



Arbour Academy

Assessment, Feedback and Marking Policy

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Arbour Academy's Assessment Policy Intent

- **Informing classroom practice**- curriculum should drive assessment and not the other way round.
- **Cater to the needs of pupils** - pupils will have individualised targets based on their starting points and SEND needs.
- **Understood by key stakeholders** - New data systems will be easy to understand for all parties involved in discussions about pupil progress and attainment (parents/ carers and outside agencies)

Policy development

This policy has been developed through:

- A response to 'Abolishment of Levels by the Government – Assessment After Levels' (Nick Gibb, 2015)
- SLT have completed a SWOT analysis of the current assessment processes 2023/24 which will inform new assessment guidelines at Arbour Academy
- Completing a thorough evaluation of the new assessment guidelines with staff, pupils, governors and outside agencies

Introduction

From 2015, the Department for Education gave schools the freedom to develop their own approach for assessing pupils' progress. We have used information from the work of Nick Gibb on 'Assessment after Levels' (2015) which provides guidance for schools in the light of the abolishment of national curriculum levels.

Our approach is continually evolving as we move away from the constraints of levels and seek ways in which we can demonstrate the individual and unique progress our complex learners make across all areas of the curriculum.

Overview of Assessment Guidelines at Arbour Academy

- Summarises progress across periods of time and allows school to track progress of individuals and groups.
- Our assessment system is being adapted to include assessments which inform and track very small steps in progress
- In each subject, pupils follow modular schemes of learning which link to National Curriculum objectives. Pupil progress is tracked against these schemes of learning using the language Emerging, Developing, Secure and Advanced.
- Teachers assess during the lesson and provide constant feedback, assessing as they go along and adapting to the needs of the pupils.

"A successful assessment system will enable the teacher to understand thoroughly what is expected to be mastered by pupils at any given stage of education, and assess their progress towards doing so in a meaningful and fair way" ([Education Endowment Foundation](#))

At Arbour, we believe that formative assessment is the most effective way to help pupils achieve their potential. We ensure that pupils are aware of their strengths, areas for improvement and how to improve.

*"Formative assessment is a **planned, ongoing process** used by **all students and teachers during learning and teaching** to **elicit and use evidence of student learning** to improve student understanding of intended disciplinary learning outcomes and **support students to become self-directed learners.**" CCSO, 2018*

Teachers mark work on a regular basis, using the marking code to ensure that useful feedback is provided. Teachers will use peer and self-assessment within their lessons in order to involve pupils in their own work, give them ownership and a better understanding of how to show progress.

Key Stage 3 Assessment and Feedback

During Key Stage 3, teachers will set formal assessments which will measure cumulative knowledge and skills at key points. This will then be used alongside teacher assessments to build an academic picture of the pupil's progress. This information will be shared with parents at the end of term 1 and again at the end of the school year.

Pupils will be graded using the following descriptors; Working Towards, Emerging, Developing, Secure and Advanced.

Each year, the curriculum builds and becomes more challenging over time. Therefore, the criteria underpinning each descriptor also becomes more challenging. A pupil who maintains the same descriptor (that is in line with their KS2 data) throughout KS3 is therefore making expected progress.

Underperformance at KS3 is addressed through the feedback model and the intervention cycle.

Progression Pathways at Arbour Academy

Pathway	Working Towards	Emerging	Developing	Secure	Advanced
Exam	Entry Levels 1 - 3	GCSE	Foundation	GCSE	Higher
Grades		1 2 3	4 5	6 7	8 9
Optional Exams	Edexcel Awards Level 1	Functional Skills Level 1	Functional Skills Level 2		

Overview of Data Submission Points

The collection of data was decided after careful consideration of government guidelines for reducing teacher workload.

End of Autumn 1	Review pupil's baselines and targets. Complete exam analysis of previous year Complete new pupils initial baseline assessment and enter data on Edukey
End of Autumn 2	First PITA data capture – based on formative and summative assessments and data entry Complete Department Health Check
End of Spring 1	Review pupil targets on Edukey Complete new pupils initial baseline assessment and enter data on Edukey
End of Spring 2	Second PITA data capture based on formative and summative assessments – including predicted grades at KS4. Complete Department Health Check
End of Summer 1	Review pupil targets on Edukey Complete new pupils initial baseline assessment and enter data on Edukey
End of Summer 2	Third PITA data capture based on formative and summative assessments. Complete all pupils end of year assessments and review Boxall profiles Complete Department Health Check

Point in Time Assessment (PITA)

Assessment at Key Stage 3 and 4 will be based on teacher's professional judgments measuring pupil achievement against with their end of year targets.

This will be referred to as Point In Time Assessments (PITA's). The PITA's collected each term will be: -

- AT – Above Target
- OT – On Target
- BT – Below Target
- NC – Not Counted – this will be applied to pupils who have recently joined Arbour Academy

Moderation

Teachers meet once a half term in subject departments to discuss all aspects of teaching and learning, including moderation.

Heads of Department monitor assessment and moderation in the Subject Department Health Check once per half term. See example in appendix two.

Further moderation may also be undertaken through subject network meetings if required.

Annual Reports on pupil's progress

Teachers are expected to report on pupil's progress to parents and carers twice a year alongside pupils half termly review meetings. Up to date information is provided for pupils which includes for each subject:

- Pupils current progress (as defined by the progression pathway or progress in relation to their respective qualification if at Key Stage 4)
- What is working well (pupils' strengths across the curriculum)
- Even better if (pupil's area for improvement across the curriculum)

Feedback to Students

There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other types of feedback may. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work (Education Endowment Fund).

Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months according to EEF).

However, at Arbour we carefully consider how feedback will be received, including impacts on self- confidence and motivation. Where pupils can cope emotionally with written feedback, it will be given, using the literacy feedback code. Where pupils are currently triggered by written feedback, verbal feedback and coaching will be given.

Marking for Literacy

Literacy Marking will be visible in all books across the curriculum. Staff at Arbour Academy mark for literacy using the following feedback code:

Text Mark	Margin abbreviation	Meaning
O	<u>Sp</u>	Spelling error. Find the correct spelling and write it down.
O	P	Punctuation error. Check full stops / commas / apostrophes / question marks.
O	Caps	Incorrect use of capital letters. Check whether you have used a capital letter in the wrong place or you have missed a capital letter.
O	NS	New sentence needed.
//	NP	New paragraph needed.
~~~~~	?	Expression is unclear or awkward; rephrasing is required; wrong word used.

Staff at Arbour Academy use both verbal and written feedback throughout the lessons. At the start of each unit of work pupils will be set individual targets to complete as the unit progresses and teachers will continually review progress and ensure that targets set are ambitious and achievable. Feedback will be differentiated so that pupils are either directed to errors or areas of strength, or asked to find them themselves so that pupils are fully involved in the feedback and improvement process.

It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. This not only opens up our pupils to receiving feedback but also is purposeful in showing them what they can already do, as well as what they need to do next. Pupils are expected to respond to their written or verbal feedback. Misconceptions in learning and concepts is addressed while on task with the children and this can be identified with the adult using the verbal feedback symbol within the work.



Teachers will use clear success criteria both as a scaffold for pupils to complete their work but also as a method for feedback, giving instant feedback on what pupils have done well and what they may need to do to improve their work further.