



## **Assessment and Feedback Policy**

### **Assessment**

Assessment should occur in a variety of ways, for example:

- In class – via teacher questions, whiteboards, classwork, quizzes etc
- Through homework – for more information see the Pupil Guide to Homework on the LGS website
- Via more formal tests

The timing and nature of assessment will vary significantly between departments and by Year Group. Much assessment is informal and ongoing, but all departments will undertake more significant whole Year Group assessments, and these will be listed in the department handbook. These assessments will play a part in deciding the attainment grades sent home to parents, though other factors may also be taken into account. (By contrast, effort grades should not be linked to assessment outcomes, but to teachers' judgement of effort inside and outside of the classroom).

Formal Year group assessment is undertaken in almost all subjects:

- At the end of each academic year
- In December of Year 12 (December Assessments)
- In January of Year 11 and Year 13 (Trial Exams)

### **Feedback**

Feedback can be given in a variety of ways:

- Verbal feedback from a teacher (either in-person or recorded)
- Written feedback from a teacher
- Automated feedback (for example via a computer-marked quiz or test)
- Self and peer assessment

There is no optimal method of feedback: we would expect teachers to choose the most appropriate method for each piece of work, taking account of the nature of the work undertaken, the point in the unit of work (i.e. part-way through a unit or at completion of a unit), timeliness, pupil age, teacher workload, and other factors. Teachers have

considerable discretion when selecting a feedback method and will be guided by their Head of Department (HOD) if unsure. However, we do expect a minimum frequency of marking, which will be defined in the department handbook. This will vary significantly between departments (due to variation in lesson frequency and the nature of work set) but it would be surprising if marking was less frequent than every three weeks.

Despite teachers' discretion, it is clear that feedback will only be effective if:

- It is timely (i.e. received relatively soon after work is undertaken).
- Pupils think carefully about the feedback once received (often this will be facilitated by the teacher in class).
- It is received sufficiently regularly (as defined in the Department Handbook).
- It builds on the principles of positive relational practice between pupil and teacher.

In addition, feedback should not stand alone: it should link with prior instruction and will almost always reinforce a previously taught scaffold or schema. The vast majority of feedback given by teachers will be formative, meaning that it will focus on how to improve in the future. Pupils and parents may instinctively feel that summative feedback (e.g. a grade or percentage) is more important, but it is formative feedback that helps pupils to improve their skills and knowledge.

We often use What Went Well and Even Better If (WWW and EBI) in our formative feedback, though other approaches may also be appropriate. HODs will define appropriate approaches to written feedback in their department handbooks.

## **Monitoring of Assessment and Feedback**

We monitor that appropriate assessment and feedback are happening in several ways:

- Regular SLT work scrutiny – this involves a member of SLT and a HOD reviewing the work of two randomly chosen pupils across a range of subjects. The pupils bring their work and remain in the room to discuss this with the teachers. These sessions happen twice a week for much of the year, with the aim that we review 8 pupils from each year group per academic year.
- SLT lesson drop ins – these are undertaken jointly between a member of SLT and a HOD. Our aim is to drop in, unannounced, to the majority of teachers over the course of each academic year.
- HODs' work scrutiny – all HODs undertake formal work scrutiny of each teacher in their department at least once per year.
- HODs' lesson observations – HODs should formally observe each member of their department at least once a year (and HODs are observed in turn by SLT).

## **Feedback to parents**

Parents receive feedback about their child's progress in various ways:

- Written effort and attainment grades are sent home each term.
- A written report is sent home annually, with parents' evenings on two occasions per academic year (except Year 11 and Year 13).
- Positive and negative behaviour points are shared electronically with parents.
- Teachers will also contact parents to commend especially good progress or to raise specific concerns.