



Maidstone & Malling Alternative Provision

INSPIRING ACHIEVEMENT THROUGH INCLUSION AND SUPPORT

Believe, Achieve, Exceed

Assessment and Feedback Policy **2022-2023**

Policy Reviews

Year	Reviewer
2019	Stacie Smith
2020	Stacie Smith
2021	Stacie Smith
2022	Laura Stoll

Rationale

At Maidstone and Malling Alternative Provision we believe assessment and feedback are integral parts of the learning process. The regular assessment and feedback of pupils' understanding and work is an essential requirement of all teachers as reinforced in the National Teachers' Standards.

The expectation is that teachers will make accurate and productive use of assessment, in particular:

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupil progress through addressing gaps in understanding and misconceptions
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both verbally and written to further their learning and progress, and encourage pupils to respond to the feedback.

Our assessment, feedback and reporting systems enable us to:

- Judge performance measured against intended outcomes and reflect on progress over time
- Ensure assessment and feedback are motivating, manageable and meaningful and thus impact on pupil learning and progress
- Ensure feedback to pupils contributes to improved learning and is focused on specific tangible developmental targets
- Provide assessment information through an informative and understandable reporting system that allows parents/carers to know how their child is progressing and what they need to do to support them
- Identify what has not been understood, enabling us to inform evaluation of teaching methods and approaches to meet the individual needs of the pupil
- Evidence the expert teaching, quality of learning and pupil progress within the school
- Provide a positive atmosphere where all work is valued, expectations are high and all achievements are recognised.

Staff, pupils and parents all play a vital role in ensuring that what we do within Maidstone and Malling Alternative Provision best supports the needs of the pupil to either successfully reintegrate back into a suitable school, or to progress towards meaningful further education, employment and training.

Key Principles

- Feedback recognises the achievements of pupils and allows teachers to record the way in which they have responded to the set task. It informs teachers of the various gaps in understanding and misconceptions of pupils and informs future planning to meet the needs of individuals and to personalise learning
- By responding appropriately and sensitively to pupils' understanding and work, we provide them with feedback on their achievement, progress and attitude to work and are able to set challenging next steps/targets. Through this constant monitoring and assessment, standards are raised and expectations can be met
- By using regular assessment for learning and lower-stakes summative assessments, we can record achievement, diagnose difficulties and effectively plan appropriately for individuals, vulnerable groups and the whole class.

Equal Opportunities including Special Educational Needs

All pupils should take an active role in their learning. Staff should use their knowledge of individual pupils; what motivates them, their individual learning styles, their interests and enthusiasms. Assessment and feedback should reflect this knowledge wherever possible to motivate and inspire pupils when responding to the work and in their contributions across the school. Assessment for learning should be used alongside reasonable adjustments, as needed, to ensure that our SEND pupils achieve well and maintain high self-esteem. Where appropriate, for pupils on the SEND register, responses should reflect their individual targets and progress against them.

School Ethos

In order to support our pupils to 'believe, achieve and exceed', written comments should be made weekly and reflect the high aspirations and expectations we have of all pupils. Through written comments we are teaching pupils to take responsibility for their learning and to make pupils feel secure and confident about their learning.

In addition to academic comments, comments should also reflect the values we seek to teach our pupils. Positive feedback should encourage key skills such as: good team work, empathy and the sensitivity to the needs of others, good speaking and listening, collaboration and taking responsibility, enthusiasm, concentration and personal organisation.

Assessment

The effective assessment of work/understanding and the feedback given are fundamental to successful teaching and learning. It should celebrate pupil achievement and show how pupils can improve whilst including opportunities for them to act upon teacher guidance. All assessment information should be used formatively, as a tool for pupil progression. Pupils should be clear of the assessment criteria in advance and given opportunities to respond to formative feedback. This is based on the following key principles:

1. Pupils are encouraged to develop independent learning skills and take ownership of their learning in order to self-assess, identify next steps and make adequate progress
2. Pupils receive regular non-written formative feedback in lessons from teachers and their peers (via verbal or peer assessment).

A Formative Comment must:

- Be individual to meet the pupil's learning needs
- Include a clear comment stating what the pupil has done well in relation to the learning objectives
- Address misconceptions and provide opportunities to address them
- Refer to the mark scheme where relevant.

Summative Assessments:

Summative assessments should be regular (e.g. topic tests), so that both teachers and pupils can track overall understanding and progress. In addition to regular topic-based summative assessments, pupils in KS4 should carry out pre-public examinations (PPEs) to understand current achievements and for teachers to be able to gap analyse results in order to close gaps in understanding. PPEs also prepare our pupils for the public examination process and related examination conditions.

When grading a summative assessment or other piece of work, strengths of the piece of work should be identified with clear targets for improvement to raise attainment. Marking should be both positive and constructive to ensure maximum progress. If summative, pupils should complete corrections via teacher modelling of exemplar solutions/responses/answers so that pupils reflect on their misconceptions and improve their understanding.

For subjects where pupils are not externally assessed, teachers are free to determine how to assess the progress of pupils, but must include RAG rating of understanding against learning objectives.

Summative assessment is expected termly in externally assessed subjects, and summative assessment data will be requested at three points in each year for overall data analysis purposes and to give teachers the opportunity to communicate formally and regularly with parents/carers.

Vocational Subjects Assessment:

Vocational courses are taught alongside GCSEs to support our pupils to progress further in their education.

There are four key assessment principles embedded.

- 1 Standards: Tasks and assignments are taught throughout the course
- 2 Quality: The assessor will mark these, and students will receive feedback
3. The learner's work is independently scrutinised through the external assessment process
4. Every assessor will take part in a sampling and quality review during the teaching cycle

We believe this combination of rigour, dialogue and support will underpin the validity of the teacher-led assessment and the learner-centric approach that lie at the heart vocational learning.

Feedback

Feedback is effective when it has a **clear purpose**:

- to correct misconceptions
- to address gaps in understandings through directed improvement
- to provide further clarification
- to increase effort
- to increase aspiration
- to build pupil confidence.

The frequency of written feedback and types of written feedback used will vary between subjects and Key Stages. The following types of feedback will be frequently seen:

1. Acknowledgement marking – Checking that the work has been completed and that there are no obvious mistakes that need correcting
2. Quality teacher marking – constructive developmental comments to help pupils grasp what they need to improve or to address whole class misconceptions which must be addressed in following lessons
3. Reflection marking – this is where the teacher may ask questions in their feedback related to the learning to which pupils are expected to respond.
4. Quality marking by pupils –Self or peer assessment
5. Literacy marking to improve the quality of written communication for all pupils

Progress

Progress data is tracked across the academic year, and used meaningfully by every teacher to inform planning, enabling them to tailor lessons and appropriately challenge and meet the needs of all pupils.

Each term, the most current assessment data will be used to inform the teacher's annotations of relevant information, including current assessed grades and any barriers to learning. Other relevant information such as SEND strategies/pastoral information will be used to inform planning. All teachers will identify pupils in need of additional support, including vulnerable groups such as Pupil Premium pupils, SEND pupils and the most able. Interventions put in place will be identified and will be used to inform planning. All subject teachers have the responsibility to monitor assessment, to analyse data to identify individuals or groups who are making less progress than expected, and to

intervene where necessary to ensure pupils get back on track. In addition to overall tracking, subject teachers are expected to employ gap analysis and use this data to address and close gaps in understanding.

Pupils' progress should be made available in all subject areas to provide a visual for all pupils to see where they are currently working at in relation to their next steps/targets. This should be in the form of a tracking sheet. This should also be a motivational tool to pupils and subject teachers should update and refer to this regularly.

Monitoring and Evaluation

The monitoring of this policy will be the responsibility of the Senior Management Team (SMT), where the undertaking of work sampling and findings will be fed back to staff with a suggested action for improvement.

Linked Policies

- Teaching and Learning Policy
- Curriculum Statement

Policy Review

This policy will be reviewed annually by SMT and fed back to staff for suggested alterations. Changes will be made to ensure that this policy reflects the best practice and is up to date.