




Regency High School Assessment Feedback and Reporting Policy

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Authorised by: Chair of Governors

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Introduction/Policy Aims

This policy runs alongside our whole school approach for teaching and learning. The policy aims to give all members of staff clear guidance with regard to the rationale, principles, strategies and expectations of assessment, feedback and reporting.

Regency High School has a diverse population with the range of abilities spanning from learners functioning at the earliest stages of development right through to those following GCSE and other nationally accredited courses. This policy aims to provide standardisation and consistency throughout the school and the implementation of the policy is the responsibility of all teaching staff.

Rationale

Successful learning is achieved when assessment and feedback supports the pupil towards achieving the learning outcome.

We aim to:

- Guide pupils to see how they have been successful, clearly linking to outcome.
- Guide pupils on how to improve their work.
- Ask pupils to respond to feedback.

Assessment is used to:

- Identify the learner's progress and needs
- Evaluate the successes of teaching and to motivate learners in the classroom.
- Ensure all teaching is through appropriately challenging target setting.
- Provide relevant information to inform a range of stakeholders.
- Support pupils to take pride in their work.
- Provide opportunities for peer and self-assessment.
- Assessment and feedback is most effective when shared with the pupil as soon as possible, feedback should be a recorded as an aide memoire.

Guidance – Effective assessment and feedback

- Learning outcomes are clear and shared with teaching assistants so that they can support effectively.
- Adults in the class should talk through the learning outcomes at the start of the lesson and continually refer to them to praise, prompt and re-focus pupils in their learning.
- Objectives may be displayed on the board / IWB and included on activity sheets. In most cases it is appropriate for the outcomes to be shared verbally as well.
- Pupil's work should be assessed and feedback provided at the end of the lesson using the learning outcomes as a checklist, in discussion with the pupil.
- Assessment and feedback may be provided by any member of staff.
- Where there is written feedback, handwriting will be neat, legible and appropriate for the pupil.
- Results of assessments are recorded on SOLAR.

Corrections

Corrections will be left to the professional judgement of the teacher who can best reflect the ability level of the pupil.

- They should support the pupil's learning and it should be remembered that too many can overwhelm and demoralise the pupil.
- Teachers will use the Marking Key.
- Not all spellings may be corrected, teachers may highlight key words relevant to the task or subject.

Assessment and feedback in practical subjects

Learning outcomes should be shared at the beginning of the lesson with the pupils and support staff being informed verbally or with signs and symbols. This can be recorded with photos / videos / checklists, as appropriate. Feedback is recorded using the same principles and system as non- practical subjects.

Linking with SOLAR

At Regency High School, we use a system called SOLAR to baseline pupils in all subjects, to record assessments and set targets.

- SOLAR is an online pupil assessment tracker.
- It has progressive assessment statements.
- The system has been populated with appropriate accreditation coverage.
- It can provide learning ladders that show the progress pupils make.
- Unless following accreditations, pupils follow the 'Regency Steps' and P levels from P1 – P18 are listed. The P levels are a set of level descriptors that can be used to assess progress in the curriculum. These levels link to age appropriate learning. (See attached appendix 1 for diagram).
- Progressive assessment statements using standardisation based on guidelines from examination boards are created to record the progress of pupils following accreditations across Key Stages 4 and 5.

Self and Peer Assessment

Where appropriate, given their age and level of cognitive ability, learners will be taught how to peer and self-assess their work. Learners can use different strategies to provide feedback to their teacher such as traffic lights or smiley faces to show whether they have; understood fully and need to be moved forward, need more practice or need more teacher input. Learners should also be encouraged to show whether they enjoyed a lesson.

Opportunity should also be given for learners to act as response partners and pair mark work. Learners should be trained to do this and ground rules set such as listening, confidentiality, etc. Positive comments should be made first, then suggestions of how to improve the piece but only against the learning objective or success criteria.

Celebrating Success

The assessment of work and provision of high quality feedback will help learners develop in all curriculum areas. It will be used to celebrate success and encourage learners to work hard and always try their best. Teachers and support staff are skilled in knowing how best to reward the learners in their classes. The following awards are commonly used across school to celebrate learning:

- Stickers
- Merit points
- Verbal praise
- Visualising and showcasing work
- Visit to the headteacher
- Termly assemblies and gift vouchers

Assessment

New pupils must be baselined in the first six weeks of the new academic year and targets set. Targets are based on Upper Quartile flightpath as set by Regency Steps P – Levels and are recorded and tracked using SOLAR.

Monitoring assessment, feedback and reporting

During progress meetings staff teams and phases review pupil progress. Where a pupil is not on track to achieve their Upper Quartile targets, a discussion is held to plan individualised interventions to support their progress.

- Data and assessment information is shared at the Governors' Curriculum and Progress Committee meetings, these occur half-termly.
- A Progress and Attainment Report is written for parents and governors and shared on the website.
- Pupil folders are scrutinised twice through the year. Staff receive clear feedback and can respond to the notes for development. Members of the senior leadership team provide coaching and support as identified. (see attached monitoring and feedback sheet – appendix 2)

Reporting and parent / carer involvement

Parents and carers receive information in the following ways over the course of the year;

- Daily diary entries from class teams.
- Two parent / carer meetings a year.
- An annual report for the EHCP review.
- An open door policy with class staff and senior leaders to raise any concerns, these concerns can then be acted upon by the appropriately allocated member of SLT or class team, in a timely manner.

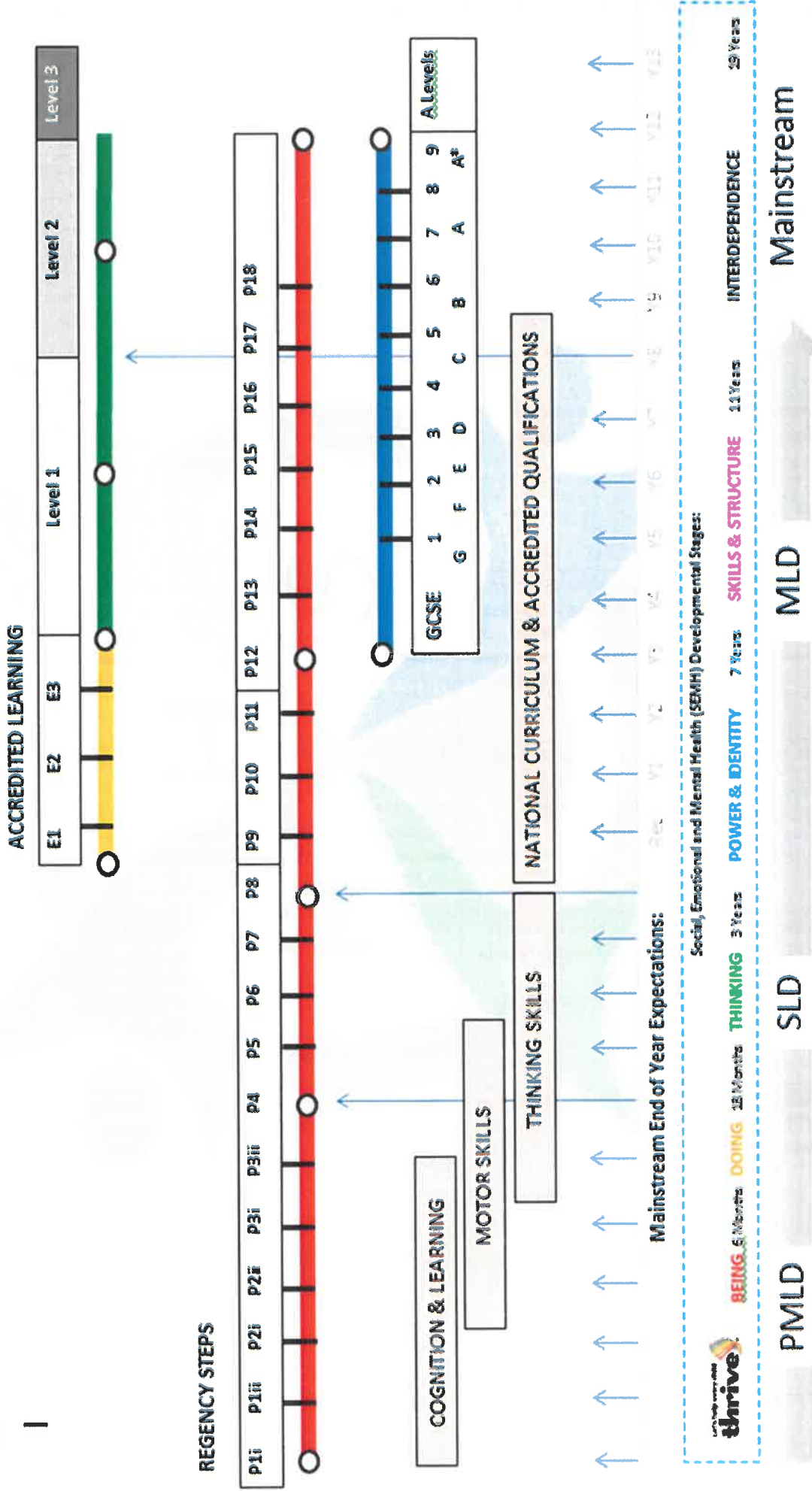


Diagram Adapted from Wilson Stuart School

Appendix 2: Work Scrutiny Outcomes & Feedback Sheet

Pupil Work Monitoring Feedback Sheet



Name of Class:	Subject:
Name of Reviewer(s):	Name of Teacher:
Date:	Lessons:

When looking at the following grid, reviewers will look at a broad sample of pupils' work. The statements below are not intended to be present in each and every lesson but should be seen in appropriate places across a range of work.

	Red	Amber	Green	Gold
Level of work	Work is of a level that is not matched to national standards	Work is broadly of a level that is matched to national standards	All work is comparative to national standards and pupils show good progress throughout	All work is comparative to national standards and pupils show outstanding progress throughout
Work matches ability of pupils	There is no evidence of differentiation	Differentiation is present mostly through different levels of task	Differentiation is achieved through different levels of task, different types of task and opportunities to apply skills and knowledge	A wide variety of differentiation strategies are present including the use of different learning outcomes and success criteria
Clear purpose (NB LOs may be only present in planning)	There is no evidence of learning outcomes or success criteria. Or learning outcomes are not linked to activities	There is evidence of learning outcomes. Learning outcomes are linked to activities	Learning outcomes are present and are used by staff and pupils to guide and assess learning	Learning outcomes show a range of activities including acquiring, applying and evaluating skills/knowledge
Teacher Assessment	Teacher marking and feedback has no impact on pupils' learning	Teacher marking and feedback has an impact on pupils' learning but is often simple ticks or brief comments	Some teacher marking contains next step comments that have impact on pupils' learning	All marking and feedback is focussed and gives next step comments that are useful to pupils and in an appropriate format.
Pupil Assessment (where appropriate)	There is no evidence of pupil assessment in learning records/books/folders	There is some evidence of pupil assessment of their learning through the use of learning outcomes or success criteria	Pupils assess their learning regularly and make useful comments that will shape their future learning	There is evidence of self and peer assessment comments that help pupils understand the next steps for their learning.
Presentation and layout (NB not just neatness)	Presentation is of an unacceptable layout	Presentation is mixed but work is readable	Presentation is mixed but is appropriate to tasks in 75% of the book/folder/learning record	Presentation shows that pupils have a pride in their work and are keen to produce high quality pieces.

Points to note as success
Notes for development