

# Ormiston Maritime Academy

## Assessment Feedback and Homework Policy

Date adopted: 5 October 2016

Next review date: October 2017

### Policy Version Control

Policy prepared by	OAT Model Policy
Responsible committee	Policy Committee
Date approved by committee	5 October 2016
Date ratified by LGB (if required)	N/A
Description of changes from the model policy (if any)	1.

## Contents

		<b>Page</b>
1	Assessment, reporting, feedback and homework	3
2	Objectives	3
3	Success criteria	3
4	Reporting to parents	5
5	Homework	8

# 1 ASSESSMENT, REPORTING, FEEDBACK AND HOMEWORK POLICY

- 1.1 Assessment and reporting at Ormiston Maritime Academy will support the academic progress of all students irrespective of their starting point. It will provide the academy, students, teachers and support staff, parents and carers with accurate information on where students are now in relation to National benchmarks. It will indicate what has gone well and clear steps for improvement with an underlying focus on improving literacy skills in all areas of the curriculum.

## 2 OBJECTIVES

- To improve learning as a result of frequent, detailed and accurate feedback.
- To ensure assessment is used to inform planning, teaching and intervention in the classroom and across the academy.
- To develop the core skills of literacy and numeracy so that all students succeed and make progress over time.
- To ensure all aspects of assessment are realistic in terms of teacher workload.
- To ensure all teachers meet the **Teaching Standards** effective from 1 September 2012.

## 3 SUCCESS CRITERIA

### 3.1 Assessment

- Teachers have high expectations and plan challenging tasks based on accurate assessment of students' prior knowledge and understanding that supports specific literacy foci.
- During each lesson, teachers will regularly and effectively check all students' progress in relation to the learning objectives and plan effective intervention within that and subsequent lessons where needed.
- Teachers effectively check students understanding throughout lessons and adapt the lesson when needed to ensure progress.
- Students are aware of their own progress and development and know what to do to improve.
- Progression grids will be used at KS3 to ensure understanding of attainment levels and progress by teachers, students, parents and carers. Assessment grids will be readily accessible to students in their work books for each assessment.
- In Y7- Y9 a current working progress descriptor will be given to SLT three times per year. This will be compared to student target grades in order to track progression and focus intervention at the classroom, departmental and whole academy level.
- In Y10 a WAG and a predicted grade will be given to SLT three times per year. This will be compared to student target grades in order to track progression and focus intervention at the classroom, departmental and whole academy level.

- In Y11 a WAG and a predicted grade will be given to SLT five times per year. This will be compared to student target grades in order to track progression and focus intervention at the classroom, departmental and whole academy level.
- Seating plans, including current working progress descriptor/WAG, disadvantaged groups and SEN information, will be used to ensure teachers are aware of all students' progress in their class.
- At the beginning of Y7, CATs will be used to baseline students in English, Maths and Science and Reading to ensure that teachers have an accurate assessment of prior learning and understanding and can plan effectively for progress towards the specific targets. Y7 classes will be in mixed ability classes during the first term.

### 3.2 Ensuring Quality

- SLT will carry out an annual assessment review of all departments - once per year.
- Heads of Department will monitor the effective use of assessment within their subjects. This will be informally via learning walks and book checks and formally once every half term.
- Moderation will take place at each assessment point.
- External moderation will take place, where appropriate.
- Effective use of learning objectives, AFL and assessment (progression) grids will be evaluated as part of learning walks and book checks by SLT.
- Teaching staff will make accurate and productive use of assessment to secure student progress and plan effective, sequential lessons.
- Teaching staff will give students regular feedback, both orally and through accurate marking, and ensure students respond to the feedback.

### 3.3 \*\*Marking and feedback

- Minimum expectation for teachers to give students specific and clear written feedback is explained in section '*Assessment in class will be as follows:*' (see\*)
- Day to day marking will concentrate on subject specific skills, organisation, presentation, literacy and numeracy. It will have a direct impact on the students' progress and attainment.
- At KS3, periodic assessment' using Assessment Grids, will use formative marking and include an overall descriptor grade and specific targets for improvement in order to ensure that students understand, in detail, how to progress.
- At KS4, periodic assessment, using mark schemes and blue stickers or Assessment Grids, will use formative marking and include a WAG and a predicted grade. Students must address the comments.
- Assessment data will be used to target effective intervention at the classroom, department and whole-school level.
- Teachers should be marking for crucial and subject specific skills and should make the marking criteria explicit. It should be positive and supportive in tone and be accessible to all students.
- Students are guided to both peer and self-assess. There should be evidence of both types of written feedback in books and the criteria the students have used.
- There should be evidence of student and teacher dialogue. All marking must require a student response in purple pen.

- The common mark scheme must be used for correcting mistakes. This should be used for subject specific words and mistakes that affect understanding and meaning.

### **3.4 Ensuring Quality**

- Heads of Department will review the quality of marking and feedback within their subjects. This will be informally via learning walks and book checks and formally once every half term.
- SLT will carry out an annual assessment review of all departments once per year.
- SLT will review books via learning walks to monitor the effectiveness of the marking policy.
- A common system of marking will help students recognise the common symbols and clearly know how and where to improve their own work.
- Dedicated time (DIRT) will be planned into the subsequent lesson for students to reflect on the feedback given. At least one lesson, following assessment, should focus on structured detailed feedback with clear expectations for improvement. This should appear in the SOL along with the assessment points.

## **4 REPORTING TO PARENTS**

- Current progress descriptor grades will be reported to parents three times per year in Y7-Y9, WAGs and predicted grades three times per year in Y10 and WAGs and predicted grades five times a year in Y11.
- Once per year a parental consultation evening/day will be used to develop parents and carers' understanding of what their son or daughter must do to progress, and how they can support progression.
- Engaging parents' evenings are an opportunity for parents and carers to meet with subject specialists, find out what their child is studying and obtain resources to support their child's progress.

### **4.1 Ensuring Quality**

- Reports, target-setting and parental consultation will be quality assured by AP/SLT through the use of observation and random sampling of planners.
- AP/SLT will collect and analyse data to ensure accurate and robust assessment is being provided by departments.
- AP will meet with all HODs after each data collection point to review assessment in each department.
- Teachers have directed time allocated in the academy calendar to write and quality assure assessment and reporting data (Curriculum meeting).

### **4.2 KS3 Life without levels assessment**

Ormiston Maritime Academy will be assessing using Progression Grids and descriptors.

- Students will be given a descriptor for their knowledge and understanding in each subject area as well as an 'Attitude to Learning' (A2L) scores.

- Parents will be able to see how their child is doing in each subject. A full report will be available at the end of each term along with easy to read score descriptors which are accessed via the website. These provide background information on what the descriptors mean.
- Aspirational targets (KS4 only) along with the Literacy and Expectations stickers, will be stuck on the inside cover of exercise books and folders.

### 4.3 KS3 Language of tracking and reporting

- Targets will not be used with students and parents. KS3 students will have a KS2 score and CAT score. There will be no glass ceilings placed on students but a move to grow in progress simply using the progress descriptors. Staff will use school student targets to measure progress and plan lessons accordingly, but will not share this language with students.
- When reporting to parents, staff will add an evaluation of 'Attitude to Learning (1-5) and an 'evaluation of progress'. (Excellent progress – intensive support needed).

4.3.1 Summary reports will therefore consist of four pieces of information:

- Current Progress Descriptor in each subject (Beginning – Beyond).
- Forecast for the end of Key stage (Beginning – Beyond).
- Attitude to Learning score (1-5).
- Evaluation of Progress (Excellent progress – intensive support needed).

4.3.2 The *evaluation of progress* will be judged by the teacher and will reflect the amount of progress made by a student over the half term.

Used for internal tracking purposes only	Progress Drop Down Option	Definition	Teacher Action
2	1. Excellent Progress	The student is now making excellent progress based on their prior attainment.	Praise student, award Vivos and letter home.
1	2. Good Progress	The student is making progress in lessons; it is steady and will ensure that they are GCSE ready.	Praise student and award Vivos and letter home.
-1	3. Development Required	The student is not making the progress expected based on their prior attainment.	In class support needed from teacher. Consider seating move, marking their book first and praising students for any effort made. Contact parents.
-2	4. Intensive support needed	The student has not made progress since the last reporting window.	This must be raised as a concern by the teacher to HOD. In- class support, department support and possible SLT support programme – 1:1 or mentoring.

#### 4.4 KS4 Language of tracking and reporting

New GCSE grade	New 1-9 sub-grades	Old GCSE grades
9	9.1	
	9.2	
	9.3	A*
8	8.1	A*
	8.2	A*/A
	8.3	A
7	7.1	A
	7.2	A
	7.3	A
6	6.1	B
	6.2	B
	6.3	B
5	5.1	B
	5.2	B/C
	5.3	C
4	4.1	C
	4.2	C
	4.3	C
3	3.1	D
	3.2	D
	3.3	D
2	2.1	E
	2.2	E
	2.3	E
1	1.1	F
	1.2	F/G
	1.3	G

- 1 – 2 – 3 must be used alongside all GCSE/BTEC (see BTEC policy) grades to allow for an indication of progress. Grade boundaries should be shared with students.
- Aspirational targets, along with the Literacy and Expectations stickers, will be stuck on the inside cover of exercise books and folders.
- Appropriate timescales will be given for the marking of Controlled Assessments, allowing time for redrafting. (See Controlled Assessment Policy)
- A mock grade will be entered into SIMS after each mock exam.

**\*Assessment in class will be as follows:**

4.4.1 At KS4 (all subjects) and KS3 (two lessons or more a week) -

- Two pieces of assessed work per half term will be recorded in Assessment Manager with purposeful feedback (green pen) that ensures the students make marked improvements to their work (purple pen) and are given adequate lesson time to make those improvements. This feedback should indicate the progress descriptor the student has reached.
- Peer and self-assessment (red pen) will take place (as above).

#### 4.4.2 Subjects that deliver one lesson a week –

- One piece of assessed work per half term with purposeful feedback (green pen) that ensures the students make marked improvements to their work (purple pen) and are given adequate lesson time to make those improvements. This feedback should indicate the progress descriptor the student has reached.
- Peer and self-assessment (red pen) will take place (as above).

#### 4.5 KS4/KS3 Termly Self-Assessment

- All students will complete a half termly self-assessment for each subject.
- A dedicated lesson the first week of term will be used by subject teachers to discuss individual student progress. The self-assessment sheet will be stuck into student workbooks.

## 5 HOMEWORK

- Homework will extend knowledge and understanding and consolidate learning from lessons.
- Teachers will set homework that enables students to develop the skills to learn independently.
- At KS3 homework will be set weekly by English, Maths and Science, fortnightly by subjects with two lessons a week and every three weeks for subjects with one lesson a week.
- At KS4 homework will be set weekly in line with the curriculum.
- All homework should be marked and students should address the feedback in line with section '*MARKING & FEEDBACK*' (see\*\*). All other homework should be acknowledged.

#### 5.1 Ensuring Quality

- Homework will be monitored by HODs.
- Homework will be monitored by SLT as part of the assessment reviews and through learning walks and scrutiny of student work.
- SLT and Heads of Department will review the quality of homework and ensure that homework has been set in accordance to the policy guidelines.
- All homework will be accessible to students, parents and carers and OMA staff via the VLE.
- All teachers will be able to set homework in advance via the VLE.