

# Horizon Community College Assessment & Feedback Policy



Amended:  
May 2020  
Ratified:  
May 2020



## Section 1 General Policy Statement

Assessment and Feedback is about bringing teaching and assessment together as a means of ensuring deep, maximised, engaged and challenging learning. Central to effective assessment is the empowering of learners to take responsibility for their own learning, through reflection and focused improvement work.

Assessment, feedback and marking are essential aspects of the role of a teacher and as such are recognised in Teacher Standards:

Teacher Standard 6 - Make accurate and productive use of assessment

- 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 students' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Signed

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(Executive Principal/Principal)

Date:

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Signed:

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(Chairperson of the Governing Body)

Date:

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## Section 2 Assessment

### Formative Assessment

William and Black define formative assessment as “encompassing all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged”. Horizon Community College enables formative assessment through classroom teaching, low stakes testing in the form of progress checks and summative assessments.

### Assessment for Learning

Assessment for learning is the process by which a teacher diagnoses student understanding of the concepts that are being learned. This can be achieved via means such as:

- Teacher questioning
- Multiple-choice questions
- Classroom activities
- Low-stakes quizzing
- Independent tasks

The teacher should use student responses as feedback to shape the direction of learning during a lesson and to plan future lessons, ensuring the level of challenge is correct, misconceptions are being addressed and that students have opportunities to apply their understanding.

### Progress Checks

Progress checks are low stakes, open-book assessments that take place in line with subject curricula (broadly every 6-8 lessons). These are designed to identify whether students understand and can apply the knowledge and skills developed across a unit. These assessments are not to be graded; instead, the classroom teacher should review a student’s response against age-relevant/greater depth or formal assessment criteria and provide feedback accordingly (see below). Progress checks are not a summative measure to judge a student’s progress in terms of attainment; instead they should be used to provide a wider picture of student understanding across the whole curriculum range.

### Quizzing

In tandem with the college Home Learning Policy, students will experience regular quizzing of their knowledge of key facts, definitions and vocabulary in their subjects. This is designed to reinforce student retention of this powerful knowledge and enable classroom teaching to focus on the application (rather than acquisition) of this knowledge and develop fluency and independence in students’ learning.

## Summative Assessment

Students will take formal, unseen and closed book assessments. These will be twice a year in Key Stage 3 and termly (three times a year) in Key Stage 4. Teachers will mark these against age-related/greater depth or formal assessment criteria and provide feedback accordingly (see below). These will be longer form assessments designed to be a summative measure to determine students' progress in terms of their attainment.

## Section 3 Feedback

It is vitally important that students are given feedback on a regular basis and respond to this feedback, enabling progress to be made.

Every department has its own assessment and feedback best practice guide (reviewed annually) but these expectations are consistent across college:

- All student work is of high quality and clearly presented, reflecting care and pride
- Purposeful feedback is given when students complete a progress check or summative assessment (according to agreed departmental practice) which enables students to identify next steps and improve on their learning
- Spelling, punctuation and grammar errors are corrected on progress checks and summative assessments
- Students reflect on their work and articulate their own next steps
- Students independently demonstrate their improvement by completing a task/question that targets the required aspect of learning
- Students make corrections to SPAG using the writing non-negotiables page where appropriate
- All student response work is checked by the class teacher and marked to acknowledge improvement. Where a student has failed to improve, corrections can be made, or growth mind set comments such as 'not yet' can be written. It is expected that the teacher will attend to these issues in subsequent lessons through targeted starters, individual verbal feedback etc.
- Opportunities for peer and self-assessment are created, with students trained in how to use assessment criteria to provide their own purposeful feedback on other work in their books
- Students are responsible for maintaining their books to a high standard and teachers are responsible for setting high expectations, monitoring the books and holding students to account when their work does not demonstrate the high standards expected

- Feedback does not need to be provided on work between progress checks unless there is clearly flawed understanding that needs addressing. Where this is the case, teachers give feedback addressing misconceptions using whichever strategy they see fit
- All teacher marking is done in green pen; students respond in purple pen

## **Section 4      Tracking and Monitoring of Assessment**

### **Formative Assessment**

Teachers should retain an overview of the performance of their students in formative assessment and how this is implemented should be outlined in departmental policy. By which ever means this is implemented, records should enable teachers and subject leaders to identify concerns in terms of student progress and/or class/cohort understanding of subject concepts. The information from these records should be used to inform the future planning of teaching and learning (and potentially curricula) that takes place in lessons.

### **Summative Assessment**

Summative Assessments are recorded centrally across the College and teachers reflect on how these have gone and use the information to implement changes in the classroom to further improve progress.

### **Data Collections**

In Key Stage 3, the college will report whether students are working at Approaching Standard, Age-Related or Greater Depth expectations in the subjects that they study. In Key Stage 4, the college will report a predicted grade for a student in each of their subjects, based on the progress they expect students to make from their current level of understanding. The times for the data collections are on the college calendar.

Reports are automatically generated by the Data team after a collection, and are shared with parents electronically, or by hard copy if requested. Dates for parent consultation evenings for each year group are available on the college calendar.