

Assessment and Feedback Principles

At The Winstanley School we want our students to be successful learners who achieve all of which they are truly capable. Assessment and feedback is fundamental to achieving our high aspirations for all of our students.

Purpose of assessment and feedback

- For students, the purpose of assessment and feedback is to enable them to understand what they know and can do and how they can make further progress
- For teachers, assessment will enable them to plan learning in order to support all students to make excellent progress
- For other staff and governors, assessment information will inform an understanding of the current and potential student outcomes in order to prioritise resources to make the most impact on student outcomes.
- For parents, assessment information is to inform them of their child's progress and how they can support the school to maximise achievement

Principles of assessment and feedback

Assessment and feedback should:

- Allow teachers to plan for teaching that meets the individual needs of all the students in the classroom
- Recognise and celebrate success in order to encourage and motivate students
- Be based on specific learning outcomes and objectives and these should be clearly identified by the teacher and understood by students
- Allow students to understand assessment criteria and respond to feedback in order to encourage them to become reflective learners who take responsibility for their own learning
- Inform targets for improvement
- Be accessible for parents in order that they can play an active and informed part in their child's education

Types of assessment and feedback

Assessment and feedback is undertaken in a range of ways for different students, years and subjects. All assessments and feedback adhere to the principles outlined in this guidance. Types of assessment and feedback may include:

- Verbal feedback
- Self-assessment
- Peer-assessment
- Group/whole class assessment and feedback
- Written marking and feedback
- Teacher/student questioning and response
- Assessment of exemplar work
- Sharing of successful work with others
- Use of assessment criteria and examination materials
- Assessments specific to the needs of students e.g. those new to English

- Online assessment via google classrooms

Student response to assessment

- Across the school, students will be provided with **purple** pens to respond to assessment and feedback.
- D.I.R.T (Dedicated Improvement and Reflection Time) will be planned in sequences of learning. Where D.I.R.T leads to improving work by e.g. re-writing paragraphs, this will be made clear by the use of purple pens for titles or annotations.

Presentation of work - 'Super 7'

In order that our students take pride in their work and develop excellent presentation skills, we will also assess and feed back to students on the presentation of their work. We have worked with our staff and students to create a set of principles with regard to presentation of their work called 'Super 7'. Students who present their work using these principles will receive a 'Super 7' stamp which will be included in our rewards systems; students who do not present their work using these principles will be asked to re-do their work in detention.

'Super 7'

1. Write in black ink
2. Write the date and title and underline them
3. Draw diagrams, graphs and pictures in pencils
4. Keep your exercise book free from doodling and graffiti
5. Make sure all work is as neat as you can make it
6. Put a single line through errors
7. Unless asked to do otherwise, all answers should be in detail using full sentences

Frequency of written marking

As well as the regular use of different types of formative assessment above, a **minimum** of summative assessed pieces of work where students receive written feedback (including part/whole examination practice papers) will be as follows:

Years 7-8

English, maths, science, humanities – 6 pieces per year

All other subjects with the exception of Core Physical Education – 3 pieces per year

Years 9-11

English, maths and science – two pieces per term - 6 pieces per year

All other subjects with the exception of Core Physical Education – 4 pieces per year

Marking symbols and Codes

In order to provide consistency for students, across the school we will use the following symbols to identify key literacy errors and target misconceptions:

SP	Spelling Error	P	Error in punctuation		
G	Error in use of grammar	^	Word missed out	//	New Paragraph

Individual subject information

Each subject will provide a clear outline of 'What assessment looks like in...', which will include information about the following:

- **The timing of formally assessed pieces of work**
- **How assessments are graded and used for Working at Grades and parental feedback**
- **The wider range of assessment activities that are used to feed back to students**
- **How students will respond to feedback, including self and peer feedback**
- **How the subject area will mark literacy e.g. spelling of specialist vocabulary; identifying specific pieces of work where Spelling, Punctuation and Grammar will be assessed in line with specifications.**
- **Where records of formal assessments will be stored**