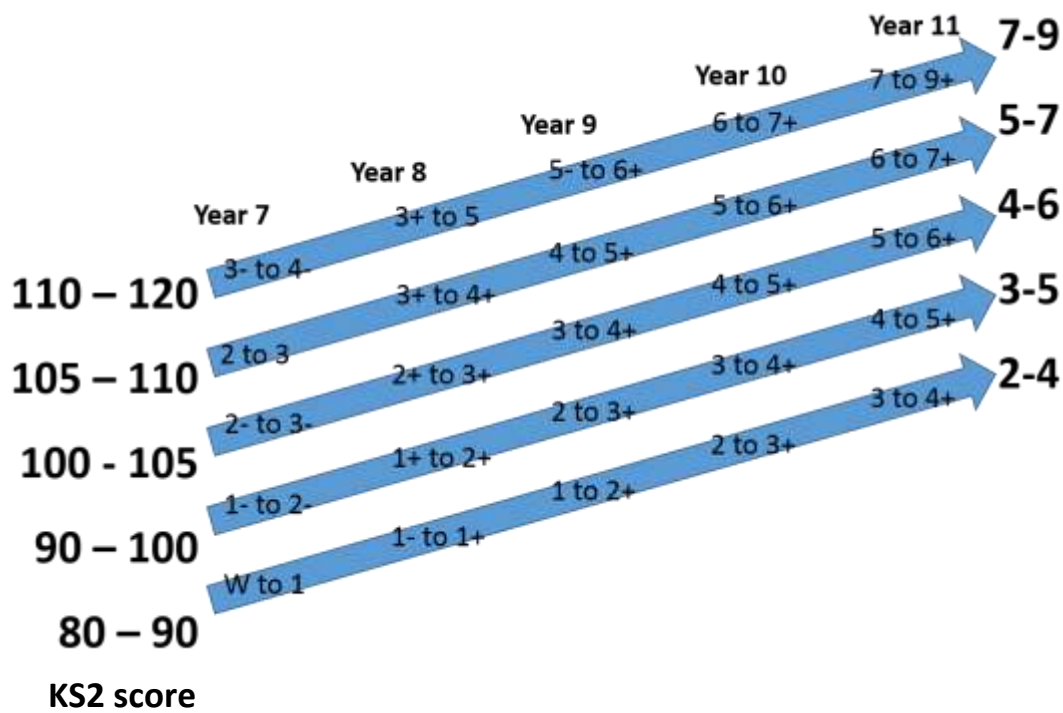
**Where a subject sees a class only once a week, the expectation is that assessment is carried out three times in the year.*

Grading Assessments

Unless there is a strong pedagogical reason (please see SLT assessment lead), work should not be graded until feedback has been given and acted on by students. There is strong evidence to suggest that giving a grade early diminishes the effect of the feedback and in some cases negates it. Students should be aware of how meeting their target would have improved their grade if grades are being given.

Grades should be directly linked to Key Stage 4 assessment criteria at in Years 10 and 11 and be derived from KS4 assessment criteria at KS3. It is important that students can show progression using the 9-1 scale over 5 years. Students should not 'regress' and have grades that fluctuate frequently over the year. Students that exceed their target need an aspirational target. This target should be carried through to the next year to make sure their progress above target isn't forgotten about.

See below for a guide to the range of levels that should be awarded in each year.



Use of Artificial Intelligence

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Soham Village College recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Students may use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

Students may not use AI tools:

- During assessments, including internal and external assessments and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

The school considers any unattributed use of AI-generated text or imagery to be plagiarism.

Roles and responsibilities

Teacher

The class teacher is responsible for: ensuring that they know their department policy and that it is applied consistently; ensuring students complete all assessments to an acceptable standard and for recording promptly their assessments on Go4Schools.

Subject Leader

Subject leaders will produce a department policy that sits under this one. They will: have identified where they expect to see high quality feedback carried out and have communicated this clearly to their team; regularly monitor the quality and frequency of feedback; make effective use of assessment information to track student progress against targets and expectations; implement student intervention when appropriate; provide appropriate staff CPD and/or intervention where needed ensure that their department policy is followed and thus the school one.

SLT link

The SLT link will conduct work scrutiny with the subject leader/faculty head and ensure that the SLT member responsible for teaching marking and assessment has the results. They will ensure action has been taken if a member of staff is not following the policy. They will also help the subject lead to continue to develop their marking and assessment policy and look to improve that quality of feedback given.

Senior Leader responsible for assessment

The SLT lead for assessment will meet with all subject leaders to agree subject-specific interpretations of the policy. Where subjects require deviations from the policy, these will be agreed in writing. In addition to the responsibilities of an SLT link, the SLT link for assessment will oversee all work scrutiny and arrange appropriate staff CPD if needs cannot be met within subject teams. The senior leader will ensure that current performance and improvements are communicated effectively to the Advisory Body members through liaison with the Advisory Body members linked to the subjects and through feedback at Advisory Body meetings.

Headteacher/Advisory Body member

The Headteacher and Advisory Body members are responsible for ensuring that assessment arrangements are implemented in accordance with the current legal requirement of the Education Reform Act 1988 and all subsequent legislation.

Policy Review

Policies will normally be reviewed on a 3-year cycle unless otherwise stated. This review may be brought forward as required by the Trust to reflect changes in supporting advice/guidance.