Assessment, Marking and Feedback Policy

Approved by:	Governors	Date: November 2021
Last reviewed:	September 2021	
Next review due by:	September 2023	

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.

Evidence based research: Principles of Assessment

Assessment purposes: The EEF assessment and monitoring toolkit identifies key purposes to assessment

1. To enhance student learning.
2. To help teachers respond effectively to the needs of the students
3. To provide relevant and accurate information about learning for students, parents, teachers and other relevant stakeholders

Assessments should be 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. Termly predictions and current grades reported at each data entry point will be informed by as wide a range of information as is possible.
7. Assessment should be cumulative in nature, generating information about the long-term learning of a student, rather than performance.
8. At KS3 and KS4, 3 summative assessments will be completed per academic year for all subjects.
9. In the core subjects of English, Maths and Science, students will receive a minimum of 5 DNA marked pieces of work at KS3 and 6 pieces at KS4 per year, which they will respond to.
10. In the non-core subjects, students will receive a minimum of 4 DNA marked pieces of work at KS3 and 5 pieces at KS4 per year, which they will respond to.

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 solely for literacy on at least 1 identified piece of work.
- 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."

- 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 acknowledgement 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 'target banks' in order to reduce workload. Instead of writing the next step over and over, staff create a set of targets as they mark the work. Students can then copy the target 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 for the teacher to either 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 staff to cover the class over the period of a few lessons. Staff can then look through student books, identify misconceptions and pose questions/next steps if required.

Marking for Literacy

- Symbol marking is also used when marking for literacy (see appendix). Marking for literacy should only take place on identified pieces of work.

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.
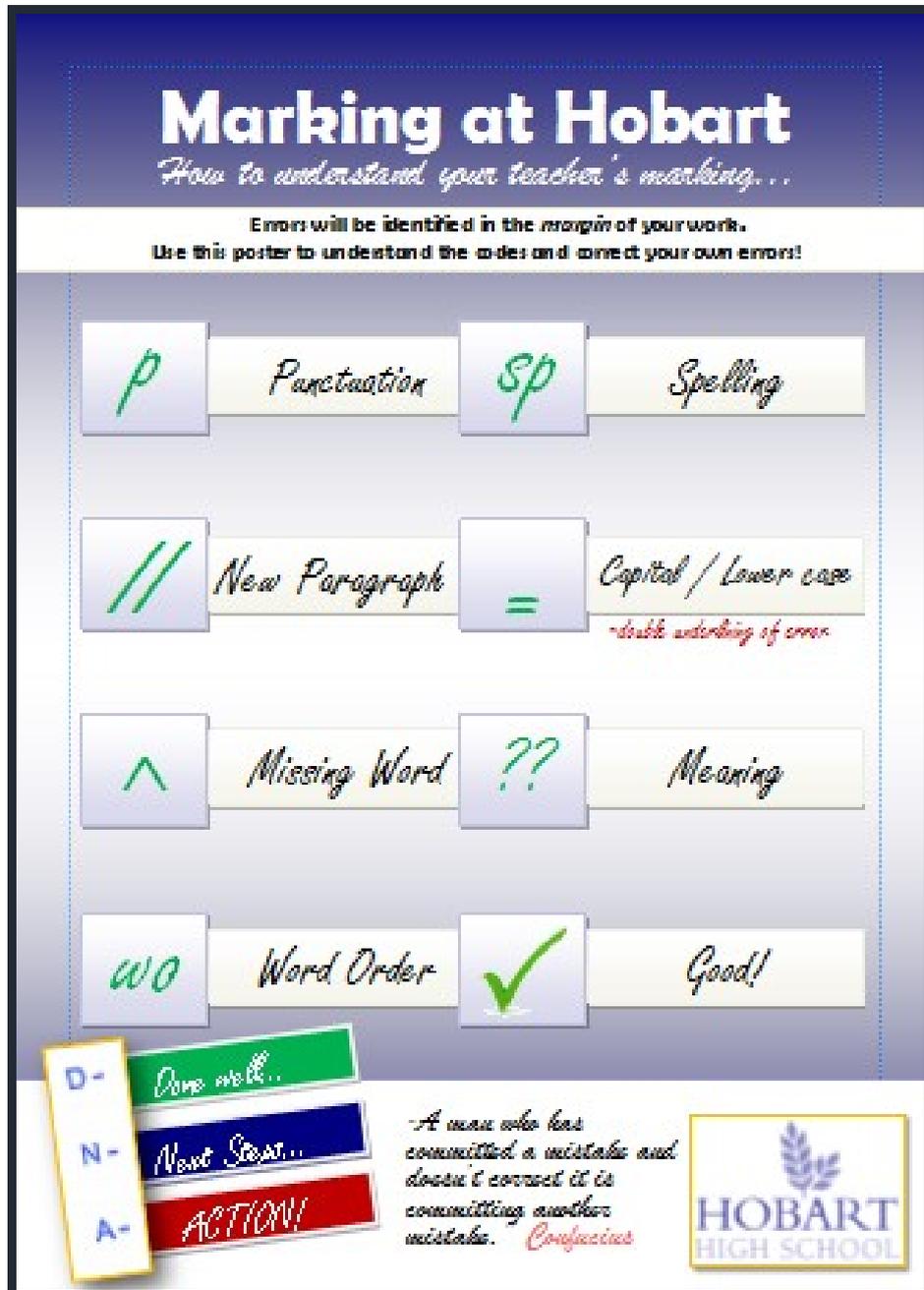
Monitoring and Quality Assurance

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 all classrooms of the school.

Spelling Strategies

Look, Say, Cover, Write, Check (LSCWC)

Effective for learning 'Key Words' and learning essential vocabulary. Encourage student to select identified error from own writing. Ensure that the student is *provided* with the correct spelling by either Teacher or Teaching Assistant; it is essential that the student starts using LSCWC with the correct spelling. Students should highlight the *correct spelling* and write it out. Students should then:

- **Look** at the correct spelling – focusing on different parts of the word and studying the word visually;
- **Say** the word aloud, pronouncing it to emphasise the spelling if necessary (for example, Wed-nes-day).
- **Cover** the word and **write** it.
- **Check** their word with the original.

Repetition is key – so students should be encouraged to repeat this process on a number of occasions. Students should follow LSCWC by writing three sentences containing the target word.

Simultaneous Oral Spelling (SOS)

Effective for learning shorter 'Key Words' and words with similar sequences of letters. Again, ensure that the student is *provided* with the correct spelling and that the correct spelling is highlighted and copied correctly, if taken from the student's own work.
The student should then write the word repeatedly, *saying* the **letter name** (and not the letter sound) as each letter is written.