



Brecon High School Assessment, Marking and Feedback Policy

“Assessment is the bridge between teaching and learning- it is only through assessment that we can find out whether what has happened in the classroom has produced the learning intended”.

Dylan Wiliam

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Introduction

In one form or another, assessment should be a daily occurrence within school. This policy supports the importance placed by the school on learning, teaching and achievement, focusing on the needs of pupils who should be at the core of everything we do. It reminds us of the reasons for the existence of the school and the criteria by which we are judged.

Our overall aim is to create and sustain an excellent learning culture for every pupil within the school. In order to achieve this, teachers must understand their role within the process; **that of facilitating excellent learning as a result of excellent teaching.** This policy develops this process by ensuring that assessment is **regular, personal to the individual pupil, challenging and in-depth.**

Our School Vision

Our school vision aspires all members of staff to prepare pupils for their future by developing strong values and maximizing personal potential in a safe and caring learning environment. We have the highest ambitions and expectations for our pupils' achievement, wellbeing and behavior. We are committed to providing excellent learning experiences in a caring, safe nurturing environment. We want to enable every pupil to enjoy their learning and the wide range of extra-curricular opportunities available whilst also be challenged and supported to reach their full potential.

We are committed to making sure each and every pupil is equipped with the knowledge, skills, confidence and motivation to have the very best life chances to thrive in our modern world. We pride ourselves on the positive, purposeful relationships between staff and pupils and the strength of the school's pastoral care. The partnerships with parents and careers is also extremely important and we aim to work closely with all families so that together we can support every child's progress.



Principles for Assessment

1. Pupils need to know **how** to achieve higher levels/grades through support from the teacher – this will be demonstrated **within the marking of work by teachers**
2. Pupils need to know what level/grade they are currently working at – this should be communicated to pupils at regular intervals and be a source of learning conversations as frequently as possible
3. Pupils should make **progress as the result of challenge** from the teacher
4. **'Learning conversations'** should 'mould' to the individual pupil
5. High-quality assessments enables teachers to assist pupils in making significant progress in their learning – these assessments should have a success criteria and connect one learning sequence to another
6. Pupils should have the opportunity to **respond and react** to the assessment being conducted; **this can take several forms:** self/peer assessment, the redrafting of work, improving an aspect of an assessment, the completion of a similar style question or task to improve the structure of an answer, completing a 'What Went Well' (WWW) and 'Even Better If' (EBI) or completing a DIRT activity.
7. Our approach to assessment reflects the 12 Pedagogical Principles as set out by the Welsh Government (see below)
8. The assessment of skills should be **implicit** within the marking of all work
9. **Marking and assessment should:** contain challenge, be regular, be personal and should enable pupils to make progress as a result of high quality feedback

The above list reflects the 12 Pedagogical Principles set out by the Welsh Government and ensures that learning across the curriculum is vibrant, relevant and engaging. **The 12 Principles are as follows:** Overall purpose, AfL, Mind-set and power over effort, making powerful connections, blended teaching, cross-curricular expectations, deepening thinking (critical and creative), learning autonomy (learning to learn), building on prior learning and engagement, positive relationships, meaningful and authentic and collaboration.



Minimum Feedback Expectations

ALL AOLE areas will use the following minimum feedback expectations to all pupils. Teaching staff will plan their lessons to include a range of these methods depending upon the lesson content or topic coverage being taught:

Live Feedback – the school will use 3 different forms of this feedback:

- 1. Whole Class** – this is used best to feedback whole-class area for improvement – examples could include how well pupils are applying the literacy and numeracy ‘non-negotiables’, how well pupils are improving their spelling, something specific relating to success criteria from a task or to exemplify using the visualizer examples of learning from pupils within the class. **Whole class feedback is most effective when it is blended with live marking.**
- 2. General live-marking** – as pupils complete a task set by the teacher, the teacher can provide live feedback by walking around the classroom with a pen and marking a range of books/specific pieces of work. As the teacher does this they may **choose some examples of work to either discuss as a part of whole class feedback or to encourage pupils to read aloud some aspect of their work. This could also be live modelled through the visualiser to share with peers.**
- 3. Specific live-marking** – as an alternative to the above, the teacher may call pupils to see them with their books one at a time whilst the class are completing a task. This could be to prepare a draft piece of writing for a future task or researching something using textbooks or laptops. **The teacher is able to have a specific 1:1 discussion about aspects of the pupil’s work and also live model learning using another pupil’s book from the same or a different class**

Assessment for Learning (AFL)

Assessment and marking will occur throughout each term and is designed to prompt each pupil to make progress by deepening their knowledge and understanding of each subject they are learning about.

Informal Questioning

Peer Assessment

Self Assessment

Think-pair-share

3-2-1 Countdown

Baseline/low stakes quizzes

Post it notes

Mini white boards

Retrieval grids



Dedicated Improvement and Reflection Time (DIRT)

DIRT time should be a priority for all pupils upon the completion of a marked piece of work or assessed that has had an associated success criteria produced for the task. DIRT stands for Directed Improvement and Reflection Time. This is an investment of time to enable each pupil to **respond appropriately** to the feedback received by the teacher. By ensuring this takes place regularly, pupils will develop the necessary skills to help them make progress in their learning. DIRT should be signposted within schemes of work and should be an important element for discussion during all Quality Assurance procedures. Each AOLE area will tailor DIRT experiences based upon the selection of tasks by teaching staff and the use of Core Assessments each term.

PUPIL PROGRESS WITH DIRT

D. DEDICATED

Plan for D.I.R.T. in schemes of learning

I. IMPROVEMENT &

Provide quality formative feedback
Provide a structure/success criteria if using peer feedback i.e. public critique

Emphasis on improvement not completion; "if it isn't perfect then it isn't finished"

R. REFLECTION

Have students understood the improvements they have made? What did they find difficult? Could they avoid making similar mistakes next time?

T. TIME

Allow enough time for DIRT to be meaningful - have you given students time to act on feedback/EBI's?

Created by @gripweed1 using Grafio

LEARN MORE
<http://www.learningpy.co.uk/blog/9/>
<http://www.tundepegher.com/2013/11/01/dirty-work/>
<http://www.tes.co.uk/teaching-resources/dedicated-improvement-reflection-time-DIRT-636326/>



Directed Improvement and Reflection Time

Date of original work _____

Closing the Gap/Progress Log Improvement

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| <u>My Area of focus</u> | <u>Teacher Feedback</u> |
|--|---|
| 1. Spelling, punctuation and grammar [] | 1. Achieved [] |
| 2. Level/Grade up [] | 2. Not quite there [] |
| 3. Improving my answer [] | 3. Level/Grade accomplished [] |
| 4. Improving my skills [] |  |

Date checked _____





Marking, assessment and feedback within each Area of Learning Experience (AOLE)

Each AOLE has a tailored approach towards the implementation of marking, assessment and feedback approaches depending upon their subject specific needs. Each AOLE uses an Assessment Cycle to indicate the flow and cyclical nature of the learning process. At all times, marking will include the marking of literacy and numeracy using school expectations. The following is a summary of approaches for each AOLE.


| AOLE | Language, Literacy & Communication Faculty |
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| Outline of Marking, Assessment and Feedback approaches | <p data-bbox="447 630 537 657">English</p> <ul data-bbox="499 667 1900 1166" style="list-style-type: none"><li data-bbox="499 667 1360 695">• English date and heading should be written at the start of the lesson.<li data-bbox="499 711 1900 781">• Pupils may write in either blue or black pen. Dates and headings should be underlined using a ruler. DIRT tasks/pupil feedback to marking to be completed in green ink.<li data-bbox="499 797 1900 824">• For every topic, pupils will receive a range of feedback processes, including peer, self, whole class and teacher-led.<li data-bbox="499 841 1900 911">• Core Assessment Tasks take place once every half term. This is summative assessment and is to be marked using the departmental marking proforma. Other AfL marking is formative and seen in books.<li data-bbox="499 927 1010 954">• All teachers should use red ink to mark.<li data-bbox="499 971 1780 998">• Pupil performance in assessment is to be tracked in exercise books using the assessment tracking sheet.<li data-bbox="499 1015 1900 1122">• <i>Pupil peer and self-assessment should be evident in all books: there should be evidence of at least one opportunity for self and peer assessment per half term. Pupil assessment should be completed in blue/black ink and the departmental sheets used to structure feedback given.</i><li data-bbox="499 1138 1900 1166">• Where necessary, DIRT sheets do not need to be used, provided the teacher clearly labels where DIRT tasks/pupil |




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| <p>Assessment Cycle</p>  <p>Assessment Cycle LLC.pptx</p> | <p>feedback exercises are to be completed. This is at the professional discretion of individual teacher.</p> <p>International Languages</p> <ul style="list-style-type: none"> • ‘En classe’, a French date and heading should be written at the start of the lesson. • Pupils may write in either blue or black pen. Dates and headings should be underlined using a ruler. DIRT tasks/pupil feedback to marking to be completed in green ink. • For every topic, pupils will receive a range of feedback processes, including peer, self, whole class and teacher-led. • Core Assessment Tasks take place once every half term. Opportunities will be provided for DIRT. • All teachers should use red ink to mark. • Pupil performance in assessment to be logged in assessment to be tracked on pupil tracker sheet and used for whole-school data documentation. • Pupil, peer and self-assessment should be evident in all books: there should be evidence of at least one opportunity for self and peer assessment per half term. • Where necessary, DIRT sheets do not need to be used, provided the teacher clearly labels where DIRT tasks/pupil feedback exercises are to be completed. This is at the professional discretion of individual teacher. |
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| <p>AOLE</p> | <p>Mathematics and Numeracy</p> |
| <p>Outline of Marking, Assessment and Feedback approaches</p> | <ul style="list-style-type: none"> • Pupils complete two half units before completing an end of unit test. Pupils complete a low stakes test mid way through the half unit of work which is marked by the teacher • Following the marking from the teacher, a ‘+1 mini DIRT’ activity is completed to support pupils with identifying areas to improve • A diagnostic tracker is used with pupils following the completion of the end of unit test. This tracker provides a detailed breakdown of the pupil’s performance for a specific test/assessment and compares the performance of the pupil with a class average for each question. This analysis enables the teacher to provide specific feedback and the pupil a specific follow up DIRT activity. Pupils complete a Post Study DIRT task and pursue a Retrieval Cycle using weekly SPARX homework |
| <p>Assessment Cycle</p>  <p>New Assessment Cycle updated for S1</p> | |




| AOLE | Science and Technology |
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| Outline of Marking, Assessment and Feedback approaches | <ul style="list-style-type: none"> • All work starts with a carefully planned Aim for the Unit of Work with measurable outcome(s) – success criteria - (skills/knowledge) shared with pupils • Pupils undertake an Initial Assessment used to benchmark current understanding and aptitude, misconceptions, gaps in knowledge, pupil interests and any additional support required • Pupils/Class “co-construct” Targets (success criteria) for the Unit of Work - these could be additional or sub-items beyond the original main Aim/Goal given • Assessment is continuous - Verbal feedback being the main delivery method for guiding and sustaining progress. <p>If work is written:</p> <p>Pupils: expected to make adjustments following verbal feedback using green pen, and if appropriate write a summary of verbal feedback given. If pupils self-identify any mistakes and errors, these will be corrected using the same colour pen, e.g. Blue/Black</p> <p>Teachers: can additionally use Green (‘To Glow’) & Pink (‘To Think’) Highlighters, and red pen to assist pupils in understanding of progress so far.</p> <p>Peer/Self Assessments: should use green pens, or highlighters to assist with making progress</p> |
| Assessment Cycle  Assessment Cycles Sci_Tech (1).docx | <p>If work is practical:</p> <p>Pupils are expected to confirm understanding of feedback via a brief verbal response to staff member. Live assessment forms used to track progress of skills/knowledge – which are noted on the “Progress Planning Sheets”. i. All feedback should allow pupils to progress Tracking should be detailed and formative.</p> |





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| AOLE | Welsh/Cymraeg |
| <p>Outline of Marking, Assessment and Feedback approaches</p> | <p>Key Stage 3</p> <ul style="list-style-type: none"> • Gwaith dosbarth, a Welsh date and heading should be written at the start of every lesson. • Pupils may write in either blue or black pen. Dates and headings should be underlined using a ruler. DIRT tasks/pupil feedback to marking/self-marking to be completed in green ink. • For every topic, pupils will receive a range of feedback processes, including peer, self, whole class and teacher-led. • 2 Core Assessment Tasks take place once every term. This is summative assessment and is to be marked using the departmental marking proforma. Other AfL marking is formative and seen in books. • All staff should use red ink to mark using the PD (Pethau Da) / SiW (Sut i Wella) format where applicable. • Pupil performance to be logged on departmental trackers and in pupils' books • All teachers should use red ink to mark. <p>Any learning conversation that has taken place should be noted with SD in the margin with staff initials.</p> |
| <p>Assessment Cycle</p>  <p>Assessment Cycle We.pptx</p> | <p>Key Stage 4</p> <ul style="list-style-type: none"> • Gwaith dosbarth, a Welsh date and heading should be written at the start of every lesson. • Pupils may write in either blue or black pen. Dates and headings should be underlined using a ruler. DIRT tasks/pupil feedback to marking/self-marking to be completed in green ink. • For every topic, pupils will receive a range of feedback processes, including peer, self, whole class and teacher-led. • 2 Core Assessment Tasks take place once every term. This is summative assessment and is to be marked using the departmental marking proforma. Other AfL marking is formative and seen in books. • All staff should use red ink to mark using the PD (Pethau Da) / SiW (Sut i Wella) format where applicable. • Pupil performance to be logged on departmental trackers and in pupils' books • All teachers should use red ink to mark. Any learning conversation that has taken place should be noted with SD in the margin with staff initials. |



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| AOLE | Expressive Arts |
| Outline of Marking, Assessment and Feedback approaches | <ul style="list-style-type: none"> • Driving questions should be referred to as opposed to Nod y wers. • Pupils may write in either blue or black pen. Dates and headings should be underlined using a ruler. DIRT tasks/pupil feedback to marking to be completed in green ink. • For every creative unit, pupils will receive a range of feedback processes, including peer, self, whole class and teacher-led. These will take place continually throughout the projects the impact of which will be evidenced in the development of the work. • Core Assessment Tasks take place at the end every creative unit. This is summative assessment and is recorded on the Core assessment sheets in the books or Drama teacher file. |
| Assessment Cycle  Assessment Cycle EA.pptx | <ul style="list-style-type: none"> • All teachers should use red ink to mark. • Pupil performance in assessment is to be tracked in exercise books Drama at KS4 use the assessment tracking sheet. Pupil assessment feedback on these sheets should be completed in blue/black ink and the departmental sheets used to structure feedback given. • Where necessary, DIRT sheets do not need to be used, provided the teacher clearly labels where DIRT tasks/pupil feedback exercises are to be completed. This will be at the professional discretion of the teacher. Opportunities to improve work will still continue after a DIRT exercise |
| AOLE | Physical Education |
| Outline of Marking, Assessment and Feedback approaches | Key Stage 3 <ul style="list-style-type: none"> • Teachers create learning experiences in lessons that allow pupils to develop the skills outlined. • Pupils are actively involved in using their own assessment of performance against success criteria and models to evaluate their own (video) and others performance. They are involved in feedback that improves the performance of themselves and others. This is guided and supported by teacher guidance and feedback. • Coaching partner work is the main teaching strategy allowing use of modelling, what excellence looks like, success criteria, feedback and DIRT in the action on feedback. VERBAL FEEDBACK is the key in reciprocal learning and gives immediate impetus to adapt. |



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| <p>Assessment Cycle</p>  <p>A3 Assessment Cycle PE.docx</p> | <p>Key Stage 4</p> <p>Each assessment task should include the following:-</p> <ul style="list-style-type: none"> ➤ A clear outline of the set task activity being assessed ➤ Clear success criteria, (e.g. level descriptors or grade descriptors) – grade descriptors U to A* ➤ These should then lead to a written DIRT task. <p>GCSE practical assessments as per the Syllabus Assessment Criteria</p> |
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| AOLE | Humanities |
| <p>Outline of Marking, Assessment and Feedback approaches</p> | <ul style="list-style-type: none"> • Pupils may write in either blue or black pen. • Gwaith Dosbarth, a Welsh date and heading should be written at the start of the lesson. • Dates and headings should be underlined using a ruler. • Staff must initial and date the book/folder to indicate the date of marking. • All teachers should use red ink to mark. • Core Assessment Tasks take place once per term with one skill focused task in half terms 1:1, 2:1, 3:1. • Core Assessments and skills focused tasks will be marked in depth and will provide subject specific feedback to move pupils on in terms of progress. • Pupils will receive a range of feedback processes, including peer, self, whole class and teacher-led. • Pupil peer and self-assessment should be evident in all books/folders. • BHS Marking for literacy policy to be followed and graphs to be marked using SALTS. • DIRT tasks/pupil feedback tasks to be completed in green pen – once per half term, as applicable. • All skills (LNF/DCF) to be clearly signposted in exercise books. • Pupil performance in assessment to be tracked on department spreadsheets |
| <p>Assessment Cycle</p>  <p>Assessment Cycles Humanities (4).pptx</p> | |