LINTON VILLAGE COLLEGE

ASSESSMENT AND FEEDBACK POLICY

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Member of staff with responsibility for review:	C Fehr, VC Subject Leaders
This policy was consulted with:	LGB
This policy was consulted with external unions (HR policies)	
This policy was distributed to:	

Overarching aims and principles

At Linton Village College, we are ambitious for all of our learners and strive to provide the conditions to enable all students to thrive, flourish and succeed. High quality and consistent assessment and feedback is an essential aspect of students' learning and progress. It enables us to:

support high expectations and the success of all students;
provide useful, timely and accessible information about students' understanding and skills;
encourage independent learning and high levels of student engagement and motivation;
identify individual successes, next steps, misconceptions and difficulties;
track students' progress and intervene when necessary;
tailor planning and future teaching to meet the needs of all learners.

Types of assessment and feedback

There are a variety of forms of feedback that support students' learning and progress.

1) **In class assessment for learning** provides in-the-moment feedback for students and teachers. We expect all lessons to include: high-quality questioning to test and develop students' understanding and to identify misconceptions; activities that test students' knowledge e.g. quizzing, self/peer assessment or use of mini whiteboards; verbal feedback that provides students with specific praise, clarification and suggestions for improvement.
2) **Diagnostic assessment** is used by teachers to get an appreciation of how a class have understood a particular topic and/or how successful they have been in applying their knowledge or skill. Making use of exit tickets, self-marking tests or whole class feedback, involving teachers' scanning students' responses to identify particular patterns, can help to inform planning to address gaps or common errors.
3) **Formative written feedback** involves identifying what students have done well and what they can do to improve further. Departmental feedback policies should identify opportune moments within a scheme of learning to provide formative written comments. Clear, specific and succinct comments may be accompanied by a WWW/EBI stamp or equivalent method to highlight strengths and offer individuals' specific tips to improve outcomes. Feedback points should be used an opportunity to praise and reward. Time to digest, question and act on comments should be provided in order for the time invested in the feedback process to have value. Students may be asked to complete a next steps task or be directed to apply the feedback to future learning outcomes.
4) **Summative assessment tasks** ascertain a student's performance at a moment in time in a test or assignment. Subject assessment calendars determine the nature of summative assessment within a scheme of student. Summative assessments will be marked with a score, level or grade which will be logged on Go4Schools, our live mark book platform, to enable students, parents and staff to access detailed picture of performance.
5) **Reports** - Each year, students and parents will receive three 'snapshot' reports with progress and attitudinal data derived from Go4Schools markbooks. The final snapshot report will include a written comment from form tutors.

Home learning tasks should be meaningful to supplement, reinforce and support students' independent learning and progress. It is important that home learning outcomes are checked and acknowledged to ensure completion and support motivation. The nature and purpose of the home learning task will determine the level of feedback offered. For example, it may not be appropriate to offer individual written comments on a research activity to support with preparing for the next lesson. However, a significant home learning response should expect acknowledgement, individual feedback and praise, as appropriate.

Monitoring of books, portfolios, folders, or equivalent, serves to ensure high standards of classwork and presentation. The frequency and method of monitoring will be determined at departmental level to ensure that this exercise is purposeful and manageable, considering different subject disciplines, contact time and number of students and classes taught. Regular checking of classwork provides opportunity to praise and reward students and address any issues.

Marking codes

Common marking codes are used across the school as shorthand to identify literacy errors, strengths and areas for development.

	Good point (a double tick denotes an excellent point/response).
C	Capital letter missing/incorrectly used.
Sp	Spelling error.
P	Missing punctuation.
//	New paragraph needed.
^	Word(s) or letter(s) missing.
?	Difficult to understand. Needs rewording.
Highlighted **WWW**	What went well. Identifying a specific area of success. Stickers to praise successes.
Highlighted EBI	Even better if. Identifying an aspect of the student's work to improve upon and how.
Linton Learner stamp	To recognise great effort and award a House point in line with the Linton Learner attributes.

Departmental assessment calendars and feedback expectations

At Linton Village College, we believe that in order for all feedback to be meaningful, motivating and memorable, it is important that approaches are tailored to suit each subject discipline. Therefore, in place of whole school data drops and marking requirements, we have departmental assessment calendars and feedback policies. Go4Schools mark books outline the summative assessment data captured in each subject area. The subject feedback grids featured in Appendix two outline the type and frequency of feedback that students will receive in each subject.

Feedback roles and responsibilities

Teachers will

- Set ambitious target grades, in consultation with students, making use of relevant data to inform the target setting progress.
- Record student targets in Go4Schools and reflect on these throughout the year, making adjustments if students exceed these.
- Carry out ongoing formative assessment, providing students with regular, timely and effective feedback, in line with schemes of learning and departmental policy expectations.
- Set summative assessment tasks for students in line with departmental assessment calendars and record the outcomes on Go4Schools in a timely manner.
- Use formative assessment to inform curriculum planning and personalisation of teaching.
- Motivate students through the use of praise and rewards and acknowledge effort.
- Use the whole school marking codes to ensure consistency in approach.

Students must

- Engage in target setting dialogue with their teacher and record targets where appropriate.
- Reflect on their targets throughout the year as they carry out assessments and discuss their progress with parents/carers.
- Meet assessment deadlines set by teachers and ensure that learning outcomes are handed in when requested by the teacher.
- Engage with success criteria for self and peer assessment purposes.
- Engage with and respond to feedback, as directed by the teacher, and ask for support when needed.

Parents/carers should

- Support their child's learning by discussing target grades when they are set and use Go4Schools to periodically reflect on and discuss progress with their child.
- Take an interest in their child's learning by discussing the quality of their learning outcomes and feedback.
- Support their child when they are acting on and responding to feedback as part of home learning.
- Direct their child to the class teacher if they are unsure about the feedback they have been given.
- Contact the class teacher if there are any concerns.