



# St Joseph's Catholic High School

## Assessment, Feedback & Reporting Policy


2021-2022

Date of Review: March 2022

Date of Next Review: March 2023


# The Feedback Policy


At St Joseph's Feedback is the key to bridge learning and teaching. Our feedback policy allows for consistent and regular feedback in all lessons, during half term and through the year.




# Feedback Policy

The Key to Unlocking Belief





|           |  |
|-----------|--|
| Lesson    | <ul style="list-style-type: none"> <li>Every lesson will begin with <b>Recall: Checking Prior Skills and Knowledge</b>.</li> <li>Departments will publish <b>Knowledge Organisers</b> sharing the important knowledge that will be taught in each sequence of their curriculum for students, teachers and parents to use.</li> <li><b>Learning Intentions</b> - The <i>Learned</i> will identify key knowledge and <i>Use</i> how it will be used.</li> <li><b>Targeted Hands Down Questioning</b> will systematically probe understanding of key concepts.</li> <li>Teachers will use <b>Choral Questioning and Verbal Repetition</b> to secure key vocabulary.</li> <li>Students will carry <b>Mini-Whiteboards</b> to support recall and knowledge checks.</li> <li>Teachers will use <b>Peer and Self-Assessment</b> regularly including regular A3 sheets.</li> <li><b>Peer and self-assessment is completed in green pen.</b></li> <li>Teachers will use their visualisers to <b>Live Mark</b> students work and provide instant feedback.</li> <li>Children's needs will be met through <b>Adaptive teaching</b> with task sheets/additional scaffolding where appropriate.</li> <li><b>Responsive Teaching</b>—The teaching should adapt to the learning with regular adjustments made addressing misconceptions with plenaries used to secure student learning and confirm the next steps in teaching.</li> <li>Teachers will use curriculum time to allow students to <b>Respond to Feedback</b>. It is an expectation that students should spend significantly more time responding to feedback than teachers spent providing it. Teachers will adapt lessons to respond to the needs of student learning.</li> <li><b>Literacy and Oracy</b> – Speaking prepares students to write by allowing expression and discussion of ideas. All teachers will support students' use of formal spoken language, challenging mispronunciation and grammatical errors. Students to use 3B4ME (Brain, Book, Buddy before the teacher).</li> </ul> |
| Half-Term | <ul style="list-style-type: none"> <li>All written feedback will use <b>Think Pink Go Green</b> where students will be advised WWW (What Went Well) and EBI (Even Better If) to <b>Think Pink</b>. They will then be given specific tasks to <b>Go Green</b> in order to improve their work or develop their understanding.</li> <li>Teachers will use <b>Whole Class Feedback</b> to identify WWW and EBI across the class using the school template. This will provide feedback on common misconceptions, spelling and grammatical errors and <b>Go Green</b> feedback tasks.</li> <li><b>Literacy Marking</b> will include the use of marking codes on selected work and whole class feedback responses.</li> <li>Each Department will publish their own <b>Formative Feedback Schedules</b>. These will include written, spoken, practical, physical assessments and/or online platforms, which will generate the performance data reports for parents.</li> <li>Teachers will use <b>Regular Formative Feedback</b>, as per their departmental schedule, in and out of lessons with <u>at least 2 pieces of work receiving teacher feedback per half-term at KS3/KS4. For KS5 this should be every two weeks.</u></li> <li>Departments may use <b>PLCs (Personal Learning Checklists)</b> as part of the feedback they provide for students.</li> </ul>   |
| Year      | <ul style="list-style-type: none"> <li><b>Yearly Summative Assessments</b>, which are staggered across Key Stages 3, Year 10 and Year 12 alongside regular PPEs for Years 11 and 13. These will be reported home at the end of an academic year.</li> <li><b>Intervention</b> - Curriculum Leaders will monitor data and address knowledge gaps. Pastoral leaders will focus on removing learning barriers by supporting students whose learning is effected by pastoral issues or by behavioural issues that impact multiple subjects. The SLT will support and create opportunities for intervention to take place.</li> <li><b>Curriculum Evaluation and Adjustment</b> - Curriculum Leaders will monitor learning across sequences of lessons and evaluate the impact of that teaching making adjustments to future learning.</li> </ul>   |



Feedback is Intentional and Prophetic

1. **The Intentional** - For teachers it helps us show you the way.
2. **The Prophetic** - For students it lights the path to future learning.

Student Response to Feedback is KEY

## Assessment Plan 2021-22

### Intent

- To allow for **outstanding Learning and Teaching** within the classroom by assessing students' attainment and progress that regularly **checks and recalls** our Intention for our curriculum but can also adapt to stretch and support students where appropriate.
- To ensure formative assessments play a vital role in the **sequencing and building of knowledge over time** that reflects the intent of our curriculum.
- To create exercise books that demonstrate students' successes in their learning but also allows students to revise from – **record portfolio of learning**.
- **Staff workload** – A concise and consistent approach within your department (what will be assessed/graded) as well as across the school.

### Implementation

- All exercise books will record a **curriculum map / learning journeys** for the year, use PLCs (Personalised Learning Checks) where appropriate at the start of each new topic/skill taught as well as embedding formative assessments in each lesson so that pupils can readily track their learning journey.
- Examples of formative assessments used will include: Use of Multiple-Choice Quizzes, Individual Projects, Debates and Oral Presentations, Exhibition of individual Work, Experimental Write Ups, Performances - Musical and Dramatic, Problem Solving Assessments, Learning Journals, Peer Assessment Activities, Self-Assessment Activities, Extended Writing & Coursework.

#### *Years 7, 8 and 9*

- Their reports to consist of a **percentage** made up of an accumulation of class assignments and assessments. The last report will have an End of Year Exam percentage only.
- Class assignments should formatively inform the knowledge and skills that will build up to the exam assessment. Class assignments can entail; homework, recall tests, practicals, presentations etc.
- Overall, Years 7, 8 and 9 will receive 3 reports a year.

#### *Years 10 and 12*

- Their reports to consist of a **holistic grade** made up of an accumulation of class assignments and exam assessments up unto the summer term. Grades will be prescribed on an **age-related basis**. The last report will be based on a grade from their PPE (Pre-Public Examination).
- Class assignments should formatively inform the knowledge and skills that will build up to the exam assessment. Class assignments can entail; homework, recall tests, practicals, presentations etc.
- Overall, Years 10 and 12 will receive 3 reports a year.

#### *Years 11 and 13*

- Years 11 and 13 to have PPE and Predicted Grade inputs.
- Overall, Years 11 and 13 will receive 3 reports a year.

**Impact**

- Pupils are able to articulate their curriculum journey in their subjects, understanding the purpose to a lesson within the **bigger picture**.
- Pupils appreciate a far wider range of skills through class assignment inputs.
- Pupils have a record of assessments that give them a **portfolio of their learning** and what their next sequential steps are. This will also aid them in **long term memory retrieval**.

| Assessment Schedule 21-22 | Years 7,8,9  | Year 10, 12  | Years 11, 13   |
|---------------------------|--|--|--|
| By March                  | A culmination of a number of formative assessments                           | A culmination of a number of formative assessments                           | PPE 2 (14 <sup>th</sup> Feb to the 11 <sup>th</sup> March) |
|                           | CWA 3 (31 <sup>st</sup> March)   | CWA 3 (31 <sup>st</sup> March)   | School Deadline: 28 <sup>th</sup> March                    |
| May                       | Formative Assessments to be regularly used in lessons but no data collection | Formative Assessments to be regularly used in lessons but no data collection |  |
|                           | CWA 2 (9 <sup>th</sup> Dec)  | CWA 2 (9 <sup>th</sup> Dec)  | CWA 4 (5 <sup>th</sup> May)                                |
| June                      | EOY Assessment   | PPE 1 (23 <sup>rd</sup> June – 1 <sup>st</sup> July)                         |  |
|                           | CWA 4 (7 <sup>th</sup> July)   | CWA 4 (13 <sup>th</sup> July)  |  |

### Key Stage 3 Reporting (New System for Key Stage 3, Years 7 – 9 inclusive)

- This term we have been providing pupils with a range of formative assessments. This is a type of assessment where pupils are regularly assessed in all aspects of their learning, given feedback and then are supported in addressing their areas for development.
- From this series of assessments, we are providing you with an **Overall Assessment Percentage (instead of the Grade you have been used to in the past)**.
- In addition, we are also providing you with a target percentage that has been set according to prior data. **The aim is for your child to consistently meet / exceed this percentage target throughout the entire Key Stage.**

### Reading Age

We regularly test the reading age of our students. You will see this figure in the following format: ‘Year/Month’, for example ‘12/7’ (or 12 Years and 7 Months). This means that your son or daughter’s reading age is equivalent to that figure and signifies how far ahead or behind they are their actual age. Staff use this information to support them in class but this is important information for parents/guardians in order to support with reading at home.”

### Hackney Lit

| Student Grade                                  | Explanation   |
|--|---|
| Independent                                    | The student has met the learning outcome for this unit in the skill of writing.                               |
| Working towards greater levels of independence | The student has shown some evidence of meeting the learning outcome for this unit in the skill of writing.    |
| Beginning to work towards independence         | The student is beginning to have a go at meeting the learning outcomes for this unit in the skill of writing. |

### Attitude to Learning Grade

|                    |   |
|--------------------|---|
| 4 = Excellent      | The pupil has worked to the best of their ability. The pupil is well organised and fully equipped for lessons.            |
| 3 = Good           | The pupil has worked well and used the time effectively. The pupil is generally organised and equipped for lessons.       |
| 2 = Minimal        | The pupil has made the minimum effort; improvements can be made. The pupil can be disorganised or forget their equipment. |
| 1 = Lacking Effort | The pupil has not applied themselves adequately. The pupil is disorganised and regularly forgets their equipment.         |

### Quality of Written Communication

|                                 |  |
|---------------------------------|--|
| 4 = Excellent                   | The pupil consistently writes with clarity, with a wide range of vocabulary. Punctuation and spelling are constantly accurate. |
| 3 = Good                        | The pupil works effectively, with varied vocabulary. Punctuation and spelling are generally accurate.                          |
| 2 = Needs Attention             | The pupil’s writing lacks clarity with several errors in punctuation and spelling.   |
| 1 = Needs Significant Attention | The pupil makes consistent significant errors in spelling, punctuation.  |

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## Year 10 Reporting Information

### Holistic Grade

- Each pupil is given a holistic grade which is made up of an accumulation of class assignments and exam assessments. Exam assessments are weighted more than class assignments.
- GCSEs are graded 1 to 9. Pupils in Years 10 and 11 will therefore be targeted 0 – 9 in the majority of their subjects. These entail the expected grade to be achieved at the end of Year 11.
- Currently working at grades in Year 10 are age-related grades which reflects how the student is doing relative to their age cohort.
- Grades are sub-levelled; 3.2 – just reaching a grade 3, 3.5 – is a comfortable grade 3 and 3.8 is a strong grade 3, approaching a grade 4.
- Target grades have been calculated based on key stage 2 data and projected performance.

A grade of 6.2 means they achieved within the top 10% of the year group

A grade of 4.5 means they achieved within the top 50% of the year group

| Year 10 Age Related Currently Working at Grades | BTEC Grades | Cambridge Nationals |
|---|-------------|---------------------|
| 7   | D           | D2                  |
| 6   | M           | M2                  |
| 5   | P           | P2                  |
| 4   |             | D1                  |
| 3   | U           | M1                  |
| 2   |             | P1                  |
| 1   |             | U                   |
| U   |             |                     |

### Attitude to Learning Grade

|                    |   |
|--------------------|---|
| 4 = Excellent      | The pupil has worked to the best of their ability. The pupil is well organised and fully equipped for lessons.            |
| 3 = Good           | The pupil has worked well and used the time effectively. The pupil is generally organised and equipped for lessons.       |
| 2 = Minimal        | The pupil has made the minimum effort; improvements can be made. The pupil can be un-organised or forget their equipment. |
| 1 = Lacking Effort | The pupil has not applied themselves adequately. The pupil is un-organised and regularly forgets their equipment.         |

### Quality of Written Communication

|                                 |  |
|---------------------------------|--|
| 4 = Excellent                   | The pupil consistently writes with clarity, with a wide range of vocabulary. Punctuation and spelling are constantly accurate. |
| 3 = Good                        | The pupil works effectively, with varied vocabulary. Punctuation and spelling are generally accurate.                          |
| 2 = Needs Attention             | The pupil's writing lacks clarity with several errors in punctuation and spelling.   |
| 1 = Needs Significant Attention | The pupil makes consistent significant errors in spelling, punctuation.  |

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## Year 11 Reporting Information

### Holistic Grade

- GCSEs are to be graded 1 to 9 (first awards 2017). Pupils in Years 10 and 11 will therefore be targeted 0 – 9 in the majority of their subjects. These entail the expected grade to be achieved at the end of Year 11.
- Grades are sub-levelled; 3.2 means just reaching a grade 3, 3.5 means a comfortable grade 3 and 3.8 represents a very strong grade 3.
- Target grades have been calculated based on key stage 2 data and projected performance.

| GCSE Currently Working at Grades | BTEC Grades | Cambridge Nationals |
|----------------------------------|-------------|---------------------|
| 9                                | D*          | D*2                 |
| 8                                |             |                     |
| 7                                | D           | D2                  |
| 6                                | M           | M2                  |
| 5                                | P           |                     |
| 4                                |             |                     |
| 3                                | U           | D1                  |
| 2                                |             | M1                  |
| 1                                |             | P1                  |
| U                                |             | U                   |

Pass Mark = Grade 4

### Predicted Grade

This is a professional prediction made by the student's subject teachers. This prediction is based on what the teacher predicts the student will achieve if they continue working in the same manner.

### Attitude to Learning Grade

|                    |   |
|--------------------|---|
| 4 = Excellent      | The pupil has worked to the best of their ability. The pupil is well organised and fully equipped for lessons.            |
| 3 = Good           | The pupil has worked well and used the time effectively. The pupil is generally organised and equipped for lessons.       |
| 2 = Minimal        | The pupil has made the minimum effort; improvements can be made. The pupil can be un-organised or forget their equipment. |
| 1 = Lacking Effort | The pupil has not applied themselves adequately. The pupil is un-organised and regularly forgets their equipment.         |

### Quality of Written Communication

|                                 |  |
|---------------------------------|--|
| 4 = Excellent                   | The pupil consistently writes with clarity, with a wide range of vocabulary. Punctuation and spelling are constantly accurate. |
| 3 = Good                        | The pupil works effectively, with varied vocabulary. Punctuation and spelling are generally accurate.                          |
| 2 = Needs Attention             | The pupil's writing lacks clarity with several errors in punctuation and spelling.   |
| 1 = Needs Significant Attention | The pupil makes consistent significant errors in spelling, punctuation.  |

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## Key Stage 5 Reporting Information

### **Holistic Grade**

- Each pupil is given a holistic grade which is made up of an accumulation of class assignments and exam assessments. Exam assessments are weighted more than class assignments.
- A-Levels are to be graded A to E. BTEC Level 3's are awarded D\* - P. Pupils in Years 12 and 13 will therefore be targeted A-E in the majority of their subjects. These entail the expected grade to be achieved at the end of Year 13.
- Grades are sub-levelled; C3 means just reaching a grade C, C2 means a comfortable grade C and C1 represents a very strong grade C.
- Target grades have been calculated based on GCSE data and projected performance.

### **Predicted Grade**

- This is a professional prediction made by the student's subject teachers. This prediction is based on what the teacher predicts the student will achieve if they continue working in the same manner.
- Predicted grades are given at particular times of the year according to course completion, this is not at every reporting cycle.

### **Attitude to Learning Grade**

|                    |   |
|--------------------|---|
| 4 = Excellent      | The pupil has worked to the best of their ability. The pupil is well organised and fully equipped for lessons.            |
| 3 = Good           | The pupil has worked well and used the time effectively. The pupil is generally organised and equipped for lessons.       |
| 2 = Minimal        | The pupil has made the minimum effort; improvements can be made. The pupil can be un-organised or forget their equipment. |
| 1 = Lacking Effort | The pupil has not applied themselves adequately. The pupil is un-organised and regularly forgets their equipment.         |

### **Quality of Written Communication**

|                                 |  |
|---------------------------------|--|
| 4 = Excellent                   | The pupil consistently writes with clarity, with a wide range of vocabulary. Punctuation and spelling are constantly accurate. |
| 3 = Good                        | The pupil works effectively, with varied vocabulary. Punctuation and spelling are generally accurate.                          |
| 2 = Needs Attention             | The pupil's writing lacks clarity with several errors in punctuation and spelling.   |
| 1 = Needs Significant Attention | The pupil makes consistent significant errors in spelling, punctuation.  |

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