



# The Peterborough School Assessment and Feedback Policy

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| <b>Policy Reference:</b> | Assessment and Feedback Policy                 |
| <b>Review Date:</b>      | September 2023                                 |
| <b>Reviewed by:</b>      | Deputy Headmaster & Head of Preparatory School |
| <b>Next Review:</b>      | September 2025                                 |
| <b>Review Frequency:</b> | 2 years  |



## Introduction

Assessment and feedback are fundamental parts of the pupil learning experience at The Peterborough School. The Assessment and Feedback Policy seeks to:

- actively promote pupil success and academic achievement
- provide clear, accurate, accessible information and guidelines to all staff and pupils on assessment and feedback
- maximise the potential for consistency and fairness in assessment
- recognise assessment and feedback as an integral part of learning and teaching processes.

Assessment, from a pupil perspective, is the vehicle for obtaining feedback on progress in their learning, enabling them to improve. This may be indicated in terms of:

- knowledge acquired
- skills gained, both generic and specific
- general understanding developed

Assessment, for both staff and pupils, can be used to determine whether a pupil:

- has achieved the learning outcomes
- is ready to progress to a higher level
- has the capacity to demonstrate competency and/or mastery
- is able to progress with specific subjects or examination tiers at the various decision-making transitions

Assessment, from a staff perspective:

- enables the planning of work, and the identification of obstacles to learning or particular strengths in learning
- enables evaluation of the success of their input into the pupil learning experience
- provides an external measure of recognition for the public, the pupil, the School and other stakeholders of a pupil's achievement (as determined by the award of a qualification or credit)

Assessment may be diagnostic, formative or summative – and all assessment will contain one or more of these elements:

- Diagnostic assessment is used to establish the strengths and weaknesses of individual students in order to maximise potential and reduce difficulties.
- Formative assessment is used to provide sustained, constructive feedback to inform the students of how to make progress.
- Summative assessment is used to provide information on students' progress against recognised criteria.

*A summary of whole School assessments is provided at Appendix 1*



### Teaching Staff:

- Will record baseline scores as directed by SLT and any relevant SEN or EAL information as appropriate.
- Will mark students work regularly and promptly, normally returning work before or during the next lesson; link attainment to the appropriate attainment level, grade or learning objective; and provide developmental comments advising students how to improve and therefore make progress.
- Will use exemplar work, formative comments in marking, student interviews and subject reports to ensure that students and parents are fully aware of what has to be done to make progress.
- Will build up a record of assessment data for each teaching group, generate and record data on current and potential levels of attainment.
- Use assessment data to set targets for individual students as well as specific groups, classes, departments and years.
- Use the results of assessment to inform lesson planning, revision of schemes of work, choice of examination courses, grouping of students and differentiation.
- Will set subject targets for individual students, monitor their progress and implement appropriate academic intervention where necessary.
- Will alert Senior School Heads of Department or Preparatory Key Stage Leaders or the Head of Individual Learning and inform parents and/or pastoral staff of underachievement.
- Will discuss current and potential levels of attainment with students and parents during review meetings. Agree targets for future progress and strategies for meeting them. Monitor and review the success of these action plans.
- Will use assessment information to evaluate their own performance and to inform their teaching; to celebrate success and to seek areas for further development.

### Form Tutors:

- Will access tutees' baseline scores, Reading and Spelling Ages, and Pira and Puma scores, along with relevant EAL / SEN information on the School system.
- Will use this information when reviewing subject reports, predicted grades, mock results and test scores to identify possible under-achievement.
- Will deliver tutorial sessions on study skills and revision techniques where appropriate, in order to develop knowledge and skills in these areas.

### Senior School Heads of Faculty/Department:

- Will sample feedback in-line with whole School policy. Identify and promote good practice.
- Will use baseline assessment data to discuss and monitor targets for individual students, groups and years.
- Will ensure colleagues have access to and record relevant assessment data.
- Will use public examination results and value-added data to monitor the performance of individual students, classes and groups. Action plan each September for the preparation of examination classes.



## Senior Leadership Team and Heads of Key Stage:

- Will ensure that tutors and teachers have access to relevant assessment data.
- Will monitor predicted grades, test scores and other assessments to ensure that final targets will be met. Identify borderline and other groups of students and suggest appropriate strategies to support their particular needs. Monitor for under-achievement. Continue to develop strategies to extend the exceptionally able, the moreable, the potentially more able and the able underachievers
- Will co-ordinate the work of tutors at student-tutor meetings.
- Will use meetings to identify resources and activities to promote the on-going development of study skills and revision techniques.
- Will develop the use of ICT systems to record and generate relevant data for School, Year and Department use and to reduce teachers' administrative and clerical tasks.
- Will administer baseline tests in the autumn term and at other times, when appropriate.
- Will set School examination targets and support / monitor the work of Heads of Department in the Senior School and Form Tutors in the Preparatory School in meeting them.
- Will monitor achievement in public examinations and produce an examination analysis each September against School targets, national expectations, and baseline data through value added analysis.
- Monitor marking, feedback and record keeping.
- Work with Senior School Heads of Department and Preparatory School Form Tutors in setting up target setting and School reports.

## Feedback

### Early Years

Assessment plays an important part in helping parents and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Formative assessment is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners will respond to their own day-to-day observations about children's progress and observations that parents share.

Assessment does not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners draw on their knowledge of the child and their own expert professional judgement and are not required to prove this through collection of physical evidence.

Practitioners will address any learning and development needs in partnership with parents and any relevant professionals. Assessment informs an ongoing dialogue between practitioners and Year 1 teachers about each child's learning and development, to support a successful transition to Key Stage 1.

When a child is aged between two and three, practitioners review their progress, and provide parents with a short written summary of their child's development in the prime areas. This progress check identifies the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners develop a targeted plan to support the child's



future learning and development involving parents and other professionals, for example, the Special Educational Needs Co-ordinator or health professionals as appropriate. Practitioners discuss with parents how the summary of development can be used to support learning at home.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile is completed for each child. Each child's level of development is assessed against the early learning goals. The Profile provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

## Preparatory School

### *Types of feedback*

- Ticks where work is correct, crosses or a dot where mistakes are made.
- Teachers highlight areas of strength in 'Great Green', with a short comment to explain if necessary
- Teachers highlight areas of improvement in 'Opportunity Orange' with a short comment to explain if necessary
- Negative comment should be avoided, but if really necessary, should be supported by a constructive statement on how to improve
- House points, commendations, stamps, stickers or 'smiley faces' may be given as rewards
- Children may, where appropriate, self-mark work, or mark another child's work. The teacher will always review this marking.

### *Frequency of feedback:*

- If possible, marking will take place during the lesson which allows for immediate feedback to the pupil on their progress.
- Work will be marked before the next session of that subject. However, in the unusual case of a long-term project, it may not be marked until the completion of the project.
- Homework will be marked in time for feedback to be given at the next lesson.

### *Feedback process:*

- All work is assessed in line with the learning objective of the lesson.
- Green pen, or green and orange highlighter, are used for all marking.
- Work will be marked by praising the child on what they have done well by highlighting in Green.
- Targets for the child on how to improve their work will be highlighted in Orange or written beside an orange highlighted line. At a later date, the teacher may acknowledge when the target has been achieved or the target may be referred to in future work.
- Where specific errors are highlighted by teachers, such as incorrect spelling, pupils will be expected to correct the error. It is not necessary to correct every single error in a piece of work and teachers should use their judgement to the child's age and ability.



- It will be assumed that work has been completed independently unless it is annotated with stamps or teacher comments to indicate if support has been given.
- At various stages throughout the academic year, summative assessment of the children's work will take place. Some subjects will be assessed formally under examination conditions and marked according to the assessment policy. A National Curriculum Standard (Working towards, Meeting or Exceeding) may be given where appropriate.

## Senior School

The type and frequency of assessment will differ from subject to subject and within each Year group.

- Year 7 to 11: Work will normally be assessed every two weeks.
- Sixth Form: Work will normally be assessed every week.

Most assessed work will be written but not all: the results outlined below should follow each formally assessed task, whether it is a written submission or in another medium, such as an oral presentation or a scientific demonstration.

In the unusual case of a long-term project, it may not be formally marked until the completion of the project. However, teachers are encouraged to provide interim feedback to pupils in order to help them to make progress wherever possible.

Feedback should result in:

- a suitable mark / grade / comment being communicated to the pupil.
- written feedback given on performance where appropriate\*, **with clear guidance on how to improve**. Marking should provide feedback and encouragement to pupils about how well they have done (What Went Well) and what they need to make progress and raise achievement (Even Better If). Target-setting for individual pupils linked to day-to-day assessment and marking provides a means of encouraging pupils' learning.
- time given during lessons to reflect on feedback and respond to it. Pupils should be encouraged to correct mistakes and time should be allowed to recover misconceptions or difficulties.

Teachers of practical subjects, such as Art, PE, or Music, or PSHEE should consider how best to give feedback on pupil work that is not written (e.g. a work of art, performance on the sports field or musical composition), so that it forms concrete and useful evidence of pupil progress, as supported by the teacher's written assessment. This may take the form of regular assessment sheets which are stored in the pupil's file.



## Appendix 1: Diagnostic Assessment Schedule

|  |  |                   |
|--|--|-------------------|
| Baseline Assessment                            | Reception                                | September         |
| PiRA & PuMA Tests                              | Year 1 to 6                              | Termly            |
| Writing Assessment Tasks                       | Reception to Year 6                      | Termly            |
| Rising Stars Grammar, Punctuation and Spelling | Year 3 to 6                              | Termly            |
| Internal Examinations (SATs)                   | Years 2 & 6                              | June              |
|  |  |                   |
| Year 7 MIDYIS Baseline Assessments             | All pupils in Year 7                     | September         |
| Year 9 MIDYIS Baseline Assessments             | All pupils in Year 9                     | September         |
| NFER Cognitive Ability Tests                   | All current Year joiners in Years 4 - 11 | As required       |
| School Examinations                            | All pupils in Years 7 to 10              | May/June          |
| GCSE Mock Examinations                         | Year 11                                  | December<br>March |
| GCSE Examinations                              | Year 11                                  | May/June          |
| ALIS Baseline Assessments (TDA)                | Lower Sixth                              | September         |
| Lower Sixth School Examinations                | Lower Sixth                              | May/June          |
| A Level Mock examinations                      | Upper Sixth                              | December<br>March |
| A Level Examinations                           | Upper Sixth                              | May/June          |

## Appendix 2: Mark Book Guidelines

### Senior School

It is appreciated that individual teachers will use their mark books in different ways and that some will have different systems for recording pupil assessment data. The following serves as a guide on the type of information that should be recorded in your mark book.

- Surname
- First Name
- Preferred name
- Form
- Mean MIDYIS score



- Learning Support Needs
- Assessment Marks – also indicate:
  - Date marked
  - Late work
  - Copied work
  - Whether a pupil was absent
  - Incomplete work
  - Draft / final mark
  - House points awarded for a piece of work.
  
- Examination / final formal coursework Marks
- Additional comments e.g. strengths, weaknesses, misconceptions; areas of particular praise can also be included.

Work should be assessed according to the following guidelines:

- The colour used for feedback is at the teacher's' discretion, but the colour used should be consistent. It should be clear which is the pupil's work and which is the teacher's comment. For this reason, pupils should write in blue / black ink, with teacher's ink (e.g. green) in contrast to it.
- Presentation and quality of the feedback should reflect the standards expected from pupils.
- Feedback will vary in intensity according to the piece of work in question, but some comment should always be made; usually a positive, constructive observation, followed by a recommendation on how to improve further and therefore make progress.
- The following conventions may be used to highlight feedback points:
  - VF in a circle for Verbal Feedback
  - T in a circle for Target
  - I in a circle for Independent Work
  - S in a circle for Supported work
  - GW in a circle for Guided Work
  - WWW for What went well
  - EBI for Even Better If
  
- Feedback should ensure that pupils' presentation of work is clear and well-organised.
- Attainment should be measured according to the following system:
  - i. Quantitative marking – where a set number of marking points is available e.g. 8/10.
  - ii. Levelled marking – where work is assessed according to subject specific levels of which the pupil is aware.
  - iii. Examination board attainment grades - where work is assessed according to the scheme agreed for a particular course, marking should be communicated in a similar way e.g. graded 9 – 1.
  - iv. Effort – Where the level of effort is to be communicated an alphabetic or numerical grade can be used as appropriate:
    - E - excellent
    - G - good





- I - inconsistent / coasting
- P - poor

**In all cases it must be made clear to students how the work is assessed and the meaning of the annotation.**

All feedback marks should be recorded in the subject teacher's mark book, either by hand in hard copy or electronically. Some summative assessments will be recorded centrally, either with the Head of Department or the Deputy Headmaster on the PASS Management Information System.

SPAG – All written work should be assessed for spelling, punctuation and grammar which allows students to focus on priority areas for improvement. Where errors do occur, “sp” or “gr” should be written in the margin and the correction made to the text. It is not necessary to correct every single error and teachers should concentrate on correcting those errors that are specific to their subject, especially technical vocabulary.

At various stages throughout the academic year, summative assessment of pupil work will take place. This is most likely to be at the end of a particular study unit. Work should be assessed formally at this stage, usually under examination conditions; and marked according to the above scheme. A level or grade should be awarded where appropriate. Opportunities must be provided after summative assessments for pupil reflection on their result.