



HODGE HILL GIRLS' SCHOOL

"Educating tomorrow's women today"

Assessment, Feedback and Presentation Policy

Document Information	
Role of person completing review:	DHT – Pastoral Support/Achievement
Approved by:	FGB
Date approved:	23/09/2024
Date of next review:	Annually
Additional notes:	

Hodge Hill Girls' School Assessment, Feedback and Presentation Policy

The Assessment and Feedback policy is intended to support the quality of education at Hodge Hill Girls School by:

- Ensuring that feedback leads to progress in students' learning, that they know and remember more.
- Ensuring that the potential of all students, regardless of background or starting point, is maximised.

The Principles of Assessment at Hodge Hill Girls' School:

Assessment is:

- integral to teaching and learning.
- based on the belief that all students have the potential to improve and achieve.
- underpinned by a clear purpose that is stated and understood.
- a process that actively involves learners.
- drawn from a wide range of evidence to provide a complete picture of a student's achievement.
- a process that provides feedback to inspire hard work and practice.

The Purpose of Assessment:

There are four distinct purposes:

Diagnostic – to monitor how well a student is learning and to identify difficulties so that appropriate help and guidance can be provided to ensure progress is made.

Formative – the ongoing process in which students' positive achievements can be recognised, discussed, and recorded. It will be used by teachers and their students to identify areas for improvement and plan the next appropriate stage of learning. This is Assessment for Learning (AfL) in practice.

Summative – to provide a picture of a student's overall achievement at regular intervals throughout the year.

Summative Assessment

Principles for Summative Assessment Design

Aligned with Taught Content: Ensure that summative assessments are directly aligned with the content that has been taught to students during Key Stage 3. Assess only those topics and skills that have been covered in the curriculum and for which students have received sufficient instruction and practice.

Opportunities for Practice: Provide students with multiple opportunities to practice and apply the assessed knowledge and skills. This ensures that students have sufficient exposure to the content and can demonstrate their understanding and competence during summative assessments.

Balanced Assessment Format: Design summative assessments that incorporate a balanced mix of question types and formats to assess different levels of cognitive skills and provide students with a fair opportunity to showcase their abilities

Clear and Transparent Assessment Criteria: Communicate the assessment criteria to students, ensuring they understand how they will be evaluated. Provide rubrics or marking schemes that outline the specific expectations for each question or task, making it clear what students need to do to achieve high marks.

Challenge Levels: Offer opportunities for high-performing students to demonstrate their advanced knowledge and skills through different challenge levels within the assessments. KS3 assessments serve as the bedrock for success at the GCSE level, ensuring that students have a strong understanding of key concepts and skills that form the building blocks for their future academic achievements.

KS3 assessments should strategically scaffold and cultivate the foundational skills necessary for success at the GCSE level while maintaining an appropriate level of challenge that aligns with the Key Stage 3 curriculum. KS3 assessments should be distinct from GCSE questions and designed to assess students' understanding and progress within the Key Stage 3 curriculum rather than directly mirroring the complexity and demands of GCSE examinations. This approach allows students to focus on mastering foundational concepts and skills, fostering a progressive learning journey that prepares them for the rigours of GCSE without overwhelming them prematurely.

Accessibility for All Students: Design assessments that are accessible to all students, regardless of their learning needs or abilities. Consider providing accommodations or adaptations for students with special educational needs or disabilities, ensuring they can fully engage with and demonstrate their understanding of the assessed content.

Reliability and Validity: Establish processes to ensure the reliability and validity of summative assessments. Ensure that the assessments are consistent, producing reliable results when administered to different students. Regularly review and validate the assessment items to ensure they effectively measure the intended learning outcomes.

By adhering to these principles, summative assessments can effectively evaluate students' knowledge and skills while ensuring accessibility for all learners. High-performing students will have the opportunity to demonstrate their capabilities, and the assessments will provide clear insights into students' understanding and progress.

Monitoring and Review

All teaching staff will ensure that summative assessments are conducted during assessment weeks and that diagnostic and formative assessment takes place regularly in lessons.

Heads of Faculty and Heads of the subject will monitor assessments across departments to ensure that diagnostic and formative assessment takes place regularly in lessons.

The Senior Leadership Team will include monitoring of assessments as part of their scrutiny of pupil work.

Assessment will be commented on as part of any external reviews.

Reporting and Recording Assessments

While assessment is continuous and an integral part of good teaching in all lessons, summative assessment should be recorded by teachers. Individual staff should keep records of performance and Faculty/Subject Leaders should have central records of evidence for their department. Summative assessment grades should be recorded accurately and correspond to the relevant programme of study. Summative assessment data is collected whole as per the whole school assessment calendar and uploaded into SISRA Analytics, and used, by teachers and support staff to analyse student progress. As part of a spiral curriculum, summative assessments must be designed to be appropriate to the stage of learning being assessed. All summative assessments will be followed by Dedicated Improvement and Reflection Time (DIRT).

Reporting to parents/carers takes place verbally through parent/carers consultation meetings once a year. However, formal reporting in writing is through a variety of formats

- Interim Progress reports
- End of Year Report
- Publication of GCSE results

All school reports are completed via SIMS, which can be accessed in school or from home. Subject/Faculty leaders are responsible for ensuring comment banks are up-to-date and accurate, these should be sent to the Data Manager at least two weeks before Full Reports are due to start, as per the school calendar, or when requested. Subject/ Faculty leaders should ensure that all their teams are meeting formal reporting deadlines.

KS3 Reporting to Parents: Formal reporting at KS3 on progress will notify parents/carers if their child is above, on or below track.

KS4 Reporting to Parents: Formal reporting to parents/carers at KS4 will be based on individual minimum expected grades (MEG) at the end of year 11. The MEG will be based on average prior attainment at KS2 or GL assessments at the start of year 7 if the cohort were unable to sit their SATs when they were in KS2.

Students with Special Educational Needs (SEND) - The Learning Support faculty conducts key diagnostic testing for the identification of students with Special Needs upon entry to the school. Such tests include reading age assessments in September and March, the DRA (Diagnostic Reading Analysis) Test, and EAL reading, speaking writing and listening tests. Students with learning needs will be given appropriate support. Support for the assessment of SEND pupils can be sought from the SENCO and Learning Support Team.

Feedback

“Excessive focus on marking books means that other things do not get done. Things that make a difference to learning, such as planning.” – Mary Myatt

Marking everything, or writing lengthy comments in books, has little to no impact on learning. We recognise that time is better spent looking at work and providing feedback to pupils, in a variety of ways, with the sole intention of adapting our planning to move the learning forward. This is the most effective way of enabling pupils to make progress.

Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided later.

At Hodge Hill Girls School we believe that feedback should be more work for the student than it is for the teacher and should involve pupils acting on the feedback they receive.

Pupils’ work will be of much better quality when they know it has been looked at and we must ensure that pupils’ work is checked for understanding and that pupils know that this has happened.

At Hodge Hill Girls School, our feedback will:

Be impactful.

- Feedback should make a difference in how teachers teach and how students make progress.
- Future lessons will demonstrate that the teacher is aware of misconceptions and/or gaps in a learner’s knowledge and that the teacher has planned learning experiences to support students in closing gaps and making progress.

Address misconceptions.

- Progress will be evident in future work.

Be connected.

- All feedback will be linked to learning.
- Feedback will be linked to the skills, knowledge and understanding as set out by the National Curriculum and/or Exam Specifications.
- Feedback will be used to inform the planning of future lessons.

Our Visible Consistencies

- Students will use red pens to improve their written work.
- Students will use red pens to conduct self-assessments.
- Students will use red pens to conduct peer assessment.
- Teachers will use green pens to give written feedback on students’ learning.
- A teacher should only write in a student’s book if it is going to impact progress.

Delivering Feedback

At Hodge Hill Girls’ School, we deliver feedback to pupils in the following ways:

It should say: Verbal feedback: Teachers should circulate and provide timely, personal feedback that enables students to reflect on their learning, identify areas for improvement, and make meaningful progress in their academic journey.

Book look: These will take place regularly and will enable a teacher to have an overview of the quality of work completed by students in a lesson, identify common misconceptions and plan the focus of the next lesson.

Actions following book looks include:

- Reteaching.
- Revisiting model work.
- Engaging with common errors.
- Revising the process.
- Further practice.
- Whole class feedback

Low-stakes knowledge testing: These provide regular feedback to students and the teacher on recall practice.

Deep marking: Assessments are marked using clear a mark scheme/ success criteria checklist.

Following assessments students are given a clear indication of WWW/EBI and time to reflect and improve their understanding by engaging in DIRT (Dedicated Improvement and Reflection Time).

Monitoring and Review

All teaching staff will ensure that feedback takes place regularly in lessons and that book looks are also conducted regularly.

Heads of Faculty and Heads of Subject will monitor feedback across departments to ensure that book looks are conducted regularly.

The Senior Leadership Team will include monitoring of feedback as part of their scrutiny of pupil work.

Feedback will be commented on as part of any external reviews, learning walks or observations.

Presentation of Work

Roles and Responsibilities:

All work done at the Hodge Hill Girls' School is valued as important. Good presentation of work is, therefore, a priority for both staff and pupils.

Good presentation of work is important to encourage pupils to:

- Be proud of their achievements, by doing their best work and presenting it well.
- Value every lesson
- Do their best quality work, to value their learning.
- Respect the equipment they are given by using it with care.

Our Visible Consistencies

- At the start of each lesson students will write the date and title and this will be underlined.
- Any homework will be clearly labelled.
- Students will use red pens to improve their written work.
- Students will use red pens to conduct self-assessment.
- Students will use red pens to conduct peer assessment.
- Teachers will use green pens to give written feedback on students' learning.
- A teacher should only write in a student's book if it is going to impact progress.

The role of the teacher or teaching assistant is to:

- Have high expectations of pupils' work and the way it is presented.
- Regularly remind pupils of expectations for presentation and finishing off work.
- Monitor pupil work and provide time for completing it.
- Encourage pupils to edit their work and provide strategies to help them present it properly.
- Be aware of the presentation of their work and the quality of resources they use.
- Provide, where necessary, specialist equipment for pupils and explain how and when it is to be used.

The pupil's responsibility is to:

- Always do their best work and take pride in it.
- Complete work.
- Keep all books and work in good condition with no scribbling or graffiti.
- Respect the work of others.
- Listen to and follow instructions for presenting work neatly.
- Be correctly equipped for every lesson.

Monitoring and Review

All teaching staff will monitor the presentation and completion of work as part of their marking and assessment procedure.

Heads of Faculty and Heads of subject will monitor presentation standards across the department.

The Senior Leadership Team will include monitoring of presentation as part of their scrutiny of pupil work.

Presentation will be commented on as part of any external reviews.

Appendix A – Book Look flow chart

