

## Assessment and Feedback Policy 2023-24

Feedback at Northwood comes in three main phases: continuous, mid-unit (formative/developmental) and end of unit (summative/graded). Students will be expected to act on all of this feedback as quickly as possible, through 'Feed Forward' in green pen, this is to make areas of improvement and correction clear to both the student and teacher.

### **Continuous**

Feedback is often most effective when it is **immediate**, so students will receive feedback on their work **verbally** when the teacher is **circulating**, and through **self and peer assessment** (completed in green pen) which will be led by the teacher in providing **correct answers, success criteria or model answers**. As soon as a student realises they could improve their work, they should do so in green pen. In some subjects, teachers set homework **quizzes** through websites which provide instant feedback.

### **Mid-unit**

In every subject, teachers will set a **mid-unit mini-assessment** task. This may take many forms, such as a short **quiz** or practice questions. This test is '**low stakes**,' meaning tests won't be graded or sent home. Instead, teachers will analyse the results of this task by recording it on a **crib sheet, spreadsheet or similar**. Teachers may write short **codes** in student books to direct them towards how to develop, and will **re-teach** key misconceptions to the whole class or small groups. This will give students a chance to get it right or further improve before the final assessment. In practical or project-based subjects, teachers will use a crib sheet to provide verbal or written feedback to students before their final deadline, so they have a chance to **improve** their work.

### **End-of-unit**

**End of unit assessments** are always marked by the teacher and returned swiftly to students, with key areas for development highlighted. The marks from these will be shared with students and will contribute towards their **tracking data** which is sent home three times per year. Teachers can use their mid-term crib sheets (or similar) to identify whether students have made **progress** on their areas of weakness.

### **Reviewing feedback**

As teachers, we frequently engage in professional dialogue to review the quality of our feedback and the impact it is having. Regularly, teachers will meet in subject groups to **discuss common areas of difficulty and explore the best ways to overcome them**. Form tutors or other members of staff may also ask students to show them their books to **explain how they are acting on feedback**, taking responsibility for their learning and improving their work. QoE team members will hold Learning Conversations with students **to assess the impact of the feedback policy** on students' work and understanding. **Students will take greater ownership over their exercise books** by taking part in '**Book Polish**', enabling students to reflect on their presentation, classwork and use of green pen periodically and set targets for them to review frequently.

### **Key Principles**

- The purpose of feedback should be to further students' learning and provide teachers with insight.
- Feedback should empower students to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Written comments should be used as a last resort for the very few students who otherwise are unable to locate their own errors, even after guided modelling by the teacher.

- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. We aim to 'interleave' our assessment by adding questions from previous units later in the year/key stage.
- Written marking forms a large part of teacher workload and we wish to reduce this while still giving high quality feedback to students.
- Departments will also use meeting time to moderate assessments in order to encourage developmental conversations about particular topics and give HODs an insight into how learning is going in each class.

Subject-specific approaches will vary based on best practice for the subject. Department-specific feedback policies should therefore be considered when examining feedback within a subject area.

## Monitoring

Monitoring should help make sure students and staff feel accountable for their work and the impact of feedback. It should encourage developmental conversations for staff:

**Form tutor student book monitoring:** *To reinforce school presentation + FF expectations - and give FTs an insight into the kind of work students are doing in lessons.* For a period of time in the school year, form tutors lead a 'Book Polish' in form - students can check each others' and form tutor can check a sample, ticking a list of expectations:

**In form book polish checklist:** *Tick where this is done consistently.*

*Cross where it is missing. Highlight ONE target for the next book check.*

- Titles and dates are clear and underlined in all lessons.
- Notes are written in pen and drawings/diagrams in pencil.
- Work is neat & space is used well with all sheets stuck in.
- Spelling and grammar is accurate.
- 'Constant FF' in green (e.g. correcting spellings x3, adding correct answers to work, marking answers clearly).
- 'Extended FF' after MUA/EUA – with efforts to improve work.
- Retrieval quiz:** create a 3 question quiz to test yourself on the work from the last few lessons.
- Mind-map:** Create a mind-map on a recent topic or unit reviewing the priority knowledge.

**Some students (Y9 + Y10) can complete a 'Mastering Learning Review' Book Polish.** Whether they are able to use this sticker is at the discretion of the Form Tutor after looking at their exercise books. This sticker encourages students to review and revise their work, making improvements or revisit and retrieve key knowledge from their lessons.

**Mastering Learning Review:** *Highlight your chosen activity/activities*

- Retrieval quiz:** create a 5 question quiz to test yourself on the work from the last few lessons, or from a lesson from earlier in the term/year.
- Mind-map:** Create a mind-map on a recent topic or unit reviewing the priority knowledge.
- Mind-map (2):** Cover a recent mind-map - how much can you replicate without looking?
- Self- Review:** Review a piece of work you have done using a textbook or other resource. Make 2 improvements to this work in GREEN pen.
- Feedforward:** Review a recent MUA/EUA. What mistakes did you make? Create a question or activity that enables you to practise getting this right.
- Other:** \_\_\_\_\_

### **Feedback conversations: led by Heads of Department**

These conversations will take place alongside departmental curriculum reviews.

Developmental conversations cover:

- Results of the most recent assessment - strengths and weaknesses of the class as a whole and of individual groups
- Examples of work before and after feedback point (i.e. look at H/M/L, SEN) - sense of progress or do the same issues remain?
- Teacher's reflections over next steps

^ The above conversation does not need to be recorded in detail - but a brief monitoring RAG and overview comments should be recorded on the QoE Tracker. Each teacher should make an action plan with plans for re-teaching. HODs should record key points from this meeting and share minutes with the team and the QoE team.

### **Suggested conversation topics:**

- In what areas are students universally doing well and how have we taught that well?
- In what areas are students struggling? How can we re-teach/approach this in a different way?
- Are there certain groups of students who are struggling with particular things? How can we make this accessible for them?
- Who is finding this easy and how can we stretch them?
- Do we want to make any changes to this SoW for next year?

### **Book Check-in**

Book Looks will be carried out by members of the QoE team to ensure standards across the school. For any Book Look, specific books will be requested from teachers/departments with notice and the QoE team members involved will spend time looking at work across the school.

### **Book Looks will be carried out with aims to:**

- collate examples of good practice from across the school
- ensure that whole school and department marking policies are being followed
- check for the presence of MUA/EUAs with appropriate feedback and feedforward (FF)
- ensure that students are using green pen for feedforward, both continuous FF and specific FF tasks
- examine the standard of book work and the impact of initiatives. e.g. Feedback Conversations, Book Polish.
- further our understanding of marking and feedback in order to continue to develop whole school practice.

### **Sixth Form Feedback Policy**

As with KS3 and KS4, **feedback at the KS5 level** will be seen through: **continuous, formative**/developmental and end of unit (**summative/graded**) feedback. Students will be **expected to act on all feedback** as quickly as possible, through 'Feed Forward' in **green pen**. Although assessment at the KS5 level is not required to follow the 'mid unit' and 'end of unit' model, it is expected that sixth form students **receive feedback at least twice per half term for each unit** of study. Teachers are expected to use all available data and assessments to identify whether students have made **progress** on their areas of weakness. Marks from lesson-based assessment should be **collected and recorded** by teachers for all assessed pieces of work and shared with the sixth form team via the master tracker. Year 12 will undertake initial assessments in September (3 weeks into the course) to ensure their suitability for the courses, they will have ongoing lesson based assessment throughout the year, and they will sit end of Year exams in summer 2. Year 13 will complete one set of mini and full PPEs each term, in line with the Year 11 PPE programme.

The marks from in-lesson assessments and PPEs will be shared with students and will contribute towards their **tracking data** which is sent home once a term for each year group. **Subject-specific approaches will vary** based on best practice for the subject. **Department-specific feedback policies should be considered** when examining feedback within a subject area.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	Initial Assessments	Ongoing Lesson-based assessment Detailed feedback given to students at least twice each half term				PPEs
Year 13	Mini PPE 1	Full PPE 1	Mini PPE 2	Full PPE 2	Public Examinations	
	Ongoing Assessment - detailed feedback given to students at least twice each half term					

As the sixth form continues to develop, teachers will engage in professional dialogue to **review the quality of feedback** and the impact it is having. After assessments and examinations teachers will meet in subject groups to **discuss common areas of difficulty and explore the best ways to overcome them**. As with other year groups the QoE team and/or the Sixth Form team will hold Learning Conversations with students **to assess the impact of the Feedback Policy** on students' work and understanding. **Students will take greater ownership over their folders in subjects** by taking part in 'Folder Polish' with teaching staff and form tutors, enabling students to reflect on their presentation, classwork and use of green pen periodically and set targets for them to review frequently.

### **BTEC ASSESSMENT and VERIFICATION POLICY**

#### **Aims of this BTEC Assessment Policy:**

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards/Pearson standards.
- To ensure that there is accurate and detailed recording of assessment decisions.

#### **Meeting the aims:**

In order to do this, we will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Produce a clear and accurate assessment plan at the start of the programme/academic year  
Provide clear, published dates for hand-out of assignments and deadlines for summative assessment
- Assess learner's evidence using only the published assessment and grading criteria Ensure that assessment decisions are impartial, valid and reliable
- Develop assessment procedures that will minimise the opportunity for malpractice Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification and moderation process as required by the awarding organisation
- Monitor standards verification and moderation reports and undertake any remedial action required
- Share good assessment practice between the BTEC team
- The assessor will decide when the learner is fully prepared to undertake the assessment
- Once learners are working on assignments which will be submitted for assessment, they will work independently to produce and prepare evidence for assessment.

**Before starting an assessment**, the assessor will ensure that each learner understands the: -

- assessment requirements
- nature of the evidence they need to produce
- importance of time management and meeting deadlines
- the nature of/limits of accessing the internet

**Once the learner begins work for the assessment**, the assessor will not:

- Provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment
- Confirm achievement of specific assessment criteria until the assessment stage.
- Only one submission and resubmission will be allowed for each assignment.
- The assessor will formally record the assessment result and confirm the achievement of specific assessment criteria.
- Each learner must submit:
  - An assignment for assessment which consists of evidence towards the targeted assessment criteria
  - A signed-and-dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves
- Formally record and confirm the achievement of specific assessment criteria .
- Complete a confirmation that the evidence they have assessed is authentic and is the learner's own work.
- The assessor will not:
  - Provide feedback or guidance on how to improve the evidence to achieve higher grades.
- It may be appropriate for the Lead Internal Verifier to authorise one opportunity for a learner to resubmit evidence to meet assessment criteria targeted by an assignment. For the 2022 specification, this will take place in the next assessment window.
- The Lead Internal Verifier will only authorise a resubmission if all of the following conditions are met:
  - The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension
  - The assessor judges that the learner will be able to provide improved evidence without further guidance
  - The assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and-dated declaration of authenticity by the learner.
  - If a learner has not met the conditions listed above, the Lead Internal Verifier will not authorise a resubmission.
  - If the Lead Internal Verifier does authorise a resubmission, it must be:
    - Recorded on the assessment form
    - Given a deadline for resubmission within 10 working days of the learner receiving the results of the assessment
    - The 10 working days will be within term time, in the same academic year as the original submission and will be undertaken by the learner without further guidance.
    - Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
    - Provide resources to ensure that assessment can be performed accurately and appropriately

## INTERNAL VERIFICATION POLICY

### Aims of this Internal Verification Policy: [\(Pearson reference\)](#)

1. To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC Entry Level - Level 3)
2. To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity
3. To ensure that the Internal Verification procedure is open, fair, and free from bias
4. To ensure that there is accurate and detailed recording of Internal Verification decisions.

### Meeting the aims:

In order to do this, we will:

- Where required by the qualification, appoint a Lead Internal Verifier appropriately for each subject area, who is registered, annually, with Pearson and has completed standardisation with the programme team
- Each Lead Internal Verifier oversees effective internal verification in their subject area
- Staff are briefed and trained in the requirements for current internal verification procedures
- Effective internal verification roles are defined, maintained, and supported. Internal verification is promoted as a developmental process between staff
- Standardised internal verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual internal verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, units, sites, and assessors is internally verified
- Secure records of all internal verification activity are maintained The outcome of internal verification is used to enhance future assessment practice.

### Role of Lead Internal Verifier.

- The Lead IV is a key role within BTEC Quality Assurance and has responsibility for ensuring their assessing teams understand national standards. A Lead IV exists for each BTEC subject delivered
- Register as Lead IV with Pearson
- Undertake annual standardisation for subject area and use standardisation materials to train assessors
- Support assessment and internal verification within subject area

### Internal Verification Schedule

All Programme Leads must produce an IV schedule at the beginning of the academic year which takes into account the following in a timely way:

- The internal verification of assignment briefs before they are issued to the learner
- The internal verification of assessment decisions to ensure every assessor on the programme is sampled over time
- Generic documentation must be used across the programme area to ensure consistency in standards
- IV procedures have clear dates and signatures and should be kept securely to evidence an audit trail

### Assignment briefs

- Must be internally verified as 'fit for purpose' before being issued to learners
- Tasks and evidence criteria should allow the learner to address the target independently
- Tasks should allow for differentiation

- The level and language of the brief should be appropriate for the level. Tasks should be set in a vocationally relevant context
- If any recommendations are made for the improvement of briefs, a follow up check must be made by the LIV to ensure these have been carried out before the assignment is issued to learners
- Has a time period of appropriate duration
- Has clear deadlines for assessments
- Has a clear presentation format
- Records must be kept of the whole process with clear dates and signatures of both the assessor and LIV. If actions were identified these must be signed off by the LIV and assessor

### **Internal Verification**

- Feedback on assessment decisions are made to the original assessor and not the learner.
- Learner work should be marked within two weeks of submission (or as per assessment plan)
- Internal verification of assessed work should take place no later than one month after the initial assessment - allowing the identification of any problems at an early stage and in order to provide support to assessor
- Clear feedback should be given to the assessor and if recommendations are made, or if decisions are not agreed then clear actions must be provided by the LIV and when adjustments made dates and signatures must be obtained. Records must be kept of the whole process.
- Internal verification of 2022 spec assignments should continue to take place as a model of best practice and to support the moderation process.

### **Standardisation**

- When a unit or assignment is delivered and assessed by more than one person, standardisation should be implemented before any formal assessment and internal verification takes place.
- Standardisation will take place in the following circumstances:
  - If there is more than one assessor or where there are new assessors or any Issues following external verification
  - As a form of blind marking to ensure correct application of assessment criteria within a team
- It is the role of the centre Quality Nominee to follow up any issues related to assessment decisions following external verification, and to ensure this is disseminated to programme teams.