

Horizon Community College Assessment & Feedback Policy



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Section 1 General Policy Statement

The purpose of assessment, feedback and response is to help teachers and students to understand how learning is progressing and to enable students to improve.

The assessment process is an essential aspect of the role of a teacher, as reflected in the 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

Section 2 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 what is being learned. This is achieved through:

- Questioning, retrieval and discussion
- Explanation and modelling
- Independent practice
- Progress checks
- Summative assessments

Teachers use student responses 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.

Formative assessment: Progress Checks

Progress checks are low stakes, often 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 scheme of learning. They check what a student is learning now. Progress checks are not graded; the classroom teacher marks a student's response and provides appropriate feedback to support improvement (see below).

Formative assessment: Home learning

As part of the college home learning strategy, students complete regular quizzes to check their understanding and retention of key facts, definitions and 'vocabulary', as relevant to the different subjects they study. The quizzing process is designed to strengthen students' retrieval skills, to enable them to make links between past and present learning, and to enable classroom teachers to focus on disciplinary skills.

Summative Assessment

Summative assessments are unseen and usually closed book assessments that test learning over time. These are placed at appropriate points throughout the year, with respect to individual subject curriculum plans. Teachers mark these against age-related expectations at KS3 and against GCSE/vocational criteria at KS4, and provide appropriate feedback to support improvement (see below).

Section 3 Feedback and Response

Students are given regular feedback in lessons to help them reflect and progress. However, they are given more structured feedback following progress checks and summative assessments, when they are also given the opportunity to reflect and respond independently.

Effective practice is achieved through

- High quality student work – students consistently produce work that demonstrates pride and a clear, logical learning journey
- High quality feedback – students understand their achievements and next steps
- High quality student response – students can apply their next steps independently to secure progress

Teachers mark written assessments in green pen, and students respond in purple pen. Spelling, punctuation and grammar errors are corrected, as appropriate.

Section 4 Tracking and Monitoring of Assessment

Formative and summative assessments are marked by teachers and recorded departmentally, to enable the identification of whole cohort, class and individual student areas of strength and development. This then informs future planning of the curriculum, individual lessons, and teaching and learning in the classroom.

Each year group has 3 data collection points during the year, informed by both formative and summative assessment as well as professional judgement. A report is sent home to parents after each collection. At KS3, data is reported in the form of a current working-at grade, which reflects age-related expectations specific to each subject. At KS4, the data reported is in the form of a predicted, end of course grade, which reflects GCSE/vocational criteria.