



Policy Title: Assessment and Feedback Policy

Drafted by:	R Jones - Vice Principal - Clayton Hall Academy J Hingley – Principal - Sir Thomas Boughey D Adams – Assistant Principal – Newcastle Academy
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Responsible for Day to Day Management:	R Jones - Vice Principal - Clayton Hall Academy J Hingley – Principal - Sir Thomas Boughey D Adams – Assistant Principal – Newcastle Academy
Responsible for Review:	R Jones - Vice Principal - Clayton Hall Academy J Hingley – Principal - Sir Thomas Boughey D Adams – Assistant Principal – Newcastle Academy

UNITED ENDEAVOUR TRUST

EQUALITY CHECKED

This policy/procedure seeks to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relationships between groups
- Meet requirements under the Equality Duty
- Set Equality objectives which are specific and measurable



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Purpose:

United Endeavour Trust understands that a comprehensive and clear assessment and feedback policy is the key to helping pupils achieve and surpass their potential. This policy aims to give guidance to staff and provide a clear outline of the expectations with regards to assessment and feedback. Teachers at United Endeavour Trust will ensure that all feedback avoids negativity, and instead encourages pupils to take part in a dialogue that improves their performance. United Endeavour Trust aims to establish a broad, consistent approach to the way learner's work is assessed, so that pupils feel valued and have a clear understanding of how well they are performing. High quality feedback will help pupils to improve their work and, ultimately, will enable them to become reflective, more independent learners. Regular and constructive feedback will also help both the teachers and pupils to close the gap between current and desired progress as well as inform teaching and planning.

Rationale:

In order to create Academies which are able to demonstrate that its students make outstanding progress over time we need to create transparent expectations to ensure that delivery is consistent across all subjects and all students whether in year 7 or year 11.

Ofsted Inspectors will make a judgement on the effectiveness of the schools' use of assessment:

- When used effectively, assessment helps pupils to embed knowledge and use it fluently, whilst assisting teachers in producing clear next steps for pupils. However, assessment is too often carried out in a way that creates unnecessary burdens for staff and pupils. It is therefore important that leaders and teachers understand assessment must always have a purpose and should inform next steps in planning challenging lessons.
- Inspectors will therefore evaluate how assessment is used in the school to support the teaching of the curriculum, but not substantially increase teachers' workloads, by necessitating too much one-to-one teaching or overly demanding programmes that are almost impossible to deliver without lowering expectations of some pupils.
- The collection of data can also create an additional workload for leaders and staff. Inspectors will look at whether schools' collections of attainment or progress data are proportionate and represent an efficient use of school resources, and are sustainable for staff. The report of the Teacher Workload Advisory Group, 'Making data work', recommends that school leaders should not have more than two or three data collection points a year, and that these should be used to inform clear actions.
- Schools choosing to use more than two or three data collection points a year should have clear reasoning for what interpretations and actions are informed by the frequency of collection, and the time that is taken to set assessments, collate, analyse and interpret the data created from this, and then act on the findings. If a school's system for data collection is disproportionate, inefficient or unsustainable for staff, inspectors will reflect this in their reporting on the school.

Assessment:

Effective assessment processes at United Endeavour Trust (UET):

- Assess students' understanding, acquisition and retention of new knowledge, skills and concepts
- Create the circumstances to promote further and deeper understanding and the transfer of learning to new situations/contexts
- Provide a powerful learning experience in and of themselves
- Encourage and inform teaching which responds to the needs of individuals and groups swiftly and with impact
- Clearly reflect the relevant end of Key Stage 4 assessment / examination requirements, as appropriate

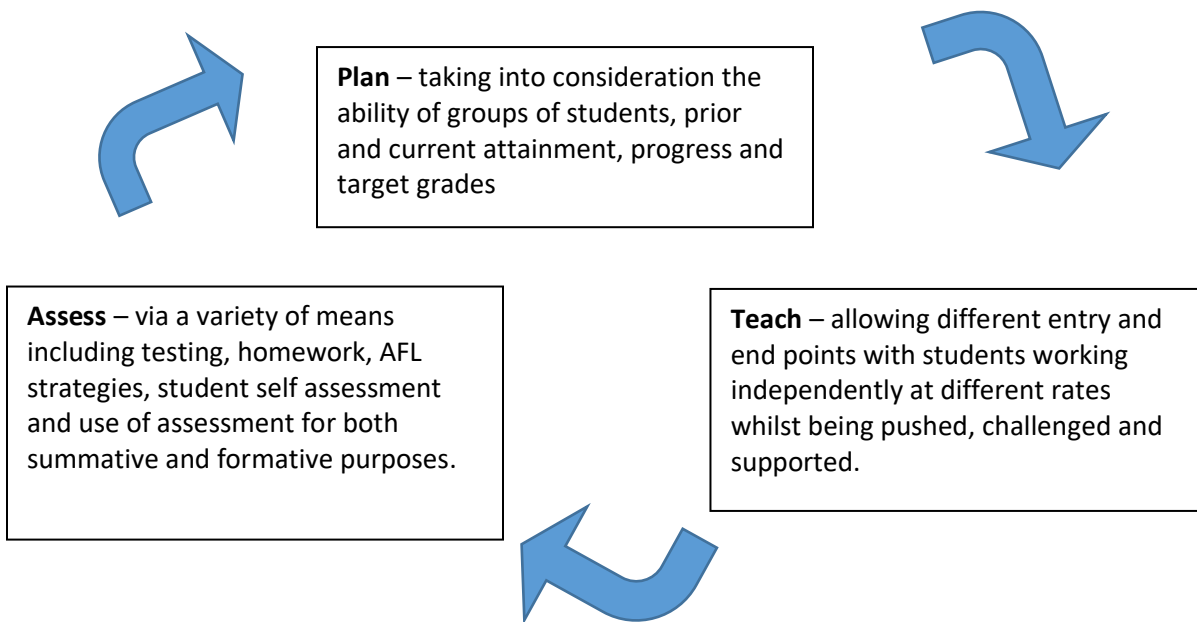
Assessments must be designed and framed to ensure that they support good feedback and elicit explicit pupil thinking to develop learning. Assessment (both Formative and Summative) must be an on-going process and should not be devolved to one assessment at the end of a term.

Assessment should be designed, as appropriate, to reflect the KS4 end-point for each subject area and should aim to reproduce the skills, techniques, standards and expectations of final GCSE/BTEC examinations. These assessments, or skills/techniques required, should be available across all key stages to avoid any Year 10 decline in progress as assessment becomes 'real'. They should clearly reflect aspects of the Assessment Maps or Mini-Maps.

Whilst devising the assessments, teachers will interrogate their scheme of learning to ensure that a suitable body of evidence is gathered during the assessment cycle. This evidence will then be used to obtain the pupils CWG during the relevant data collection window. It is important to note that it is a range of evidence here, not just one assessment.

Both formative and summative assessment information should then be used to inform planning and intervention throughout the assessment cycle, in an ongoing process, clearly linked with high quality feedback, to ensure pupils are able to understand the next steps to improve their progress.

Effective assessment processes at UET fit into a cyclical model:



Feedback:

Providing feedback through verbal and written feedback is integral to effective teaching. Equally, gathering feedback on how well students have learned something, is important in enabling teachers to clear up any misunderstanding and provide the right level of challenge in future lessons. All Feedback needs to be Meaningful, Manageable and Motivating.

The Teachers' Standards, published by the Department for Education, outline the responsibilities of all teachers in relation to assessment:

A teacher must

- *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 pupils' progress*
- *use relevant data to monitor progress, set targets, and plan subsequent lessons*
- *give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.*

Whilst there is considerable alignment across the Academies in terms of practice, there is also room and flexibility for Academies to develop within their own contexts.

In terms of feedback, students' work is provided with relevant feedback at least once every half-term cycle, with further detail (such as frequency in relation to proportion of timetabled lessons) to be decided by the Academy as indicated in their individual marking and feedback policies. During this cycle pupil work is monitored by the teacher and on-going checking and light marking takes place. This includes correcting misconceptions, posing challenge questions, setting extension tasks, highlighting understanding and encouraging further progress. This is a vital step in the process as staff have a duty to be continually assessing student progress in order to provide the correct level of pitch and challenge.

Students will also take part in self-assessment and peer assessment during this time. By the end of the cycle, students' work is marked in depth by the teacher who will provide personalised feedback to the pupil which follows the Trust and Academy policy.

This feedback is provided to indicate what the student has done well, and how further progress can be made. Students respond to this feedback to further improve their work. To ensure effective feedback practice each Academy has bespoke assessment and marking procedures.

Assessment maps (otherwise known as mini maps, and/or Mini-Maps, and / or PLCs) are regularly used by teachers in their assessment of students' work during lessons. These assessment maps are used to track the progress of subject specific skills, providing students with clear next steps.

Staff will:

- Ensure that students have access to their own (mini) assessment maps and explain that the maps help staff to assess student attainment in lessons, tests, exams and homework against an agreed criteria, which is always GCSE or BTEC criteria at KS4. The maps help us to provide an indication of current attainment and, more importantly, outline what progress steps are needed to improve further. These maps may be stuck into books/folders or held electronically.
- Allow students to assess their work against the maps. Students or teachers should highlight which aspects of the map they think they have achieved – the starting point for this process is their most recent **CWG (Current Working Grade)** and **EAP (Expected Attainment Pathway)** target. The CWG gives an indication of the level/grade at which a student is working, taking into account assessments and tests primarily, but may also include classwork and homework (however, this should not be the only indication used.)
- Ensure that all assessment maps are updated to reflect the pupils current position
- In situations, staff may utilise mini-maps or PLC's to aid the teaching of specific aspects or outcomes of the assessment map. These mini-maps should duplicate (and / or expand upon) the relevant aspect of the assessment map and should, where appropriate, also be used as an integral part of the feedback process.

Not only does this process highlight skill development throughout Y7-11, it also clearly maps out what a student needs to do to improve. Teachers will use this information to plan subsequent lessons and assessments. This approach to assessment and feedback is a common one across all subject areas, providing a consistent pattern for students.

The designing of assessments is obviously key to this process. The content of assessments is designed to allow key skills/knowledge/content to be measured. The outcomes of this assessment influence curriculum/ interventions/ differentiation etc. Assessments are designed with a clear purpose in mind and this produces data which drives decisions

about learning. Assessments should, where appropriate and especially with regard end of unit assessments, also be designed with an 80/20% content split to ensure that the assessments, and therefore data collected, are not solely based on recent learning, but also endeavour to gauge the retention and secure understanding of prior learning, not solely confined to that academic year.

Low Stakes Assessments

As part of high-quality provision, students will be exposed to regular Low Stakes Assessment. This is to continually ensure students are retrieving taught knowledge, so it becomes embedded into their long-term memories. The 80/20 Interleaving model should, whenever possible, be used to design these Low Stakes Assessments

Quality Assurance:

Assessment Scrutinies take place during calendared PERs, of which there are 6 in total throughout the academic year. It is expected that all staff participate in the process of work scrutiny to identify strengths, weaknesses and therefore areas of development. These scrutinies should aim to ensure that both feedback and response of pupils is to a required standard and that pupils are able to demonstrate an increase in their learning and are also given the opportunity to review prior learning. These scrutinies also offer an opportunity to review the curriculum covered by subject areas to ensure that pace of learning is at expected levels.

Homework:

Homework will be set and recorded in accordance with the individual Academy homework policy.

Homework should be set not for its own sake but to aid the learning process. This work will take on many possible guises and this should be as varied as possible. It should serve one of the following functions:

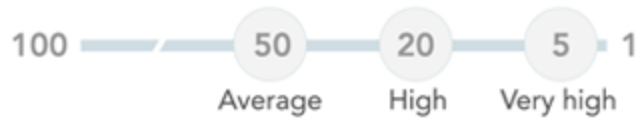
- to consolidate and build on classwork by means of extension exercises, practice tasks or revision
- to cover new material by research, note-taking or guided learning from books and other appropriate sources
- to develop habits of personal organisation and independent learning
- to develop skills, both those of general academic benefit and specific to examination demands
- to extend the range of available resources e.g. using books and information at home and in libraries, and asking other people
- to provide parents with an insight into their child's learning, reaffirming their role as partners and strengthening home-school links.

Strategies:

To plan for outstanding learning, teachers need to be aware of areas of weakness in pupil learning, as well as what pupils already know and understand. The identification of curricular targets and base-lining support this.

Curricular targets:

Student targets will be set based initially on a national database provided by Fischer Family Trust (used and understood by the DfE and Ofsted). We will use projections which track performance against a range of categories of performance, 5/20/50. However, staff will be given an opportunity to adjust these initial targets for students in Years 10 and 11 based on their knowledge of the student and FFT Percentage Grade Chance documents provided by the Trust Data Manager. These targets will be discussed by all staff in individual subject / Faculty areas to ensure a fair, but challenging target is achieved. As a Faculty / subject area the average points score (APS) for their subject must not be below the Trust Set FFT APS target. This is to provide an opportunity for staff to identify pupils capable of exceeding their given FFT target.



Target setting in Years 7-9 is completed by the Trust Data Manager, using an **Expected Attainment Pathway (EAP)** that has been developed for each individual student. This will create a totally individualised flight path for each student for each subject based on their final GCSE target. These targets will be made available to staff through SIMS and are shared with pupils in Years 10 and 11.

Students' progress will be monitored via SISRA Analytics. Using **FFT20** to create targets/benchmarks in line with the progress of the top 20% of students nationally, SISRA's **EAP** provides a termly target for each student for each subject throughout their 5 years. The standard GCSE EAP which has been created is as below.

	Baseline	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	KS4 Exams
1																	
2	25	3=	3+	4=	4+	5=	5+	6-	6+	7-	7=	8-	8=	9-	9=	9	9=
3	24	3=	3+	4=	4+	5-	5+	6-	6=	6+	7=	7+	8-	8+	9-	9-	9-
4	23	3-	3=	4-	4=	4+	5=	5+	6-	6=	7-	7+	7+	8=	8+	8+	8+
5	22	3-	3=	3+	4=	4+	5-	5=	6-	6=	6+	7-	7+	8-	8	8	8=
6	21	3-	3=	3+	4-	4+	5-	5=	5+	6-	6=	7-	7+	7+	8-	8-	8-
7	20	2+	3-	3=	3+	4=	4+	5-	5=	5+	6-	6+	7-	7+	7+	7+	7+
8	19	2+	3-	3=	3+	4-	4=	4+	5-	5+	6-	6=	6+	7-	7	7	7=
9	18	2+	3-	3=	3+	4-	4=	4+	5-	5=	5+	6-	6=	6+	7-	7-	7-
10	17	2=	2+	3-	3=	3+	4-	4=	4+	5-	5=	5+	6-	6=	6+	6+	6+
11	16	2=	2+	3-	3=	3+	4-	4=	4=	4+	5-	5+	5+	6-	6	6	6=
12	15	2=	2+	3-	3=	3=	3+	4-	4=	4+	5-	5+	5+	5+	6-	6-	6-
13	14	2-	2=	2+	3-	3-	3=	3+	4-	4=	4+	4+	5-	5+	5+	5+	5+
14	13	2-	2=	2+	2+	3-	3=	3+	3+	4-	4=	4+	4+	5-	5	5	5=
15	12	2-	2=	2=	2+	3-	3-	3=	3+	4-	4=	4+	4+	4+	5-	5-	5-
16	11	1+	2-	2-	2=	2+	2+	3-	3=	3+	3+	4-	4=	4+	4+	4+	4+
17	10	1+	2-	2-	2=	2=	2+	3-	3-	3=	3+	3+	4-	4-	4	4	4=
18	9	1+	2-	2-	2=	2=	2+	2+	3-	3-	3=	3+	3+	3+	4-	4-	4-
19	8	1=	1+	1+	2-	2-	2=	2+	2+	3-	3-	3=	3+	3+	3+	3+	3+
20	7	1=	1=	1+	1+	2-	2-	2=	2=	2+	2+	3-	3-	3=	3	3	3=
21	6	1=	1=	1+	1+	2-	2-	2-	2=	2=	2=	2+	2+	3-	3-	3-	3-
22	5	1-	1-	1=	1=	1+	1+	1+	2-	2-	2=	2=	2=	2+	2+	2+	2+
23	4	1-	1-	1=	1=	1=	1+	1+	1+	1+	2-	2-	2=	2=	2	2	2=
24	3	1-	1-	1-	1=	1=	1=	1=	1+	1+	1+	1+	2-	2-	2-	2-	2-
25	2	w=	w+	w+	1-	1-	1-	1-	1=	1=	1=	1+	1+	1+	1+	1+	1+
26	1	w-	w=	w=	w+	1-	1-	1-	1-	1-	1-	1=	1=	1=	1	1	1=
27	0	w-	w=	w=	w+	1-	1-	1-	1-	1-	1=	1=	1=	1=	1	1	1=

In this example, a student aiming for a grade 5 at the end of Y11 has the highlighted targets/benchmarks for each assessment point, as magnified below:

Baseline	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	KS4 Exams
13	2-	2=	2+	2+	3-	3=	3+	3+	4-	4=	4+	4+	5-	5	5	5=

This process means that throughout each term students and teachers have a clear idea about students' attainment and progress against a pathway. Staff know immediately following an assessment what progress is being made by students within their class and whether they are either below, on or above target. As a result specific intervention can be put in place to support those students who have fallen behind their expected progress pathway.

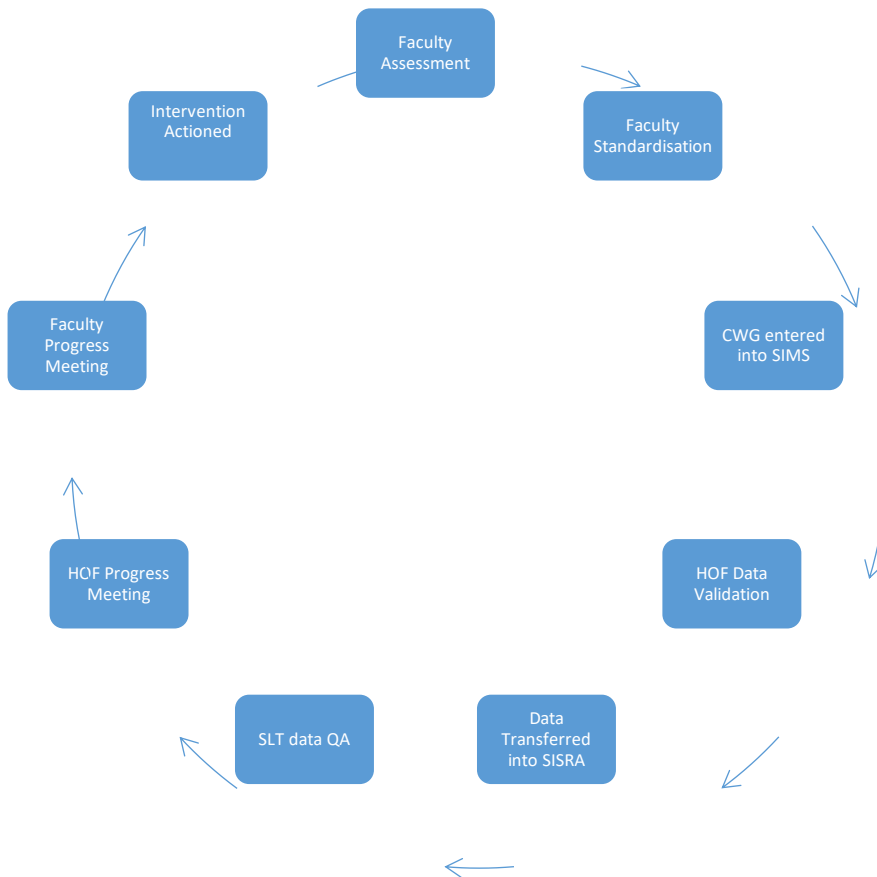
Data Entry:

Data entry, which across the Trust takes place during 2 data collection points as outlined on the assessment calendar, is a collaborative approach and is never completed by a teacher in isolation. Details of assessments which make up the assessment evidence to provide the CWG are shared in advance of the teaching scheme and, once completed, marking of assessments is standardised during Faculty meetings. Whilst this must happen prior to CWG data collection windows the two should not be tied together. The Assessment standardisation should be an ongoing process throughout the year and

assessments should not be designed to coincide with data collection windows. Once data entry is completed, Heads of Faculty complete a validation exercise to ensure consistency and accuracy. SLT quality assure the data and meet with each Head of Faculty to discuss progress of cohorts.

As part of the QA process of CWG Data Entry all staff hold Data Challenge Conversations, prior to the Data Entry Deadline. This is to highlight and scrutinise any outliers; anomalies such as big increases or decreases for a student or teaching group; and to continually challenge unconscious bias.

The Trust's data manager will join this meeting to provide advice and support. This discussion informs the Faculty meeting to consider the progress of individual students, groups of students and cohorts as a whole ensuring that appropriate intervention has been put in place. This process can be seen in the diagram below:



Data entry in SIMS has been refined to include a colour coded system which immediately indicates the discrepancy, or otherwise, between CWG and the EAP. SISRA provides a more refined analysis for class teachers, Heads of Faculty, Middle and Senior Leaders.

Although FFT20 is used to generate targets and EAPs, the Trust also uses **GL Cognitive Ability Tests** to provide further information about students' abilities. Although these are not used to set targets they are used to refine the profiling of students which gives more detail about their ability to reason across four distinct batteries: verbal, non-verbal, mathematical and spatial. This information is used to pinpoint underachievement, identify gifted and talented, to understand pupils' strengths and weaknesses and to compare outcomes with KS2 SAT scores.

Following each data window, the **Trust's Assessment Team** presents the data to Principals at a variety of levels – whole school, against key performance measures, by Faculty/department, by subgroups/cohorts etc. Data produced in individual academies is also presented to Heads of Faculty and individual staff, who will use the data to plan interventions and action plans for individuals and groups of students. Comparing CWG to EAP allows Academies to project forward to the end of Y11 for all cohorts in order to predict outcomes for individuals and cohorts; these will then form the basis for reporting to parents. The data collected is also used to highlight attainment and progress to the United Endeavour Trust MAT board and external agencies such as OFSTED, Regional Schools' Commissioner and HMI.

Monitoring of Assessment – Quality Assurance:

It is important to continually evaluate whether the Trust's Assessment and Feedback Policy is working. One effective way of reviewing the current policy is to cross-check teachers' marking. Members of the teaching staff can cross-check each other's books and suggest areas of improvement.

The quality of assessment will be monitored by the Head of Faculty and SLT. A Quality Assurance will be completed as directed by the PER calendar. All members of staff should be included when sampling assessment and feedback. HoFs should view a collection of assessment evidence for at least 3 pupils with the same CWG, as well as a random sample of pupils from a range of groups (including, but not restricted to, SEN, PP, HPA, gender...). Specific ability groups should also be sampled to ensure that the quality of assessment evidence is robust across all CWGs. This process could take place in the lesson for HoFs to take advantage of the opportunity to speak to pupils regarding assessment and feedback used.

Staff feedback that comes from Quality Assurance should be used to highlight areas of strength and areas for development. If there is concern over data collected from staff the HoF must give feedback within 48hrs and make a comment relating to possible targets, issues or needs for the staff member concerned. The analysis of the data collected will support the development of good practice.

Further guidelines for Quality Assurance can be found in the Quality Assurance toolkit.

	Equality Impact Assessment of UET Policy					
Title of Policy	Assessment and Feedback Policy					
PART 1	Positive Impact – reducing inequalities					
Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied. <i>D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i>	<p>How is the policy likely to have a <u>significant positive impact</u> on equality by reducing inequalities that already exist?</p> <p>All students and staff will have a consistent approach to Assessment and Feedback at United Endeavour Trust schools. All students will have their needs met in respect to regular and consistent feedback that supports them in making better than expected progress.</p> <p>Could the policy have a <u>significant negative impact</u> on equality in relation to each of the following groups or characteristics?</p> <p>None</p>					
Characteristics Indicate areas of likely impact P	Promote equal opportunities	Get rid of discrimination	Get rid of harassment	Promote good community relations	Promote positive attitudes	Promote/protect human rights
D	P	P			P	P
GA	P	P			P	P
P	P	P			P	P
R	P	P			P	P
R/B	P	P			P	P
S	P	P			P	P
SO	P	P			P	P
A						
M/CP						
Equality Impact Assessment of UET Policy	Records					
Name of person responsible for policy	D Adams					
Date of EIA of Policy	25.6.19					

A = Age, M/CP = Marriage and Civil Partnerships –applies in respect of employment framework policies

EQUALITY IMPACT ASSESSMENT POLICY CHECKLIST

Equality Impact Assessment of UET Policy	Evidence
PART 2	
<p>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</p> <p><i>D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i></p>	<p>What is the evidence for your answers above? (list any quantitative and qualitative) All staff are aware of the policy and consistency is check through the Quality Assurance cycle.</p>

Equality Impact Assessment of UET Policy	Conclusion
PART 3	
Summary of findings	Current evaluation supported by the Quality Assurance cycle indicate that all elements of the policy in place and effective.

Equality Impact Assessment of UET Policy	Next steps		
PART 4			
Category	Actions	Target Date	Person responsible
Next Steps – Action Plan			
Practical changes required to reduce adverse impact	None	July 2023	R Jones / J Hingley / D Adams
Monitoring and evaluation and Review (publish revised policy)	Annual policy review	July 2023	R Jones / J Hingley / D Adams