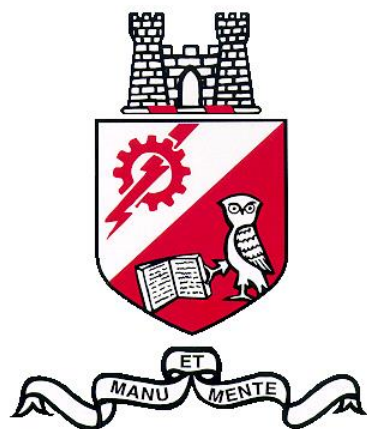


WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

Assessment and Feedback Policy

Policy Date

February 2023

Signed

A handwritten signature in black ink, appearing to be 'Deanna', is written over a horizontal line.

West Hatch Mission Statement:

“We are a family dedicated to all our students excelling academically and personally, in our school and beyond, by seizing the opportunities we provide.”

Assessment and Feedback policy links to school mission, aims and values

All of the work of West Hatch High School is intended to support the delivery of our mission statement in full.

Purposes

At West Hatch High School, feedback should be as meaningful as possible to aid student progress. The school utilises current research from the Education Endowment Foundation to ensure that feedback is not overly burdensome on teachers and is both meaningful and manageable.

Implementation

Retrospective book marking has proven to be time consuming and often out-of-date by the time the students receive the feedback. When marking is effective, it is timely and specific. At WH, we aim to provide timely and specific feedback.

The policy will be put into practice in the following ways:

Live feedback:

- This means immediate feedback will be given in exercise books during the lesson. This can be done through coded targets, individualised comments or verbal discussion. Teachers should provide feedback and students should respond to teachers' comments.

Formal assessments:

- Students should be formally assessed at least once a term; these assessments will be formatively marked, with subject-specific targets to help the student to progress
- Teachers should provide formal assessments that reflect the key objectives set for the students, allowing them the opportunity to prepare for their assessments ahead of time
- Teachers plan for and deliver dedicated 'closing the loop' activities for students to respond to the subject-specific targets they have received in their assessments in order to progress in their learning. The teacher should acknowledge any changes made through live feedback
- All students should be shown the key objectives they have achieved and which they need to improve on..
- Teachers should use these assessments to provide accurate descriptors for reporting at KS3 and appropriate 'Department Assessed Grades' for KS4 students for our Progress Checks throughout the year.

Links with other policy areas

Teaching and Learning Policy: *How will we monitor this?* section

Communication

Over time, teachers and parents will be able to analyse the quality of assignments set and evaluate its impact on students' learning.