



Conisborough
College

Reporting, Assessment and Feedback Policy 2022-2023

Date Agreed by Full Governors: 23rd September 2022

A handwritten signature in black ink, appearing to be a cursive name, positioned above the signature line.

Chair of Governors Signature:

Date final version adopted: October 2022

Date to be reviewed: October 2023

Reporting, Assessment and Feedback Policy

2022 -2023

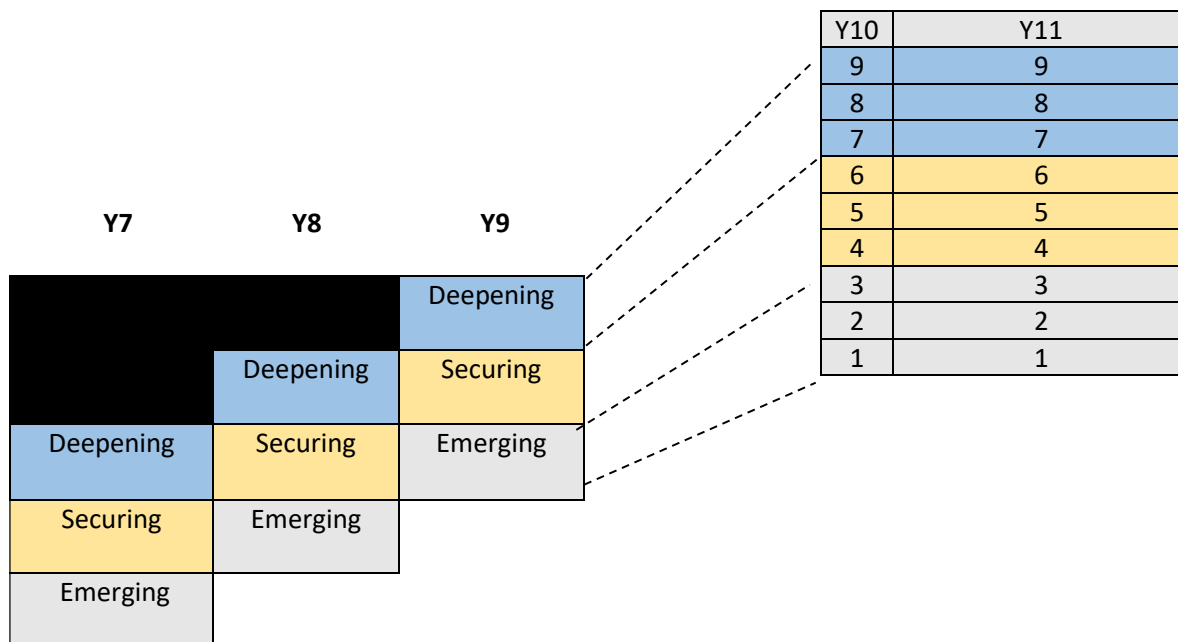
Vision

- **Conisborough College requires an assessment policy that is baselined and uses solid data rather than teacher subjectivity to assess progress and attainment at KS3, as we already do at KS4.**
- **This data should then be colour-coded centrally to represent progress to students, parents and teachers.**
- **Data analysis should be provided for Curriculum Leaders and staff so that teachers can focus on addressing issues or gaps in learning indicated by the data rather than spending time generating data. Data is a tool used by teachers to ensure good progress.**
- **The assessment policy has been devised by a working party consisting of Deputy Headteacher – Standards and Outcomes, and Curriculum Leaders of both Core and Foundation subjects, it has been quality assured by the School Improvement Partner, Local Authority Advisors and in the Quality Assurance Reviews in Summer 2022**

Summary of KS3 Assessment Process

- Teachers identify students at 3 assessment points as ‘emerging’, ‘securing’ or ‘deepening.’ This has been in place for a year and replaces the previous RAG system with a more robust and rigorous assessment system that links to prior achievement, enables us to identify underachievement and take action to address this.
- Teachers award these grades according to subject specific criteria which have been created by Curriculum Leaders and their teams. There are separate criteria for Years 7, 8 and 9.
- An ‘emerging’ student will be working at a level suggesting they would go on to achieve grades 1-3 at GCSE.
- A ‘securing’ student will be working at a level suggesting they would go on to achieve grades 4 or 5 or 6 at GCSE.
- A ‘deepening’ student will be working at a level suggesting they would go on to achieve grades 7-9 at GCSE.
- Once teachers have awarded the emerging/securing/deepening grades according to subject specific criteria, the students will be automatically colour coded in SIMS based on their achievement compared to prior attainment. This data will be analysed in the same manner as we do with Year 11 so progress can be tracked according to gender, ethnicity, Pupil Premium etc, and relevant interventions can be put in place.

Visual Summary of Emerging/Securing/Deepening Bands and how these link to GCSE Grades



Visual Summary of how attainment band grades (emerging/securing/deepening) will be colour coded to indicate progress

- N = absent or not attempted, not able to assess
- E- = not reaching emerging criteria– progress to a U grade at GCSE
- E = Low Prior Attainer expected progress (should achieve grade 1-3 at GCSE)
- S = Middle Prior Attainer expected progress (should achieve grade 4/5 at GCSE)
- S+ = Middle Prior Attainer is ABOVE expected progress (grade 6 at GCSE)
- D = High Prior Attainer expected progress (should achieve grade 7-9)

	N	E-	E	S	S+	D
HPA						
MPA						
LPA						

Colour coding on the report to parents and internally.

Progress is well below expected level	Progress is below expected level	Progress is at expected level	Above expected progress

Summary of KS4 Assessment Process

- Data drop grades will be collected three times a year using GCSE Grades with an additional data collection point at the end of Autumn 1 for Y11.
- Target grades will be generated using FFT 50. These minimum target grades will be shared with staff, students and parents.
- Data will be colour coded (RAG'd) according to FFT 50 grades and analysed by all relevant sub-groups (e.g. PP/SEND/ethnicity/gender/prior attainment) at each data collation allowing for intervention strategy to be adjusted.

Reporting Cycle 2022-23

The reporting cycle can be summarised as follows for Years 7 - 10

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
N/A	Y7-Y9 E, S, D Y10 Grade 1-9 E/B/H grades	N/A	Y7-Y9 E,S,D Y10 Grade 1-9 E/B/H grades	N/A	Y7-Y9 E,S,D Y10 Grade 1-9 E/B/H grades

The reporting cycle can be summarised as follows for Year 11

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Grades 1-9 E/B/H grades	Mock Series 1 E/B/H grades	None	Mock Series 2 E/B/H grades	Predicted grade	None

Glossary

LPA – Low Prior Attainers (from Key Stage 2 grades)

MPA– Middle Prior Attainers (from Key Stage 2 grades)

HPA - High Prior Attainers (from Key Stage 2 grades)

E/B/H grades – Effort/Behaviour/Homework grades

Expectations of Student Work

Presentation

- Students write in black or blue ink.
- Teachers feedback in red ink.
- Students respond to teacher feedback in green ink as well as completing self and peer assessment.
- Diagrams, drawings and charts are completed in pencil.
- Each lesson has the following headings underlined: **C/W Title Date**
- Where student work does not meet these expectations the work will be re-written by the student.

SPaG

- All students to have the literacy marking policy in the front of their book on the inside cover.
- Teachers to use the following codes when marking books for literacy.

Literacy Code	SPaG target
sp	Copy and spell key words correctly
c	Use capital letters at the start of sentences and for proper nouns
p	Work on punctuation , putting full stops, commas and question marks in the right place
cs fs	Avoid comma splicing or fused sentences
? ^	Always carefully reread your work, checking it makes sense and that you haven't missed any words
ww	Don't use the wrong word : careful with homophones (eg. <u>their/they're/there</u>)
ve	Avoid making verb errors (eg. was / were)
vt	Avoid confusing past, present or future verb tenses
//	Break your writing into paragraphs

When books are returned to students they need to:

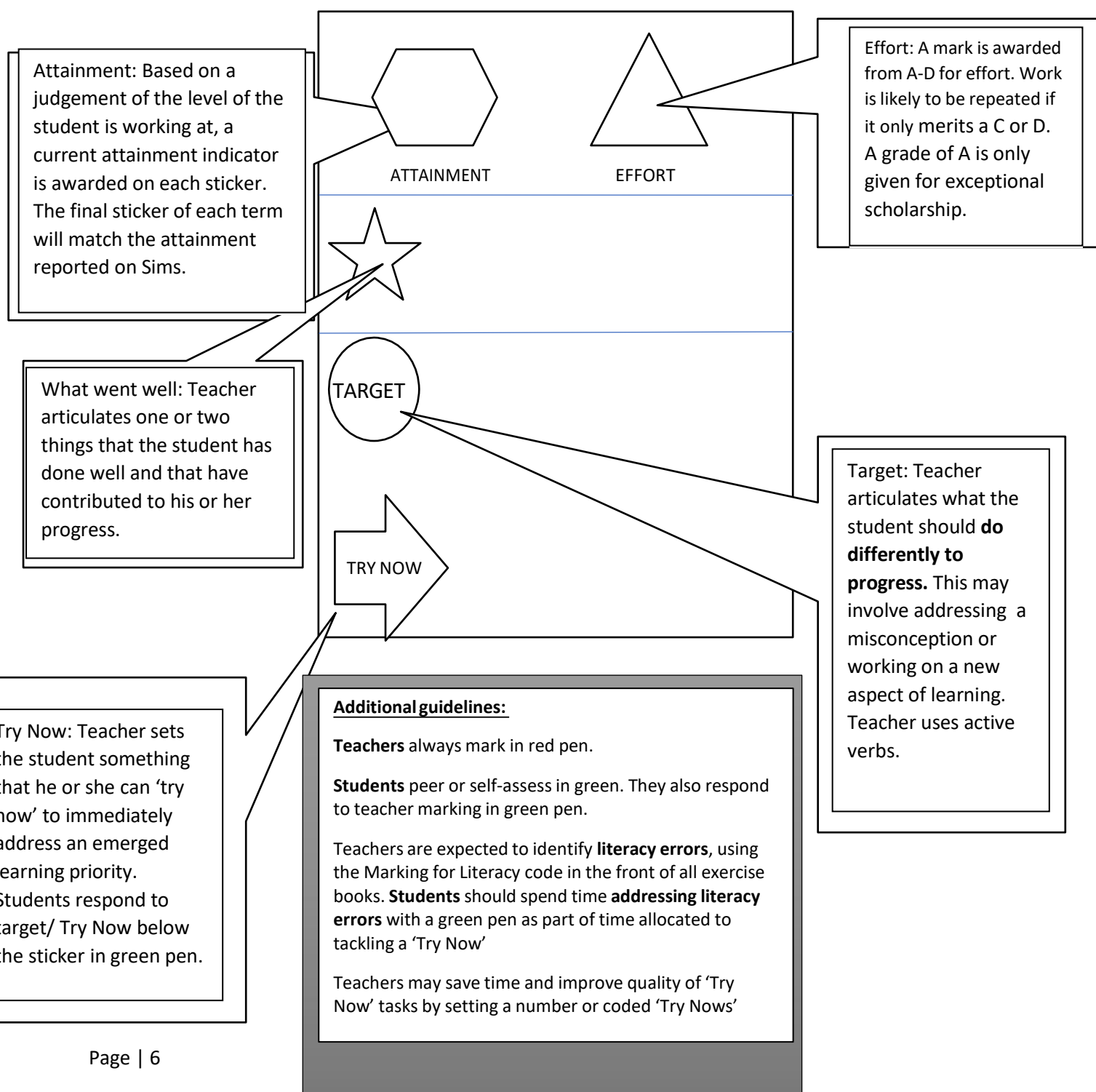
- Check and write out the correct spelling. Frequent errors in a class will be compiled to create class spelling tests for units of work.
- Correct the punctuation.
- Re-visit the grammar errors.

Students may need activities to support them to understand their SPaG errors and these are stuck into books when they are marked and completed by the student when marked books are returned.

Feedback and Assessment Cycle

Feedback Marking stickers are to be used in the following way:

Key Stage 3	Key Stage 4
Non-Core: At least 2 stickers in class books and 2 'Try Nows' set per half term.	All subjects: At least 3 stickers in class books and 3 'Try Nows' set per half term.
Core: At least 3 stickers in class books and 3 'Try Nows' set per half term.	



Questions on the Feedback Policy

- 1. How many times do you have to Feedback per half term?**
You are required to use the feedback sticker in class workbooks at least 3 times per half term (twice for Non-core at Key Stage 3). In addition to this, you should make further comments and corrections with or without using stickers, particularly when responding to students work directly in the lesson.
- 2. Does this include homework or is this separate?**
This does not include homework. You are welcome to use stickers for homework, however this is not a requirement. All homework should be marked: this can be marked by the teacher, peer or self-assessed.
- 3. How many times do you have to give an Attainment Grade per half term?**
You should provide an Attainment Grade on every marking sticker (as soon as you have enough data to make a sound holistic judgement). The Attainment Grade on the final sticker of each half term should match the next grade reported.
- 4. Does the half termly assessment count as a marking sticker?**
It is a requirement that assessments are teacher marked for accurate summative data. It is good practice to use a feedback sticker with assessments, giving students an opportunity to address immediate misconceptions. Using a feedback sticker is not a requirement beyond the 3 (or 2 for Non-core KS3) feedback stickers but may form part of it.
- 5. Do we record the level of the half termly assessment in the termly data drop?**
Students complete a half termly assessment as part of the cycle. You will record an Attainment Grade on the last termly sticker. This Attainment Grade is a realistic and holistic representation of where the student is currently at and will take into account the latest assessment – although other assessment and coursework data may contribute to Current Grade.
- 6. Do students respond in green? And is teacher marking in red?**
Yes. Additionally, students use green pen to peer-assess or self-assess. Students may use feedback stickers for peer or self- assessment, however, teachers are expected to use 3 (or 2 for Non-core KS3) feedback stickers, and therefore set this number of 'Try Nows' each half term.
- 7. Do we have a Literacy Marking Policy?**
We do. Each student class workbook will have a yellow sticker with Spelling Punctuation and Grammar (SPaG) targets on. Provided posters relating to the marking policy are to be displayed in every classroom. Errors should be underlined in red, and the appropriate code written in red in the margin. Students should make literacy corrections in green.
- 8. Can a 'Try Now' also be used as a starter?**
As feedback stickers are often the most recent thing in student books, it makes sense to start a lesson with students completing 'Try Nows'. The 5 in 5 for that lesson should be a student self-reflection on the piece of work that has been marked with a sticker. Then whenever possible response to 'Try Nows' takes place, teachers should plan and allocate adequate time in lessons for effective response to feedback. This could be up to a whole lesson.
- 9. How long should a 'Try Now' take?**
There is no upper limit; a 'Try Now' should provide adequate opportunity for a student to address a misconception or progress on a new aspect of learning. Teachers are reminded that, as with all learning, different students will require different levels of support and scaffold. A 'Try Now' should be planned and resourced in a similar way to other activities, including the use of visual prompts to help students reflect on their learning.