



CALDEW SCHOOL

STATEMENT ON ASSESSMENT, MARKING & FEEDBACK

*Reviewed under C&SW Committee
On school website
Reviewed annually
Next review: Sept 2017*

MISSION STATEMENT:

A School achieving outstanding progress and attainment for its students and community.

This statement should be read in conjunction with the Teaching and Learning Policy and is designed to give an indication of how the elements of that policy should be applied in subject areas.

1. Rationale

- Assessment needs to have a clear purpose
- Assessment needs to measure the impact of and inform planning of teaching and learning in classrooms
- Assessment needs to be monitored strategically by Middle and Senior Leaders to inform self-evaluation and school improvement
- The workload associated with assessment needs to be planned sensibly and realistically

2. Expectation

Students will complete key task assessments ten times per year in core subjects and six times per year in non-core subjects, in line with the department assessment calendar of key tasks.

Key assessment tasks should be key pieces of work from schemes of work, not end of unit tests or internal exams. They should allow students to demonstrate the key learning from units of work. The tasks should assess the knowledge, understanding and skills needed by students to make further progress. Detailed written feedback will be given and students will have an opportunity to respond to it. Teachers should use assessment to inform future planning.

Key tasks will be in place for one Key Stage by September 2016, with all Key Stages in place for September 2017.

Ongoing marking of students' work will monitor its quality and accuracy, as well as the progress of students and the development of their literacy skills. Teachers are not expected to provide detailed written feedback on this, but it will be integral to informed planning.

3. Monitoring

Heads of Department and their SLT Line Managers will monitor the quality of Assessment, Marking & Feedback half termly, using the 'Effective Assessment, Marking & Feedback' grid, feeding back to teachers (who should receive a highlighted copy of the grid) to further develop practice and inform CPD.

Subject Meetings and Subject CPD time should be used to moderate assessment and share effective practice.

Half termly monitoring will feed into the department's, and whole school's, self-evaluation.

Qualitative guidance has been developed by staff and used to ensure a shared vision for effective assessment, marking and feedback.

4. Parental Concerns

Parents having a concern about the nature of feedback that a student is receiving should contact the relevant Subject Team Leader in the first instance.

If the response is not deemed to be satisfactory then please contact the Headteacher who will investigate the issue under the school's general complaints procedure.