

Assessment and Feedback Policy 2024-5

What does the evidence and research state?

- *Assessment enables teachers to see what progress a student is making and provide teachers with information which assists them to plan how to help students make further progress.*
- *Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.*
- *It is recommended that policies should not over-specify features such as the frequency or method of feedback.*

Teaching and Learning

At John O’Gaunt we believe in the importance of:

- High quality initial instruction.
- Setting clear learning objectives.
- Formative assessment strategies to assess learning gaps and progress towards learning objective, including a wide repertoire of questioning strategies.

Feedback

At John O’Gaunt we believe in the importance of:

- Providing timely feedback.
- Feedback which focusses on moving learning forward and targeting specific learning gaps.
- Should focus upon the task, subject and self-regulation strategies.
- Should be delivered in away that motivates and develops self-confidence.
- Providing opportunities for students to use their feedback.
- Using both written and verbal feedback, whilst being aware of teacher workload.
- Avoiding feedback that provides general or vague remarks.

What summative assessment looks like at John O’Gaunt:

Summative assessments are used to evaluate student learning at the end of a topic, by comparing it against some standard or benchmark. These should not be administered too frequently. Following each assessment, students will be provided with feedback and required to complete a Directed Independent and Reflective Task (DIRT), to enable them to respond to and apply feedback.

Typical assessment at John O’Gaunt:

- In lessons: By fostering a positive climate, students respond favourably to regular testing that is ‘high-challenge and low threat’, for example through responsive and formative assessment strategies.
- Cumulative summative assessment: at certain points during the school year, students will take summative assessments to assess the students’ learning over the course of the term or year.

Student Targets:

Key Stage 3: Based upon Key Stage 2 scores for each subject. After each assessment, students are assessed against subject specific assessment criteria - ‘working towards’, ‘working at’ or ‘working above’ expected standard.

Key Stage 4: Ambitious GCSE targets are generated from Year 10, based upon their Key Stage 2 data and using Fisher Family Trust (FFT20) targets. Students will have discussions with their class teachers, to ensure that these are ambitious.

Appendix 1: Reporting

Any academic data collected and reported to Parent and Carers must be useful to all stakeholders. Our policy ensures that data collection is not onerous and provides meaningful information in which improvements can be identified for the benefit of the education of all our students.

Our reports do not contain any form of GCSE grade until the end of Year 10.

Our data is focused and used for highlighting individual student progress and identifying individual learning gaps within the classroom: how can it improve the support and teaching for the individual student? We do not use progress data to evaluate the quality of teaching for which we have a separate process. Learning and progress is not a linear flight-path and curriculum impact is not measured exclusively by outcomes until Key Stage 4.

	Attendance	Achievement Points	Behaviour Points	Attitude to Learning	Standard Indicator	Mock Exam Result
Key Stage 3	Yes	Yes	Yes	4-point scale Excellent Good Inconsistent Poor	3-point scale: Working Towards Working At Working Above	N/A
Key Stage 4				Where the is insufficient evidence, student will receive an X grade (Unclassified)	Where the is insufficient evidence, student will receive an X grade (Unclassified)	Yes

Appendix 2: Attitude to Learning

JOG Value	Excellent	Good	Inconsistent	Poor
Ambition	I am enthusiastic to learn new things	I am interested to learn new things	I am passive when learning new things	I do not enjoy learning new things
	I always embrace challenging tasks in my learning	I am willing to attempt challenging tasks in my learning	I am sometimes willing to attempt challenging tasks in my learning	I am not willing to attempt challenging tasks in my learning
Care	I actively seek feedback in order to improve my learning	I respond to feedback to improve my learning	I sometimes respond to feedback to improve my learning	I do not respond to feedback in order to improve my learning
	I work hard throughout my lesson so I can achieve to the best of my ability	I work hard throughout my lesson	I sometimes work hard in my lesson	I do not work hard in my lesson
	I always arrive at the lesson ready to learn	I regularly arrive at the lesson ready to learn	I sometimes arrive to lessons unprepared	I arrive to lessons unprepared
	I treat all members of JOG with the upmost respect	I treat all members of JOG with respect	I treat some members of JOG with respect	I do not treat all members of JOG with respect
Courage	I never give up and support other students when the learning becoming challenging	I never give up when learning gets challenging	I sometimes give up easily when learning gets challenging	I give up easily when my learning gets challenging

Appendix 3: Standards

Current Working Standard	Description
Working Towards	Working towards expected standard (Typically, 25% of students nationally)
Working At	Working at expected standard (Typically, 50% of students nationally)
Working Above	Working above expected standard (Typically, 25% of students nationally)
Unclassified	There is insufficient evidence to make a prediction.

Appendix 4a: Sample Key Stage 3 Report

Student name	Fred Bloggs	Tutor Group	7JOG	Date	Dec 23
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Attendance (%)	96
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Achievement Points	55
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Behaviour Points	-12
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Prior Attainment (KS2)	English	Greater Depth
	Maths	Working At expected standard
	Average	Working At expected standard

Subject	Attitude to Learning	Progress Indicator
English	Excellent	Working Above
Maths	Good	Working At
Science	Inconsistent	Working Below
Religious Studies	Good	Working At
History	Good	Working At

Appendix 4b: Sample Key Stage 4 Report

Student name	Fred Bloggs
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Tutor Group	11JOG
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Date	Mar 24
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Attendance (%)	98
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Achievement Points	63
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Behaviour Points	-4
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Subject	Aspirational Target	Attitude to Learning	Working At	Prediction
English	8	Excellent	7	7
Maths	7	Good	6	6
Combined Science	7	Inconsistent	6	6
History	7	Good	6	6
Geography	7	Good	6	6
PE	7	Excellent	6	6
French	7	Good	6	6