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*The focus of the school continues to be on raising the achievement of every student. This Assessment and Feedback Policy is a result of consultation with staff, governors and parents/carers. (Via the Welling School Parent/Carer Forum)  
This policy should be read in conjunction with Welling School's Homework Policy.*

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## Principles

Assessment lies at the heart of the process of promoting students' learning. It provides a framework within which educational objectives are set and students' progress and attainment are identified and monitored. This happens in partnership with students and parents.

Assessment has two main functions, to provide formative information to teachers enabling them to provide advice and guidance on how to improve. Formative assessment is incorporated systematically into teaching in order to diagnose any problems and to chart student progress. Assessment is also a measure of a student's performance in a subject in relation to the performance of others.

The school recognizes that the move away from internally assessed coursework towards linear, end-of-course exams, in many subjects, has a fundamental impact on the style of assessment required to prepare students for public exams. Learning is now carried forward over longer periods of time, internal assessment needs to reflect that change. The school's assessment model positions assessments in the school calendar to enable it to have the greatest relevance as a measure of recent learning as well as measuring cumulative learning. In the classroom, less formal testing or verbal assessment through questioning should be a daily diet in every lesson.

Feedback should have the sole aim of improving student outcomes (for example, through acknowledging an achievement, identifying a target for improvement, or creating a student action point). Practices, which do not contribute to this aim, or which target audiences other than the students, are not encouraged.

Time spent on written feedback should be proportionate to its impact on student outcomes.

Good quality student work is the end-goal, and written feedback is one of many assessment strategies, which contribute to this.

The whole-school strategy for providing students with feedback on their work is through the 'crib' sheet – this recognizes success and provides advice and activities to support improvement. (example below)

## Responsibilities and Roles

### School

We will:

- ✳ assess all students regularly, in a valid and reliable way against consistent standards in order to inform teaching, help students to make progress and to celebrate their achievements;
- ✳ involve students actively in their own learning by teaching them how to meet assessment criteria, including those for external examinations, and how to assess their own and others' work. We will provide students with meaningful feedback so they know which aspects of their work have been successful and the steps they need to take to improve further;
- ✳ inform parents and students regularly of progress/ attainment in line with whole school calendar;
- ✳ ensure subject teachers are supported, by Heads of Faculty and Subject Leads, in order to carry out appropriate and meaningful assessments in line with 'Long Term' and 'Medium Term Plans'. Assessments are moderated and standardized in line with the assessment

policy. Regular CPD will be provided, by Heads of Faculty and SLT to ensure subject teachers' are knowledgeable about the purpose of assessment and its role in teaching and learning.

## **Students**

Students will engage fully in the assessment process, by trying their best in both informal testing and formal assessments. They may also carry out self-assessment, and by helping their peers through peer-assessment. During formal external examinations, students will follow the exam regulations as specified by examination boards, including those regarding plagiarism. It is the responsibility of the student to read and respond to teachers' written feedback in their books. This includes making spelling corrections, responding to questions and extending answers as instructed by the teacher.

## **Parents / Carers**

The school will encourage parents / carers to support their children by encouraging them to prepare effectively and do their best in assessments. Parents should encourage students to make constructive use of the feedback they get in response to the teaching they receive. They will help their children prepare for assessments and aid their children to follow all exam regulations, including those regarding plagiarism.

Parental engagement with students' work is strongly encouraged.

## **Governors**

Governors will regularly visit the school to monitor standards across the key stages and subject areas. Link governors will take responsibility for specific areas as identified by the Chair of Governors.




## **Assessment at Key Stage 3**

**The key purpose of assessment at KS3 is to answer two questions - 'Have students understood and retained the knowledge we have covered?' and 'What do I have to revisit to close any gaps in learning?' We do not use GCSE criteria to measure the learning of KS3 students, as this is age-specific.**

Where available, Key Stage 2 data is used to provide an indicated outcome for each student, which we convert to a 'band' (H,M,L) for each child. (see assessment model)

Faculties keep a track of assessment results on each student. These are measured against students' starting points to judge whether progress has been made in relation to their peers. Every opportunity to make wider comparisons of student attainment outside of the school is taken by sharing of assessment standards with local schools (SELSA meetings). The raw-scores of assessments are shared with students as part of the learning process but are not shared in reporting to parents/ carers. The school informs parents/carers of their child's progress at Parents' Evenings. This provides the opportunity to share the details of a student's performance in assessments with parents/carers using the class teacher's records.

Faculties report on student progress in Autumn and Spring terms (twice per year), simply indicating a student's current trajectory against their expected outcome using:

-  Progress Exceeding
-  Progress Expected
-  Progress Concern

## **Assessment at Key Stage 4**

FFT50 data is used to set end of KS4 targets for each student in each subject area. Groups of students are tracked and monitored with appropriate intervention put in place to ensure attainment.

Exam board criteria are used in the preparation of KS4 assessments. Students are measured against these criteria. Every opportunity to share standards with other schools is taken (SELSA meetings)

Year 10 and Year 11 data collection points correspond with assessment points. Teachers enter a 'working at band/grade' for their Y10 students two times per year. Teachers enter a single 'working at grade' for their Y11 students three times per year alongside 'Teacher Estimated Grades' when appropriate.

## **Assessment at Key Stage 5**

Y12 and Y13 students' target grades are set via their average point score (APS) at GCSE and the Level 3 Value Added formula.

Exam board criteria are used in the preparation of KS5 assessments. Students are measured against these criteria.

Y12 and Y13 data collection points will correspond with assessment points. Teachers will enter a 'working at grade' for their students twice a year alongside 'Predicted Grades' where appropriate. 'Working at grades' will be used to track progress and target intervention appropriately. Final predictions for Y12 and Y13 are collected as the final data collection in the Summer Term.

## **The Assessment, Recording & Reporting Process**

Each academic year an Assessment Calendar is published to indicate the assessment, recording and reporting cycle. The calendar will include timescales relevant to assessing pupil progress, moderation and data-review points, parents' evenings and use of INSET and meeting time to support effective assessment.

### **Feedback**

An important part of the formative and summative assessment process is feedback. At Welling School we recognise that feedback takes many forms, and there is no hierarchy in terms of which is most valuable. We promote feedback practices, which are time-efficient and proportionate to the outcomes gained from them.

In terms of written feedback, staff at Welling make use of 'crib sheets' as part of a class-feedback strategy. This approach to feedback is designed to be more meaningful as it enables teachers to read, assess and feedback on an entire class' work, often by the very next lesson. Furthermore, this approach enables our teachers to adapt the content of their next lesson to meet the needs of the students in their class as they emerge.

In subjects which utilise this approach, classes will receive a minimum of two crib sheets per half term, but staff are encouraged to exercise their professional judgement if opportunities for effective further use are observed. Alongside the use of crib sheets, staff may annotate student work, draw attention to errors and acknowledge successes, at their discretion. Students are expected to read the feedback given on all crib sheets, and are given opportunities to act upon the feedback, usually in the same lesson in which they receive it.

## Example:

<b>Feedback Crib Sheet</b>		Date: _____	Class: _____
<b>Praise:</b> Danny: excellent use of inference Paige, Olivia, Scott: embedded quotations Alfie, Zara, Ahmed: subject terminology Sophie, Ellie: discussion of structural elements Tom: well linked to historical context	<b>Missing/Incomplete Work:</b> Ben, Stevie, Beth: Answer too brief and not developed enough.  Joe: No quotations used.	<b>Common Errors:</b> The <i>reader</i> infers, the <i>writer</i> implies.  'Scrooge', 'Victorian' and 'Dickens' must all be spelt with a capital letter.	
<b>Cause for Concern:</b>  Max and Aaron. See me.	<b>Misconceptions:</b> People who were not in poverty were not necessarily 'upper class'. The upper class refers to the aristocracy, who were only a very small percentage of the population.	<b>Presentation:</b>  Sophie, Yasmin, Beth, Alfie, Tom and Olivia.	
<b>D.I.R.T Questions</b> Group A – Why does Dickens use children to represent Ignorance and Want? Group B – What does Ignorance and Want refer to?	Children were not all treated badly. Some Victorian children had very comfortable lives. Avoid sweeping statements.		

## The process

The teacher will read the work of every student in the class, making notes of, for example, individual achievements, general achievements, common errors, common misconceptions, potential follow-up tasks, presentation, effort, etc. The teacher will then populate the crib sheet with this information, and the names of the students that each aspect of the feedback applies to. Crib sheets will be stuck in students' exercise books, usually next to the piece of work to which the feedback refers. Teachers will adapt and change their crib sheet each time they feedback, depending on the nature of the task.

Welling School's approach to feedback recognises that, in order to be effective and efficient in promoting learning, certain subjects require a varied approach, such as, for example but not exclusively, Physical Education or Drama. In such subjects, teachers utilise a variety of approaches, and may draw more heavily on verbal feedback, particularly when addressing practical elements of the subject, but will utilise the crib sheet approach to feedback on written elements where exercise books are used.

## Monitoring and Evaluation

Monitoring of assessment procedures within subject areas is carried out by the Head of Faculty and Key stage Leads. Quality assurance following assessment-points is built into the whole school assessment calendar and CPD schedule. Following this, monitoring of assessment outcomes is overseen by the Senior Leadership Team. Monitoring procedures will include lesson walkthroughs, work scrutiny, planner checks and data analysis. Evaluation of these procedures is carried out by the Senior Leadership Team, reporting to the Governing Body.

An external review of the school's Assessment Policy has been carried out by Daisy Christodoulou (Independent writer on Curriculum and Assessment, 'Making good Progress' 2016).