ASSESSMENT AND FEEDBACK POLICY

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Principal, will take a key role in monitoring and evaluating the policy. The policy along with other academy policies will be available on the academy website. The Academy Council will review the policy annually and assess its implementation and effectiveness.

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Revision History:

Version:	Date:	Author:	Summary of Changes:
1.0	May 2021	RHI	New Policy
2.0	Jan 2024	RHI	Updated to reflect evolving practice.

Aims

Our aim is to equip our scholars with powerful knowledge and mastery over key skills so that recall and application of both is automatic, fluent and habitual. Assessment is pegged to and subservient to a richly curated and carefully sequenced curriculum which takes scholars on a powerful journey through each subject domain.

Through a rich and carefully sequenced curriculum, quality-first teaching, strong subject knowledge of teachers and meaningful and well-designed assessment practices, all scholars can acquire and apply powerful knowledge and key skills. We endeavour to ensure that our assessment and feedback practices are impactful, robust, workload-efficient and geared towards reducing discrepancies between current understandings/performance and an identified learning goal within our curriculum. Components of knowledge and skill within each subject are taught and assessed and scholars enabled to achieve mastery over larger composites. Frequent and consistently high-quality diagnostic feedback is given to scholars so that they know how to improve as they are progressing through the curriculum.

Guiding principles

Assessment and feedback practices in all subjects should:

- Be grounded in a rich and well sequenced curriculum through which scholars progress;
- Enable scholars to understand their achievement in relation to the curriculum sequence;
- Provide a clear and accurate picture of the skills and knowledge that a scholars has acquired, the progress they have made and a diagnostic indication of what they need to do next
- Be meaningful and well designed;
- Be manageable for teachers to use;
- Be accessible to all scholars and take into consideration those with specific needs;
- Provide clear information on scholars' understanding, knowledge and skills;
- Enable scholars to receive task-specific praise, have clear guidance on ways to improve and subsequent opportunities to make those improvements;
- Ensure no pupil is overlooked or stuck;
- Motivate scholars to make the required effort;
- Allow time for scholars to respond to feedback;
- Enable scholars to develop Standard English and an academic voice;
- Continuously inform teaching, learning and curriculum review;
- Allow for the act of recalling knowledge and strengthening memory.

Assessments are broadly classified as below.

	Formative assessment	Summative assessment
Types	**Feed up: clarify the goal and objectives.** **Feedback: respond to scholars' work:** - Probing questioning, listening and analysing responses. - Circulating, assessing and reacting. - Scanning and analysis of class work. - Looking at responses on mini-whiteboards - Self-marked short quizzes. - Scanning and analysis of scholars' homework. - Listening to scholars' contributions. - Feed forward: modify future instruction to in response to data gathered.	- Graded topic or unit tests - End of year assessments - GCSE examinations - Reviews of scholars with SEN or disabilities
Frequency	- Day to day feature of lessons as decided by teacher and/or department	- Periodically (as decided by subjects) - End of KS4 (for all) - End of year exams (for all)
Purpose	- To ascertain scholars' knowledge towards learning goals	- To give a summative value of a pupil's current attainment - To summarise learning over a period of time

• To identify strengths and areas for improvement • To inform in the moment decisions about the direction of the lesson • To inform future planning and teaching • To evaluate and refine teaching strategies in response to what is identified	• To enable reporting against age-related measures • To enable analysis of groups • To allow for identification of additional support needed • To judge progress against KS2 starting points

Summative Assessment is the assessment that takes place at the end of schemes of learning. This is usually in the form of formal testing. Tests are a valuable tool for gauging the level of a pupil's understanding and for tracking individuals' progress through the curriculum. They provide a benchmark of performance across a cohort if administered formally and moderated robustly. However, tests can lead to the neglect of content and skills that are not tested. Also, tests can give relatively little attention to complex thinking and problem solving and often focus on lower levels of learning, which can lead to similar emphases in class teaching. Focusing on the test can encourage a one-time performance orientation and transmission-type teaching. We will guard against this by keeping our focus on our wider curriculum and consciously deciding which element is the most powerful to sample in tests to enable valid inferences to be made on depth of pupil learning. Summative assessments are designed early on in the planning process when Schemes of Learning are written.

To ensure fairness, assessments are designed to enable all scholars to show what they know and can do, without being unfairly hampered by characteristics that are irrelevant to what is being assessed, for example scholars who are not proficient in the language of the test finding it difficult to demonstrate their mathematical ability.
Whilst it is helpful to distinguish between 'formative assessment' and 'summative assessment', the same assessment can be used for both purposes. Teachers can still use the information from individual questions on a summative assessment paper to diagnose areas for improvement and decide on supportive next steps. Principles of effective assessment can be applied across both spheres.

Feedback
The Sutton Trust (2011) found that the single most powerful strategy to improve learning and increase attainment is effective feedback, with a gain effect equating to nine months more teaching over the course of a year.

The purpose of all feedback is to close the learning gap between what scholars currently know and remember and where they need to get to. It should reduce discrepancies between current understandings/performance and an identified learning goal within the curriculum. It should stimulate thinking and the processing of information.

Classroom routines for feedback
In order for feedback to be effective, classroom conditions need to be established whereby **teachers relentlessly monitor understanding** (Nuthall, 2007) to enable responsive teaching. Such methods of formative assessment include:
• Questioning, using Cold Call as the default method
• Mini whiteboard use
• Teacher circulation (active observation)
• Use of visualisers to highlight common misconceptions / model progress towards objectives.
• Turn and Talk
• Low-stakes quizzing

These strategies are part of the fabric of teaching and learning at Brook Mead Academy. Teachers are adept at enacting them skilfully and engineer efficiency around their implementation, meaning that scholars know what to expect and value their use. In each of these instances, teachers gather meaningful data and re-teach as required.

Scholars are encouraged to embrace error as a valuable part of the feedback and learning process. *'In order to consistently identify misunderstandings, champion teachers create a classroom culture that embraces error.'* (Lemov) Teachers use language and tone consciously to create a sense of psychological safety around making errors / misunderstandings. Scholars are encouraged to be responsible and make refinements, additions or amendments using green pens, so as they can track their improvements.

How feedback is given
- Whole-class feedback. *Trends are noted so that common misconceptions can be re-explained; 'live' narration of feedback to support scholars in making improvements to their own work*
- One to one verbal feedback during independent practice as the teacher circulates.
- Self and peer critique / evaluation, guided by the teacher using precisely defined success criteria
- Written feedback against clear success criteria (focused, concise and only used where there is a clear benefit over the other types of feedback).

Subject protocols
The nature and impact of different forms of assessment and feedback can vary significantly between different subjects dependent on the unique discipline and tradition of each one. Each faculty will have an agreed expectation and protocol which incorporates both types of assessment and feedback, tailored to the specific requirements of the subject.

Each department codifies what effective feedback looks like in the context of their subject domain and signposts in schemes of learning where, and what type of feedback should be given.

During periods of guided and independent practice, teachers circulate and actively observe so as to gauge scholars' levels of understanding and provided focused verbal feedback, either on an individual or whole-class basis. Verbal feedback is the most frequent type of feedback scholars receive.

Where work has been taken in for written feedback, in the subjects where this applies, this should be returned to scholars promptly so that it can be acted upon.

Where appropriate, teachers will plan 'feed forward' tasks so that scholars can consider how their feedback focus applies to new learning.

In all subjects, assessment must:
- Feature in both formative and summative forms
- Inform next steps in teaching, learning and curriculum sequence
- Be curriculum-driven so as to determine how much of what has been taught, has been learnt
- Be meaningful and accurate and support scholars in embedding knowledge and using it fluently, thereby
- having a direct impact on learning and progress
- Enable scholars to understand what they have and have not yet learned: *Where am I? Where do I need to*
- *get to? How do I get there?*
- Revisit knowledge cumulatively so as to interrupt the forgetting curve and draw a distinction between long term learning and short-term performance
- Occur part-way through a topic so that it can be used to inform next steps in learning, enabling teachers to identify misconceptions whilst in the flow of teaching that content.
- Provide clarity on which scholars need intervention and in which areas.
- Be designed with validity and reliability in mind.

Summative assessments, in particular must:
- Assess key knowledge from preceding years (be cumulative)
- Be carefully designed both in terms of the questions asked (which should assess what has been taught) and
- format (so as not to add to scholars' extraneous load)
- Happen at least three times over the course of a year: once in the form of End of Year Exams for all subjects and across all years in a formal setting.
- Be awarded with a summative % score or grade (GCSE 1-9), as appropriate
- Prompt teachers, supported by curriculum and subject leaders, to consider what they can interpret from the data to help them to decide
  - o What to do for the class now
  - o What to do for the class in the future

o What to do for future classes.

Tracking progress
- Summative tracking data will be submitted by all subjects for all scholars according to whole school
- processes/timescales, three times per year (termly)
- These three tracked assessment scores will come from an overview of assessment feedback gleaned by
- teachers.
- The data collected will be communicated to parents and carers through a printed achievement report. Parents / carers will be made aware of tracking of progress in each subject, and scholarship grades for each subject.
- For each scholar, the grade awarded should represent to teachers how much of the taught
- curriculum has been learned and in which areas of the taught curriculum there are gaps in understanding.
- They will make sure assessments are discussed with scholars with clear guidance shared of how to make
- further progress after each cycle.

Quality assurance
- It is the responsibility of curriculum and subject leaders to monitor the implementation of their feedback
- protocols, both in terms of frequency and quality.
- Feedback opportunities should be signposted within schemes of learning, so that its frequency is
- manageable and it is provided when most impactful for scholars' learning.
- The senior leadership team will examine feedback provision and its impact on learning, particularly through sampling assessments, Learning Conferences and lesson visits to consider whether the principles outlined in this whole school policy are being effectively enacted within subjects, with action taken to support areas of less effective practice.
- The senior leadership team will quality assure summative assessments, supported by senior line-manager, to ensure that they are robust and high-quality in design (questions and format). It is the responsibility of senior leaders to ensure that they read around the subjects in which they are non-specialist, to ensure that they provide robust support and challenge.
- Curriculum Conversations between curriculum/subject leaders and the Principal and Assistant Principal,
- Achievement, will happen after each Data Drop to determine how effectively assessments are being used
- to improve learning

Generative artificial intelligence (AI)
Artificial intelligence (AI) tools are now widespread and easy to access. Staff, scholars and families may be familiar with generative chatbots such as ChatGPT and Google Bard. Brook Mead Academy recognises that AI has the potential to aid scholars learn in some instances but may also lend itself to cheating and plagiarism.

Scholars 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.

Teachers will be vigilant to potential indicators of AI misuse in scholars' work, such as differences in language style to the scholar's classroom work, lack of direct quotations and/or references where you'd expect them, and references which cannot be found or verified. For more potential indicators of AI misuse, see page 7 of JCQ's guidance.

Reporting to parents
- Summative data will be submitted by all subjects for all scholars three times per year. These data scores will derive from an overview of assessment information gleaned by teachers over the term.
- The data collected will be communicated to parents / carers through a printed achievement report. Parents will be made aware of progress in each subject against the curriculum. There will also be information about attitudes to learning, rewards garnered and any behaviour points give. Attendance will also feature in these reports.
- Parents' and carers' evenings will be held annually for parents to discuss their children's progress with class teachers. Teachers may also choose to contact parents at other points in the year to discuss their child's progress.

Policy Review Date: September 2025