



Assessment and Feedback Policy

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1. Principles and Background
2. Purpose
3. Types of assessment used at the WASP Centre
 - 3.1 Diagnostic Assessment
 - 3.2 Formative Assessment (Assessment for Learning AfL)
 - 3.3 Summative Assessment (Assessment of Learning)
4. Roles and Responsibilities
 - 4.1 The Headteacher
 - 4.2 The Senior Leadership Team
 - 4.3 The SEND Manager
 - 4.4 Subject Teachers
5. Assessment Procedures & Planner
6. Feedback Overview
7. Feedback Principles
8. Feedback and marking in practice
 - 8.1 Review feedback
9. Marking Approaches
 - 9.1 Marking

1. Principles and Background

Assessment and feedback is at the heart of effective teaching and learning. It informs teachers and gives students the opportunity to demonstrate and review their progress. At Brunel College we are committed to providing high quality assessment and feedback that supports teachers and students to identify gaps in and next steps for learning. At Brunel College, this includes not just academic learning, but also assessment of students' behaviours and attitudes to learning which impact their rates of progress.

The aims of the assessment and feedback policy are:

- To raise levels of attainment and progress
- To ensure early and accurate identification of individual needs
- To involve students, staff and parents in the assessment and feedback process to ensure their investment in the learning process
- To ensure planning for progress is personalised and based on prior learning and understanding
- To ensure support, both in class and intervention is effective and appropriate to the students' needs.
- To set realistic and relevant individual targets
- To use nationally standardised data to compare cohorts' progress (Accelerated Reader, BKSb, GL Data, Read, Write, inc)
- To monitor progress regularly to inform planning
- To acknowledge, celebrate and reward achievement- both academic and personal
- To ensure planning between agencies is focussed and coherent
- To ensure marking and feedback is standardised across the school

2. Purpose

The overall purpose of this policy is to provide a framework for teachers and student staff, detailing the procedures that they must use to ensure consistency and standardisation of the assessment and feedback processes across the centre.

This policy is available on the school website, the shared staff area and on request from the Headteacher in hard copy format. It should be read in conjunction with the following policies:

- Curriculum Policy
- Behaviour Policy
- Equality Policy
- Exams Policy
- SEND Policy

3. Types of Assessment used at the Brunel College

There are four main types of assessment, each with its own purpose:

- **Diagnostic assessment**- used by senior leaders to assess students' literacy, numeracy, cognitive ability and social and emotional skills on entry to the centre to provide baseline data for staff, using standardised and other nationally accepted assessments. (Accelerated Reader, BKSb, GL Data, Read, Write, Inc)
- Day to day **formative assessment**- used by subject teachers in lessons, including verbal and written feedback on students' work, termly teacher devised assessments, targeted questioning, and regular review of students' learning.
- **In school summative assessment**- 3 times a year, subject teachers assess students' progress formally. This takes various forms and includes Pre public examinations, end of unit assessments for functional skills.
- **Nationally standardised summative assessment**- such as GCSE results, functional skills exams, AQA Unit Awards.

3.1 Diagnostic Assessment:

- Is used by the SLT to obtain baseline data and inform students' target setting and planning
- Benchmarks students' abilities and aptitudes in the context of nationally standardised data
- Allows leaders to identify gaps in learning and teachers to ensure students' individual needs are planned for
- Provides a detailed picture of students' strengths and areas for improvement
- Is shared with staff via the Student Directory

3.2 Formative Assessment (*Assessment for Learning*):

- This is the on-going verbal and written feedback that teachers use to monitor students' progress, which ensures that learning is best match to students' needs.
- It is based on the principle that students will attain most when they understand the purpose of their learning and what they need to do to progress
- High quality, targeted questioning is used to stretch and challenge students and identify any gaps in understanding that are then addressed in future teaching and learning
- Sets personalised learning targets and encourages students to reflect on these regularly
- Provides students and parents with a detailed picture of students' achievements and what they need do to improve, strengthening the partnership between school and home
- Is used in PSHE/Thrive/ELSA learning to encourage students to reflect on their own behaviours including their behaviour for learning and emotional responses to facilitate personal growth
- Can be formal (end of unit assessment or test) and informal (question and answer, quiz or quick fire)

3.3 Summative Assessment (*Assessment of Learning*) :

- This is the formal end of module, end of term or end of year assessments that inform students, staff and parents of a student's attainment and progress in a subject
- It is used to inform target setting, identify gaps in understanding and inform planning for future learning
- Records performance in a specific area at a specific time
- Provides summative data to assess curriculum effectiveness
- Provides end of key stage data which allows comparison against national standards
- Provides SLT with information about the performance of students and where interventions may be required, or where teachers may need CPL.

4. Roles and Responsibilities

At Brunel College we follow an assessment calendar. It is expected that subject teachers will undertake at least 3 formal summative assessments, throughout the year for every student they teach. The data from these assessments is recorded in the Student Directory and used to inform long, medium and short term planning. Within the assessment process are the following specific responsibilities:

4.1 The Headteacher:

- Ensures all assessment procedures are consistently applied in accordance with this policy
- Analyses all students' assessment data to report to Trustees and inform school improvement planning
- Ensures the Student Directory is accurate and up to date and ensures barriers for learning indicators are accurately listed for all students
- Sets individual student targets against baseline data
- Supports the SLT to ensure the agreed assessment procedure is implemented by teachers

4.2 The Senior Leadership Team:

- Organise diagnostic assessments, collate and interpret data and disseminate this to staff
- Ensure students' records from mainstream schools are shared as appropriate
- Organise and manage the formal assessment process
- Ensure Personal Learning Checklists (PLCs) are in place for each subject area and that teachers use these to identify and fill 'gaps'
- Ensure records are collated and forwarded to receiving schools/Post 16 providers

4.3 The SEND Manager:

- Reviews records from mainstream schools for students with SEND
- Shares information with staff via the Student Directory
- Maintains the SEND register

- Coordinates individual support
- Advises staff on appropriate support strategies for individual students(including use of LSAs)
- Initiates and manages statutory assessment procedure
- Manages statutory annual reviews

4.4 Subject Teachers:

- Implement the agreed assessment procedure
- Ensure PLCs for their subject area are accurate and up to date
- Maintain accurate records of students' attainment
- Report on student progress to parents/carers
- Complete termly reports accurately and on time
- Alert SLT to any concerns they have regarding a student's progress immediately

5. Assessment Procedures & Planner

	Assessment	Type	Rationale	Recording	Reporting
On Entry to Brunel College (throughout the academic year)	Entry diagnostic assessment: <ul style="list-style-type: none"> Collection and summarising of data from referring school Reading and maths Access Test (age related skills) CAT4 (Baseline assessment) Read, Write, Inc, Accelerated Reader, BKSB, GL Assessments 	ST ST F F	<ul style="list-style-type: none"> Identification of skills/knowledge known on entry Utilised to plan provision, teaching, targets and to access progress after a period of time Identification of any underlying need Identification and planning of holistic support needs Identify Reading Ages 	<ul style="list-style-type: none"> Student Directory SEND Record 	Students – understand where they currently are and next steps/outcomes Tutors/teachers – used in planning next steps Parents – understanding their child’s starting point, targets and progress SLT – tailor provision and monitor cohort attainment
Terms 1,3,5	Formative AfL <ul style="list-style-type: none"> Q&A during lessons Observational assessments Regular short re-cap quizzes Scanning work for student attainment and development End of topic/unit assessments 	F F F F S	<ul style="list-style-type: none"> Understanding student performance on a continuing basis to enable identification of support/intervention required Plan for progress 	<ul style="list-style-type: none"> PLCs 	Students – understand their learning, progress towards targets Tutors/teachers – see rationale SLT – tailor provision and monitor cohort attainment
Terms 2, 4	Summative assessments <ul style="list-style-type: none"> PPE in curriculum subjects Behaviour for learning assessments Internal assessment and moderation of qualifications linked to vocational options 	F/S F F/S	<ul style="list-style-type: none"> Understanding student performance to enable identification of support/intervention required Evaluate impact of learning 	<ul style="list-style-type: none"> PLCs Student Directory 	Students – understand their learning, progress towards targets and next steps Parents – informs parents of current progress against targets Tutors/teachers – see rationale Dual registered school - informs parents of current progress against targets SLT – tailor provision and monitor cohort attainment
Term 6	Summative assessments <ul style="list-style-type: none"> GCSE’s/formal assessment in curriculum subjects Behaviour for learning assessments Internal/External assessment and moderation of qualifications linked to vocational options 	S F F/S	<ul style="list-style-type: none"> Planning for progress 	<ul style="list-style-type: none"> PLCs Student Directory 	Students/parents – information on how students are performing in comparison to national performance. Tutor/teachers – understand national expectations and assess performance in broader national context SLT – benchmark WASP’s performance against other school locally and nationally, and make judgements about school effectiveness Trustees – individual progress by cohort

Key: F – Formative

S – Summative

ST – Standardised Test

6. Feedback Overview.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

We acknowledge that marking should be: **meaningful, manageable** and **motivating** and the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

7. Feedback Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback and marking should be to monitor, evaluate and review students' current stages of progress, and identify their next steps for progress and improvement.
- evidence of feedback and marking is incidental to the process; other than when additional evidence is required for external verification;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and students as part of the assessment processes in the classroom and takes many forms other than written comments;
- Feedback is a part of the school's wider assessment processes, which provide an appropriate level of challenge to students in lessons, allowing them to make good progress.
- All students' work should be reviewed by teachers at the earliest appropriate opportunity, but no later than two weeks after completion, in order that feedback might impact on future learning. When work is reviewed, it should be acknowledged in books.

We ensure our students are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

8. Feedback and marking in practice

It is vital that teachers evaluate the work that students undertake in lessons, and use the information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

These stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be the most effective in driving further improvement and learning. As a school, we therefore place emphasis on the provision of immediate feedback wherever possible. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Brunel college, these qualities can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, • Takes place in lessons with individuals or small groups • Often given verbally to students for immediate action • May involve the use of an LSA to provide support or further challenge • May re-direct the focus of teaching or the task may include light touch/acknowledgement marking 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting • May be reflected in teacher review register
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take the form of self or peer assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment • May be reflected in teacher review register
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • Will involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for students' future attention, or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed • DIRT (Dedicated Improvement and Reflection Time) review/feedback sheets at least twice per term • Adaptations to teaching sequences against planning

Review Feedback

As well as providing students with immediate and summary feedback on the work they have completed, it is also vital that teachers build in opportunities to give criteria focused, targeted feedback to students on an individual basis. At Brunel College we encourage effort and support our students to make progress; there is an emphasis on allowing teachers time to do this by giving them the opportunity to hold DIRT sessions on a one-to-one basis throughout the school day.

DIRT reviewing is the process of allowing students to reflect/act upon comments that have been written as both formative and summative feedback. Therefore, ensuring that feedback is being used and is supporting our students to progress further.

DIRT reviewing is the process of allowing students to reflect/act upon comments that have been written as both formative and summative feedback. DIRT sessions take place at least twice a term as well as following any summative assessment. These sessions give both teacher and student the opportunity to discuss written feedback and acknowledge understanding.

9. Marking Approaches




All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of learning objectives. Staff are not expected or indeed encouraged to correct every punctuation, spelling and grammatical error in every piece of writing. However, spelling and the use of subject specific keywords will be taken into consideration and feedback given when necessary.

Written marking and comments should be used where meaningful guidance can be offered. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. This will be completed and discussed with students during DIRT review sessions and will allow achievements to be recognised and provide guidance for future learning and target setting.

9.1 Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is, through the use of our marking code:

Annotation	Meaning
	Work which demonstrates that a student has met the Contextualised Learning Objective
	Work which needs further attention or displays an error or misconception (e.g. letter needing capitalisation; poor word choice; specific error in calculation, etc.)
	Incorrect spelling. This will be used selectively when marking work, focussing on spelling patterns which should either have been secured by a student, is specific to a subject or represent a student's next step in spelling development.

