



GEORGE ABBOT SCHOOL

Policy Title:	Effective Assessment, Marking and Feedback Principles	
Author:	Deputy Headteacher for T&L	
Date of most recent review:	May 2022	
School Mission Statement:	Academic excellence within a strong community of equality and respect, where potential and opportunity are realised.	

Included in this Policy:

1. **Vision and Rationale** for Effective Assessment, Marking and Feedback at George Abbot School
2. Driving learning forward through effective **formative** assessment and feedback
3. Driving learning forward through effective **summative** assessment and feedback (including what we do with the data)
4. The **Assessment and Reporting Cycle** and communications with stakeholders
5. The Formal Assessment **Calendar**
6. **Principles** for assessment **planning**
7. **Marking**

1.1 Vision and Rationale for Effective Assessment, Feedback and Marking at George Abbot School

Assessment is carefully planned within our curriculum so that teachers can focus on moving learning forward in lessons through high quality, responsive teaching. Assessment takes two forms: in class '**formative**' assessment and formal '**summative**' assessment. Both forms of assessment will move learning forward by:

- i. Laying the foundations for effective and timely feedback
- ii. Allowing students to act upon feedback to improve themselves, as learners
- iii. Providing teachers with data to enable *responsive teaching* and responsive lesson planning
- iv. Providing leaders with data to inform interventions and curriculum review, design and planning

Assessment will also:

- i. Provide all stakeholders with updates on student progress

2.1 Moving learning forward through formative assessment and feedback (in class)

Teaching responsively, we are constantly receiving feedback from the students as to what they know and can do, and more importantly what they don't yet know and can't yet do. This is done using formative assessment strategies; for example teacher questioning, retrieval and practice activities.

We believe that feedback given to students should be timely, useful and actionable. Because of this, most feedback will be given verbally during the lesson whilst the student is learning. We do however, give feedback in lots of different ways and departments and teachers will use feedback methods that are most suitable and effective to their subject. The key is that feedback should happen (usually) before mistakes get embedded and there should be opportunities for students to act upon this feedback before it is forgotten, or the context of the task is lost.

We also believe that there is great value in students providing their peers with feedback; this is a skill which not only serves to improve interpersonal skills but also strengthens students' own understanding of their learning as they seek to give useful advice to others.

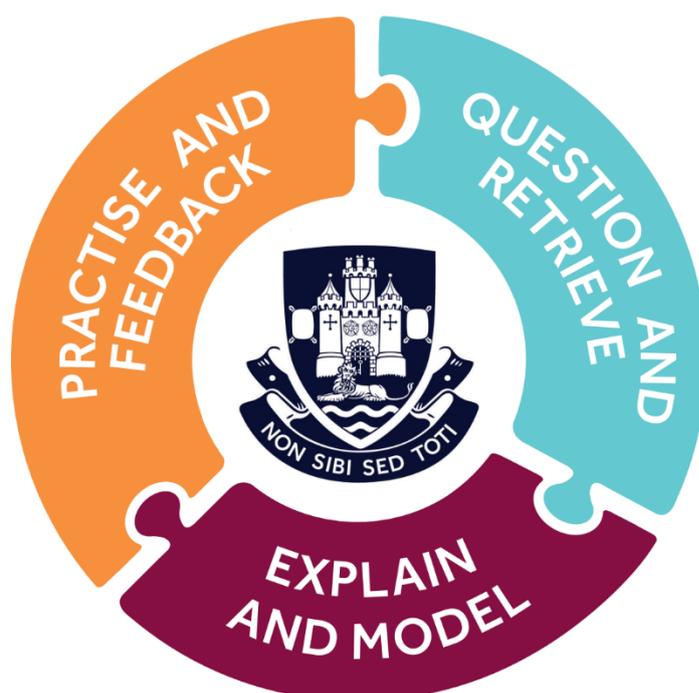
Sitting down and reading the work of students properly is also an important part of the assessment and feedback cycle that teachers undertake. We ask staff to do this for every student they teach at least once per half term and provide useful written feedback for each student to read and reflect on. Once per half term from each teacher means that students receive, on average, one piece of written feedback each week across their subjects. The work they read may be something from their exercise book or it may be a more summative piece of work such as an assessment.

Feedback is subject specific (EEF Feedback Report 2021), as a result each subject has a separate and detailed Feedback Policy, which can be found here: <https://www.georgeabbot.surrey.sch.uk/teaching-and-learning/>

Summary of Formative Assessment and Feedback

- George Abbot School recognises the value of all forms of formative assessment and feedback and recognises that a 'one-size-fits-all' approach is ineffective. As a result, subject specific Feedback Policies will include: written, verbal, individual, whole-class and peer feedback approaches as appropriate for their subject
- Assessment and feedback strategies will enable teachers to teach responsively, to meet the specific needs of all learners
- Effective, regular and specific feedback will facilitate student progress and develop independent and resilient learners

Responsive Teaching at George Abbot



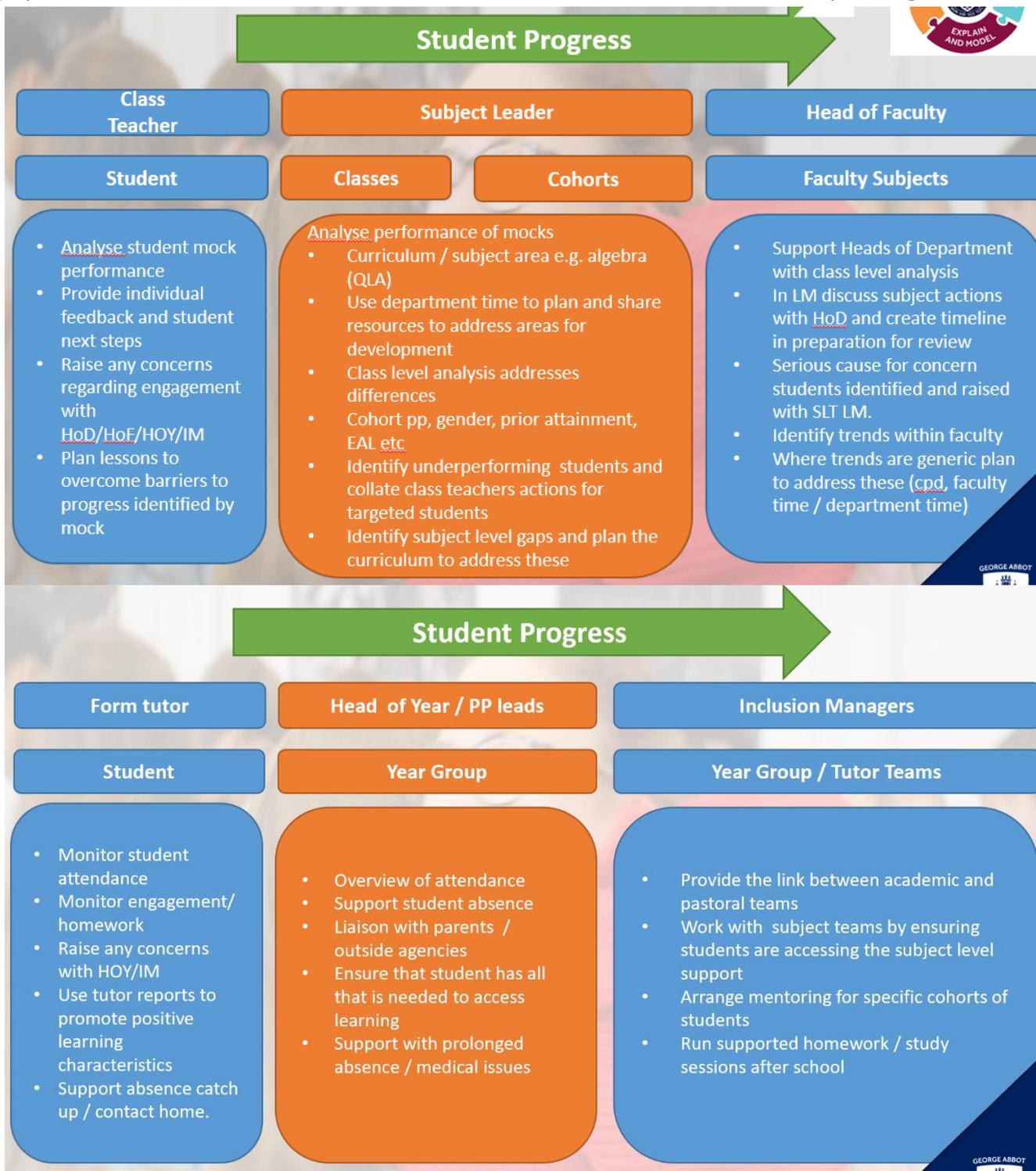
2.2 Moving learning forward through summative assessments (formal assessments)

As well as continuously formatively assessing students, and providing regular and timely feedback in lessons, students will complete formal summative assessments, at certain points within the curriculum. These summative assessment points will provide further feedback opportunities, but also serve two additional functions:

- i. Provide leaders with data to inform interventions and curriculum review, design and planning
- ii. Provide all stakeholders with updates on student progress

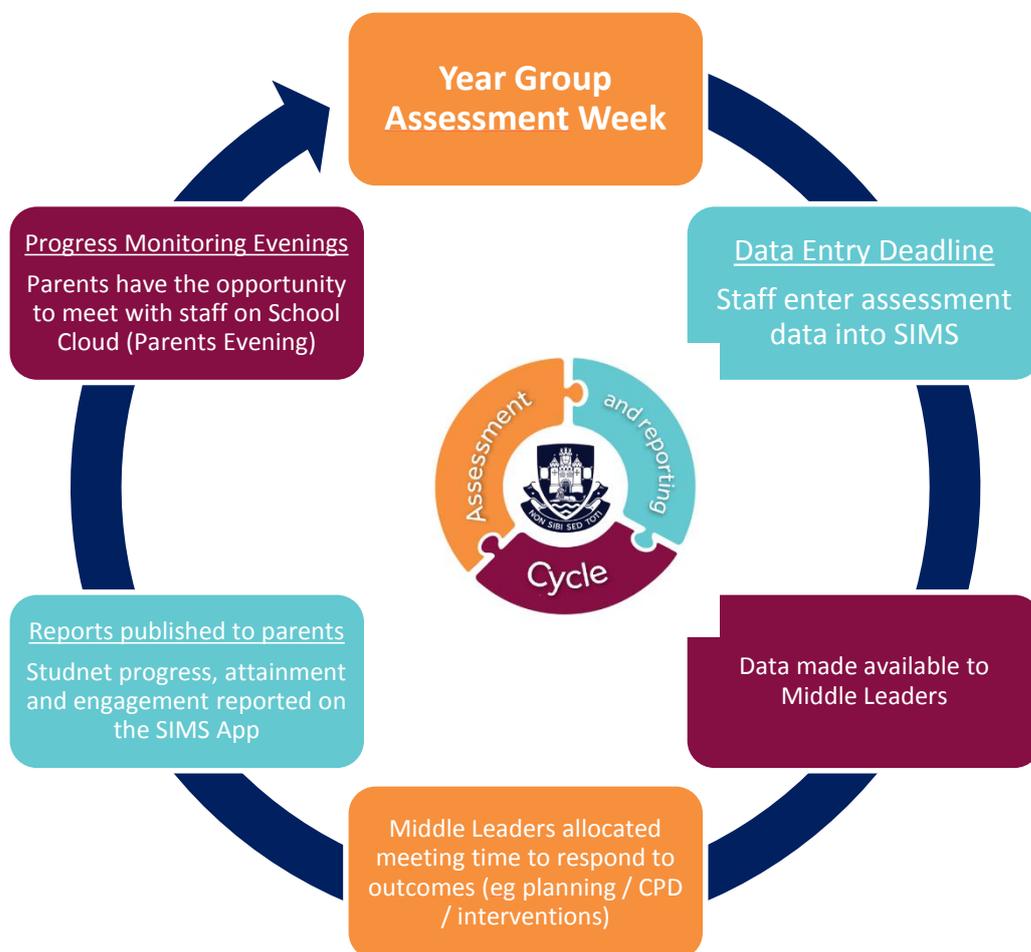
2.2.1 Providing leaders with data to inform interventions and curriculum design

The graphic below illustrates how teachers and leaders use summative data to inform planning:



2.2.1 Providing all stakeholders with updates on student progress

We greatly value our parent / school partnership, so provide opportunities within the school year for parents to receive feedback on student progress. This cycle also allows leaders to monitor student progress across the school. The assessment and reporting cycle looks like this:



Calendar Event	Link
Parent Progress Evenings and Parent Data Reports	https://www.georgeabbot.surrey.sch.uk/progress-monitoring/
Assessment Weeks for each Year Group	https://www.georgeabbot.surrey.sch.uk/events/

3.1 Our Assessment Planning Principles

The following Assessment Planning Principles ensure assessment data is accurate, valid and reliable:

1) Assessment should have standard tasks in standard conditions

- Importance of using standardised material.
- Importance of consistency of assessment across cohorts.
- Consideration of not just content covered but skills examined through range of questions that reflects AO's within specifications.

2) Assessments should use marking strategies to remove bias and improve accuracy of outcomes.

- Hive marking
- Pre standardisation

3) Assessments should sample a large domain of content.

- Spiralling...in other words linking the assessment with the curriculum – “Assessments cannot focus solely on what pupils have studied over the most recent term. Assessments have to sample from what pupils have learnt in that subject, not just in the previous terms but in previous years.”

4) Assessments should be carefully planned in their frequency.

- If summative assessments are used too frequently, there are risks; either pupils/teachers get demoralised because hard work is not showing improvement, or both start to focus on short-term tactics which will lead to improvement on the summative exams, but will not lead to real improvement in learning.” (Christodoulou 2017)

4.1 Marking (Feedback!)

“...feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning,”— Dylan Wiliam

The evidence

- “[There is] a striking disparity between the enormous amount of effort invested in marking books, and the very small number of robust studies that have been completed to date” *A Marked Improvement* Elliot et al., 2016
- “[Marking has become] disproportionately valued by schools, and unnecessarily burdensome for teachers” Independent Teacher Workload Group 2016
- “Marking should be driven by professional judgement and be meaningful, manageable and motivating” Independent Teacher Workload Group, 2016
- “The longer, more complicated the feedback, the less likely students are to understand it and respond and Feedback is only feedback if students respond to the information provided” *Responsive Teaching*, Fletcher-Wood, 2018 pp111-113
- “There is no ‘best’ type of feedback” *Focus on Formative Feedback*, Shute, 2008 p182

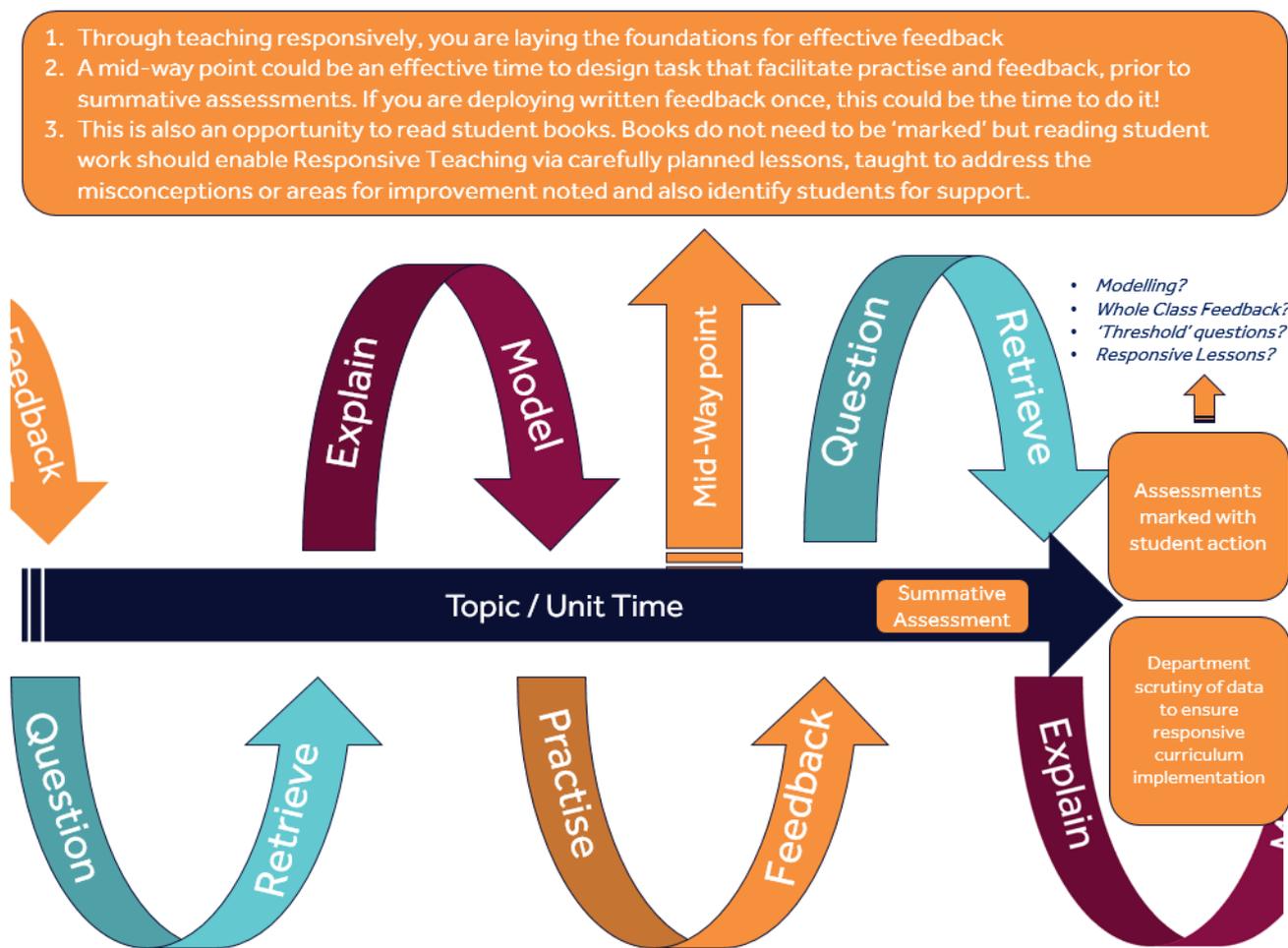
We encourage department policies to incorporate strategies for feedback that are most appropriate and effective for their subject. This allows more time to be spent on planning and teaching high quality lessons responsively. We do expect that students will receive at least one form of written feedback in their books per half term for most subjects.

Our principles

1. We ensure that we **receive** regular feedback from students, planning and teaching in response to this (we call this *Responsive Teaching*)
2. We value all types of feedback if it moves learning forward effectively
3. Teachers follow individualised department Feedback Policies (published on the school website), to deploy effective feedback for their subject
4. Students value written feedback, so it will be provided at least once per half term for most subjects, at a time and in a form most appropriate for the subject. This may follow a summative assessment, or at a ‘mid-way’ point, preceding a summative assessment (see Fig.1 staff training model below)
5. Students are always given time to act upon feedback in lessons

Fig 1. Staff Training on Feedback (Responsive Teaching in action)

The



Evidence and Expertise underpinning this policy:

- Fletcher-Wood, H (2018), *Responsive Teaching*
- Lemov, D (2021), *Teach like a champion 3.0*
- Educational Endowment Foundation (2021), *Teacher Feedback to Improve Pupil Learning: Guidance Report*
- Elliot et al (2016), *a Marked Improvement*
- Schute (2008), *Focus on Formative Feedback*
- Independent Teacher Workload Group Report (2016)
- Wiliam, D (2018) *Embedding Formative Assessment 2nd Ed*
- Christodoulou, D (2017) *Making Good Progress?*