



Assessment, Marking and Feedback Policy 2023

CURRENTLY UNDER REVIEW

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Aim/Rationale

Hobart High School is characterised by high expectations of student attainment and progress. Accordingly, assessment, marking and feedback help to ensure that all students make good progress. Assessment, marking and feedback are used to promote progress, develop skills and understanding, and to support students in becoming independent, resilient and active learners.

At Hobart High School, we believe that high quality assessment, marking and feedback is a vital part of the teaching and learning process. This document sets out the school's guidance for assessment so that staff and departments can incorporate these features into their planning. Our approach is evidence based and informed by the findings of the Education Endowment Foundation (EEF). The EEF are an organisation that support schools through reviewing the best available evidence on teaching and learning.

Glossary of key words:

Formative – Assessment that is used by teachers to help students to identify their strengths and weaknesses and target areas that need work.

Summative – Assessment which is used to evaluate student learning, performance and progress.

Synoptic – Assessment which encompasses previous learning and which is not simply focused on the current unit of work.

Responsive teaching – Teaching that responds / reacts in real time or following lessons and uses assessment to support learning.

DNA – One of the formative assessment techniques used at Hobart to provide written feedback (see DNA section below – Done Well / Next Steps / Action).

Metacognition – This defines what a successful learner looks like. They effectively plan, monitor and evaluate their own learning.

Principles of Assessment

Our approach to summative assessment is based on the following evidence informed principles:

1. Purpose

We aim to ensure that all assessments have a clearly defined purpose. When assessing, departments and teachers will start by asking themselves what they want to measure and why:

- The construct: What is the specific knowledge, skill or understanding that we intend to assess?
- The end use: What do we want to do with the information generated by the assessment process?
- The best tool: What and when is the most appropriate, effective and efficient way to assess in this instance?

2. Validity

We ensure that validity is at the heart of all assessment practices. We design our assessments so that they meet their stated purpose and allow us to make justified inferences about pupils' learning and progress. Assessments are focused on a wide breadth of curriculum content to ensure that they provide the information required for the desired assessment purpose.

3. Reliability

We seek to maximise reliability in our assessment practice. We acknowledge that no assessment can ever be 100% reliable but we take all reasonable steps to increase accuracy and to remove sources of bias and inconsistency.

4. Value

We ensure that our assessments add value to learning at every step. We acknowledge the high opportunity cost of assessment by consciously increasing its positive effects and reducing its negative effects on pupils and teachers alike. Thus, the focus is on ensuring that all assessment in the classroom ensures pupils are able to recall more, whilst at the same time supporting teacher workload and not creating unnecessary stress for pupils and decreasing time for other activities.

When assessment follows these principles, it allows teachers to respond promptly and effectively in order to ensure that all pupils can make progress. This **formative assessment**, commonly referred to as **responsive teaching**, has the greatest impact on learning and progress and should be a constant feature of all teaching.

In addition to this, assessment will be used to secure judgements about pupils' attainment at a given time. This is commonly referred to as **summative assessment**. These assessments provide pupils, teachers and parents with information about a child's performance. In addition, these results provide data and other evidence about the quality of education the school provides.

Assessments are designed and scheduled so that:

1. Both summative and formative assessments are incorporated within the subject curriculum.
2. Assessment provides diagnostic feedback. Questioning, written tasks and starters for 10 all have the important function of informing the teacher/student and identifying gaps in knowledge and understanding. Question level analysis of summative tests should also help identify areas of the curriculum which need to be revisited along with informing intervention.
3. Assessment enhances learning – low stakes quizzing and synoptic assessment can encourage recall and retrieval and therefore develop long-term memory.
4. Key summative assessments should be synoptic in nature and take account of previous learning. Departments should decide an appropriate amount of new and previous material and there should be a combination of both in most summative assessments.
5. Assessments identify starting points. Assessment before learning can be used to identify gaps in knowledge, establish progress and plan effectively for learning.
6. Assessment is cumulative in nature, generating information about the long-term learning of a student, rather than performance in isolation.

Summative Assessment Protocol

- At KS3, all subjects will complete a minimum of two summative assessments in the year. Although most will complete three assessments.
- At KS4, a minimum of three summative assessments will take place per year. This can include Y10 and Y11 mock exams.
- All summative assessments are underpinned by principles that align with curriculum end points, so questions are informed by assessment objectives.
- Summative assessment data is used to generate predicted grades but at KS4, this data is also used to gauge current academic performance.
- We take a holistic approach to predictions and other factors such as formative assessment information can also be considered.

How we act on the data generated by summative assessments

At a classroom level

- Teachers assess if there are any gaps or misconceptions in students' knowledge and application, to inform future planning and teaching. They may also respond immediately e.g. through dialogue.
- They identify students who have underperformed in assessments and adapt their teaching accordingly or put interventions in place.

At a department level

- Summative assessment scores are used as one measure of the effectiveness of the curriculum and its delivery, through departments making judgments on whether or not key knowledge and application is secure and whether or not the curriculum end points are being met.

At a whole school level

- Students who are currently not on the SEND register, who have under-performed significantly in summative assessments and who have not been screened before for an undiagnosed SEND need may be screened.
- Individual cohort performance in summative assessments for each subject will be highlighted by termly analysis reports put together by the Trust Standards Officer. Actions will then be taken accordingly.
- The Assistant Headteacher for Curriculum and Achievement, and the SENCO will analyse the performance of disadvantaged and SEND students and then implement any further actions that are required.

Marking and feedback protocol

Principles of Feedback

1. Feedback takes many forms and those with the highest impact are the most immediate (often verbal and within the lesson) and should be given the highest priority.
2. Written marking is time consuming and must be done selectively as outlined below.
3. Feedback should encourage and support further effort (praising effort and process over outcome)
4. Feedback is only meaningful if students are given time and opportunity to respond to it.
5. Feedback should be clear and specific.
6. Feedback should look to address key misconceptions in students' learning.

Forms of Feedback

Teachers are expected to incorporate a range of feedback into their teaching and use this to adapt lesson plans, sequences of work and curriculum plans. This may take a variety of forms, including the following:

- Verbal feedback: so that students can take immediate action.
- Written feedback: using the DNA approach.
- Marking that incorporates a literacy focus for identified pieces of work or is centred entirely on literacy. Please refer to appendix 1 for literacy marking codes / symbols.
- Modelling: providing examples for students to emulate
- Peer and self-assessment: guided by the teacher so that students understand how they have progressed against specific criteria.
- Assessment feedback (formative and summative): for example, multiple choice questioning, quizzing and longer tests to help students identify their progress and gaps in their knowledge.
- Whole class feedback: giving an overview of common strengths and weaknesses. This may be done verbally.

Feedback and mind-set

- Seeking feedback is integral to a growth mind-set and therefore we should be highlighting the importance of seeking feedback and praising this wherever possible whilst aiming to develop non-threatening environments towards feedback within our classrooms. Strategies such as 'think, pair, share', the use of mini white boards, displays highlighting the redrafting process, and the teacher modelling this process can all be used.
- In terms of praise on a wider level, we should avoid feedback that praises on a personal level i.e. 'you are a natural mathematician' and should focus on praising effort and the process.

DNA marking

Teachers should heed the guidance of the Education Endowment Foundation, whose research concludes: "teachers should consider marking less but marking better. Clearly, moving to a form of selective marking could substantially reduce marking workloads."

- In the core subjects of English, Maths and Science, students will receive five DNA Marked pieces of work at KS3 and six pieces at KS4 per year, which they will respond to.
- In the non-core subjects, students will receive four DNA Marked pieces of work at KS3 and five pieces at KS4 per year, which they will respond to.
- DNA marking in books should only be for key, agreed pieces of work and the more complex / challenging tasks for which direct feedback will be more valued. Departments should identify these key pieces of work within schemes of work and schedule as above.
- Regularity of marking is therefore determined by these key marking points.
- Staff will not be expected to acknowledge mark other than to check that work has been completed.
- DNA marking is an appropriate mechanism for providing this written feedback. The 'D' should be specific, identifying what is good about the work and where possible identifying where the work has improved in comparison to previous comparable work.
- Symbol marking: Next steps to make marking actionable should be used and staff may use 'next step target banks' in order to reduce workload. Instead of writing the next step over and over, staff create a set of next steps or actions as they mark the work. Students can then copy these from a summary slide and respond. The next step targets will then be there for future groups and can be adapted as required.

Student response to DNA marking

- If marking is to have value and impact, students must be given the opportunity to respond. We should look to employ the concept of DIRT (Allison & Tharby, 2015) or Dedicated Improvement and Reflection Time. After returning work we should ring fence time to enable students to read and respond.
- Starters: This could be achieved in formal editing or next step completion time at the beginning of the lesson.
- Homework: Finding the time in lessons for students to respond to marking can sometimes be difficult. Responding to marking could simply form part of the department homework cycle, particularly if it involves a lengthy re-editing process.

Live marking

- Some subjects will allow, during extended periods of work, either for the teacher to circulate the room or for students to come up to the teacher's desk to receive feedback. Doing this on a rota basis will allow you to cover the class over the period of a few lessons. You can then look through the student's book, identify misconceptions and pose questions/next steps if required.

Peer marking and feedback

- Peer marking and feedback can be a powerful tool and a way to engage students and develop their understanding if used effectively.
- Peer to peer marking should be based on very specific and clear instruction that should enable students to interpret and respond to clear success criteria.
- If you follow this process, students should then be able to write clear, formative comments on what they did well and what they need to improve to which students can respond.
- Teacher modelling of this process with a student example can help this run even more smoothly.

Feedback and metacognition

- Both verbal and written feedback should encourage students to reflect on the student's self-regulation. Strategies such as 'exam wrappers' can be used to enable students to reflect on how they have approached a task and the effectiveness of strategies that students have used.
- Feedback should focus on the 'process' not simply the outcome.
- Peer and self-assessment, if structured correctly can develop student independence and self-regulation.

Monitoring and Quality Assurance

To ensure feedback is occurring frequently, accurately and demonstrating impact it will be monitored throughout the academic year. This will be as part of the school's quality assurance process but the Head of Department or any Senior Leader has the right to request books at any time throughout the year.

Lesson observations, learning walks and work scrutiny will monitor the consistency and effectiveness of assessment, marking and feedback.

The calendared monitoring will be carried out as part of the quality assurance process and will be coordinated and recorded by the curriculum leader of the department and they may be accompanied by the line manager or a member of SLT.

Marking Code



Hobart's 'Marking Code' is displayed in classrooms.