Senior School Assessment, Feedback and Reporting
Policy

Context

1. School Vision and Values

Our approach to educating young people is embedded in the following values:

- **Each other** – We recognise our responsibility to create a caring and supportive community. So, we show kindness, respect and empathy for other people, prioritise the nurturing ethos of a family and community-orientated school, and have strong pastoral systems and policies

- **Intellectual Curiosity & Creativity** – We love learning and seek to foster creative, critical and lateral thinking. So, we provide an outstanding holistic education and realise the academic potential of each individual through inspirational teaching. We go beyond the curriculum, encourage individual research and cross-curricular approaches, develop self-study skills and reflect on our learning.

- **Excellence** – We commit to being the best we can possibly be in all things. So, we foster a positive culture that celebrates achievement, we set high standards and encourage individual endeavour, and we accept that taking risks and making mistakes are valuable parts of learning.

- **Individuality** – We recognise that everyone is different and has unique needs, strengths and aspirations, and we promote equality of opportunity. So, we provide wide-ranging opportunities for moral and social, spiritual and cultural and creative and physical development. We encourage and support every pupil to "be all they can be". We actively promote social mobility and inclusion and do not tolerate racism or any form of prejudice

- **Social responsibility** – We promote the idea that individuals must contribute to the greater good of society. We understand that we live in an inter-connected world where our actions can have profound consequences for others. We provide rich opportunities to develop personal resilience, leadership and communication skills. We emphasise the importance of teamwork and empathy

Such values contribute to our common purpose of connecting every pupil through a love of learning, the pursuit of possibility and the challenge of being the very best they can be.

Introduction

At St Edmund's, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written

marking, and of the research surrounding effective feedback. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. This policy should be read in conjunction with:

• St Edmund's School: Curriculum Policy, Careers and Higher Education Policy;
• ASCL: Guidance Paper: Marking and Feedback (2018)
• DfE: Teacher Standards (update 2013)
• ISI Inspection Framework 2018-19
• DfE: School Workload Reduction Toolkit (2019)

Definitions

- **Assessment**: the generic term for procedures which measure the outcomes of students' learning, in terms of knowledge acquired, understanding developed and skills gained.
- **Assessment for Learning**: the overarching principle that the purpose of assessment should always be to support students' learning

Diagnostic Assessment: an intervention to establish a baseline, showing students' aptitudes and readiness for the next stage of learning, and to identify any potential deficits

- **Formative Assessment**: use of information from ongoing assessment of what students currently understand to inform future planning and support progress
- **Summative Assessment**: assessments used to determine knowledge and understanding at the end of a specified period of study
- **Self- and peer- assessment**: methodologies whereby students reflect on their own work and that of their peers, giving feedback to themselves and each other

Principles

Assessment, feedback and reporting are fundamental to teaching and learning. The Education Endowment Foundation Research shows that effective feedback should:

- redirect or refocus either the teacher's or the pupil's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell pupils they are wrong

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload.

Therefore:

> *A teacher should only write in a student's book if it is going to impact on progress.*

Aims

- To raise standards and attainment by ensuring that students receive regular, focused feedback
- To interact with, motivate and encourage pupils, helping them to become independent learners

- To gain insight into each individual pupil's learning in order to inform subsequent teaching
- To enable teachers to track student's progress in order to provide support where necessary
- To ensure that students are <u>given time to respond and act on feedback</u>
- To ensure feedback is a <u>collaborative process</u> involving pupil and teacher

Types of feedback

It is vital that teachers evaluate the work that students undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments) At

St Edmund's School, these practices are seen as follows:

Type	What it looks like	Evidence (for observers)
Immediate	- Involves gathering feedback from teaching including Q&A, mini whiteboards, book work etc	- Lesson observations - Discussions with students
	- Takes place in the lesson, often with individuals and small groups - Often given verbally to pupils for immediate action - May re-direct the focus of teaching or task - May include highlighting/annotating according to the marking code	-
Summary	- Takes place at the end of a lesson or activity - Often involves whole groups or classes - Provides an opportunity of evaluation of learning in the lesson - Will take the form of self or peer assessment against an agreed set of criteria - May involve written comments in the www, ebi(question), mri format - Will guide a teacher's review and subsequent planning	- Lesson observations - Discussions with students - Peer or self assessment in green - / purple pen
Review	- Takes place away from the point of teaching - Will involve written feedback in the www & ebi(question) style - Will provide time for students to respond (MRI) and make improvements / changes to work	- Acknowledgement of work - Written comments - MRI work - Lesson observations - Discussions with students

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Summary	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity of evaluation of learning in the lesson • Will take the form of self or peer assessment against an agreed set of criteria • May involve written comments in the www, ebi(question), mri format • Will guide a teacher's review and subsequent planning	• Lesson observations • Discussions with students • Peer or self assessment in green / purple pen
Review	• Takes place away from the point of teaching • Will involve written feedback in the www & ebi(question) style • Will provide time for students to respond (MRI) and make improvements / changes to work	• Acknowledgement of work • Written comments • MRI work • Lesson observations • Discussions with students

Assessment Approaches

A teacher should only write in books if....

• They are pointing out a good attribute that a student must continue to use
• They are pointing out a literacy error
• They are pointing out an area for development (this can be highlighted in the text)
• The work will continue with a next tangible step to moving on. This will usually be posed as a question.

  Written feedback will be provided thus:

• What Went Well (WWW) = a comment indicating strengths
• Even Better If (EBI) = a comment, posed as a question, indicating areas for development, that requires a detailed response.
• Ask a question that extends the pupil's thought process. By asking the pupil to create a link between ideas, and offer and justify an opinion / think more deeply they will automatically provide more detail / explanation.
• Direct back to areas of the work that require improvement
• My Response Is (MRI) = the student response to the feedback

Assessment and marking in each subject area adheres to the following Assessment Model for a unit of work:

A typical unit

Departmental Marking Policies

Individual subject areas have identified a standard in terms of regularity and form of feedback, taking into consideration the frequency of lessons, the nature of the subject i.e. practical/theory based.

In addition, all subjects will adopt the following approach:

Formally Marked Work – FMW (the minimum entitlement for all pupils)

Every pupil should receive **Formally Marked Work** as follows:

- Form 7-8, Lower 5th, Maths/English & Science = every half term
- Form 7-8, Lower 5th, all other subjects = minimum every term
- Middle 5th, Upper 5th, all subjects = miniumum every half term

FMW must:

- Be a substantial piece of work that allows for effective and constructive feedback
- Provide feedback in the form of WWW, EBI (question) and MRI
- Be followed with time to allow for whole-class feedback on the piece of work and for students to complete effective MRIs (based on the teacher's question that extends the pupil's thought process), and address common errors

Frequency of Marked Work

The type and extent of other written feedback is agreed on a subject/departmental level and is likely to include coded or whole class feedback. However, the following approach may be adopted:

- All pupils in all subjects will receive feedback every half term; this is likely to be more frequent for core subjects of Maths, English and Science.
- All teachers will address literacy in their marking and will adhere to the Literacy Code (Appendix 1)
- Marking which provides no constructive feedback is **not** required.
- Self or peer assessment is essential. When used, students must complete this with a green/purple pen.
- No ticking of work is required.
- Formal verbal feedback is **essential**. The teacher must plan so that this will be retained by the students.

Laptop Users

Work completed on OneDrive can be marked by the addition of comments within the shared One-Drive document. However, assessments should be printed out, marked on hard copy and then stored in the student's book/folder.

School Reports

At St Edmund's School, we issue one full school report for each pupil every year and we have spread the timing of these reports over the Lent and Summer terms for two reasons: firstly, to provide informative feedback to pupils and parents on how to improve *before* pupils sit final external exams; also to be mindful of teaching staff workload and therefore spread deadlines across an extended period.

<u>Types of report</u>

Type of Report	Attitude to Learning	Target	Working Level (Current)	Comment for Improvement	Standard Text	Report Text	Exam Data
ARC							
ARC+							
Full Report							(where available)
Valedictory Report (U6 only)							
Exam Report Card				(Exam Report Card +)			

<u>Attitude to Learning</u>

"Attitude to Learning" encompasses effort, along with punctuality, organisation and attitude toward prep and classwork.

There are generally 4 options for you to select from:

· **Excellent**: Consistently works hard and has a superb attitude to learning.

· **Good**: Usually works hard and has a positive attitude to learning.

· **Inconsistent**: Sometimes works hard but has an inconsistent attitude to learning.

· **Unsatisfactory**: Rarely works hard and has a disappointing attitude to learning.

For **Sixth Form.** there is an additional category "**Organisation of Classnotes**" – to reflect our ongoing assessment of the quality of pupils' working folders. This should help identify those pupils who need to improve their note-taking and any organisational issues. Organisation of Classnotes is categorised as follows:

1 = Outstanding

2 = Very Good

3 = Good

4 = Inconsistent

5 = Poor

6 = Req. Attention

The Attitude to Learning in Sixth Form additionally contains an option for 'Satisfactory'.

<u>Quantitative Data: Grades</u>

Key Stage Three and Four:

Target

This is the grade level a pupil should be *aspiring* to achieve by the end of Year 11/Year 13, based on teacher judgement, in conjunction with baseline data. **Targets are reviewed and agreed formally with Heads of Department (HoDs) at the start of each academic year.** These may be adjusted as necessary later in the academic year, conducted through HoDs in conjunction with the Data Team.

The **Target** level is derived primarily from the baseline data score. It is expected to be **aspirational**, so is likely to be higher, rather than lower, than the baseline. For example, if the baseline score is

6.8 then the pupil's Target is likely to be 7. If the baseline is 6.2 then the Target could be 7, but in a few cases it may be 6, depending on the pupil. Baseline data is simply a snapshot of how the pupil performed in ability tests at the start of the year.

Working Level (Current)

Based on evidence obtained from recent classwork, homework and assessments, the Working Level (Current) should reflect the **final GCSE / A-level grade** that subject teachers judge is likely to be achieved **if the pupil continues to work** *at the current trajectory of progress.* It is, in essence, a Predicted Grade based on a current snap-shot of performance. It is not a reflection of what a pupil would achieve if they sat the exam *right now* (as they may not have covered enough of the specification) but reflects the grade the pupil will achieve on their current trajectory, taking into account how they have been performing in class most recently. The Working Level is a holistic judgement and therefore may or may not be the same as a reported

exam grade, as classwork and prep are taken into consideration along with accumulated assessment data.

Where the Working Level (Current) is **consistently** higher than the Target grade this should prompt discussions with the HoD/Data Team about possibly raising the Target grade.

Where the Working Level (Current) is **consistently** *below* the Target grade, then this should flag a Cause for Concern which should lead to appropriate intervention measures.

Qualitative Data: Report Text

Standard Text:

Subject reports start with a standard text, which is usually a short paragraph that describes commonalities across the set or year, such as a description of the topics covered. Once written, this paragraph is pulled through and will be the same for every pupil in the set. Standard text includes what has been covered since the start of the year and is likely to be in the region of 500 characters.

Report Text:

The main text is specific and individual to the pupil, normally including comments about progress/performance since the last reporting period.

Teachers should recognise the pupil's achievements, efforts and progress, even if limited, and negative comments should not come as a surprise to parents. Teachers should usually provide at least one realistic target for improvement. Targets for improvement should be included in the body of the report
i.e. there is no requirement for bullet points or write the word 'target: xxx'.

ARC + comments

An ARC + comment will normally be a short pithy target or instruction, giving the pupil something to work towards.

EOC/AEB/ANJW Sept 2025

Review due: Sept 2026

Appendix 1:

Literacy code symbols are universally used

Expectation	Code
1. Use capital letters appropriately e.g. at the beginnings of sentences, for proper nouns (names, places, days of the week etc) but not for common nouns. 2. Use punctuation appropriately and effectively e.g. use a full stop at the end of a sentence; use commas in lists and to add extra information; use question marks when required; use exclamation marks judiciously; use apostrophes to show omission and possession; use speech marks, semi colons, colons, dashes, hyphens when appropriate. 3. Use paragraphs when changing topic or focus or for effect 4. Express ideas clearly so they make sense 5. Select and sustain and appropriate tense (past/present/future) 6. Spell words accurately, especially subject specific and basic vocabulary	C P ¶ ? WT sp.

Appendix 2:

Pupil performance is tracked over time by the teacher and/or the department. This is for reflection and analysis. It also shows trends and patterns.

A piece of A4 paper may be used with 3 columns as shown, stored inside each book/folder

Date	Target	Evidence and Date