

# Manchester Communication Academy

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## Assessment and Feedback Policy



with you, for you, about you.

This document has been approved for operation within	
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Owner	Manchester Communication Academy
Signature of Approval	

## Executive Summary

1. Formative assessment through written STAR feedback must take place on a frequent basis to ensure the progress of students is maximised.
2. Live marking and live feedback should occur frequently to minimise marking outside of school.
3. Student progress should be mapped using the MCA descriptors, tracking progress towards targets and ensuring development areas are highlighted to students.
4. During feedback, targets set should focus on skills rather than testing knowledge, allowing students to develop a skill that can be reapplied to learning.
5. During feedback, actions set should give students a clear opportunity to reflect and demonstrate progression.
6. Teachers should ensure that student responses within feedback are checked to address any further misconceptions.
7. All students should reflect on feedback and assessment, ensuring targets are worked towards.
8. The presentation policy must be followed and addressed if there are any issues.
9. A half-termly work scrutiny will be conducted by the Subject Leader followed by a termly joint work scrutiny between Subject Leaders and SLT to ensure consistent practice is acknowledged and shared.
10. Within Sims data collections, entry sheets will be open one week beforehand but should be completed between Monday-Wednesday. This allows Subject Leaders a one-week quality assurance window to hold one to-ones with class teachers, using formative and summative samples to ensure validity and accuracy of data.
11. Within data entry collections, MCA level descriptors (0-9) will be used indicating a level that students are working towards either developing (.3), secure (.5) or confident (.7) within this descriptor. This creates confidence around working levels and allows for clear tracking forward.
12. Staff should ensure Standard English is modelled within their literacy and oracy throughout feedback.

## Our Purpose

At Manchester Communication Academy our wider purpose is to provide an exciting and challenging experience for our learners in a supportive and caring environment. Consistent, effective feedback and personalised target setting should be a core driving force behind the level of challenge and reflective learners we seek to create. Consistent approaches to feedback across all subject areas allows security and assurance for our learners, empowering them to not only understand their learning, but to own it. We want feedback to be live, where possible, utilising time within open-plan lessons and additional adults, to ensure that staff are discouraged from taking marking home – where possible, it's built into curriculum time to reduce workload and maximise effect.

## National Context

In the current Ofsted framework, the outstanding criteria for teaching, learning, assessment and outcomes includes:

Scrutiny of pupils' work, with particular attention to:

- pupils' effort and success in completing their work, both in and outside lessons, so that they can progress and enjoy learning across the curriculum
- how pupils' knowledge, understanding and skills have developed and improved
- the level of challenge and whether pupils have to grapple appropriately with content, not necessarily 'getting it right' first time, which could be evidence that the work is too easy
- how well teachers' feedback, written and oral, is used by pupils to improve their knowledge, understanding and skills. pupils' effort and success in completing their work, both in and outside lessons, so that they can progress and enjoy learning across the curriculum

In evaluating the accuracy and impact of assessment, inspectors will consider how well:

- teachers use any assessment for establishing pupils' starting points, teacher assessment and testing to modify teaching so that pupils achieve their potential by the end of a year or key stage; inspectors should note that Ofsted does not expect to see any particular system of assessment in place assessment draws on a range of evidence of what pupils know, understand and can do across the curriculum
- teachers make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group and between year group
- teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively
- teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning
- pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

## Rationale

We want to nurture a culture whereby students are proud of their learning, their ideas and their work. The purpose of recording this learning is to receive the coaching and feedback from our skilled professionals on how to extend their learning further. It is the duty of all teaching staff to assess student work and provide timely feedback concerning students' progress. The focus of written and verbal feedback is on helping students' progress in their learning and to help build their self-esteem, showing them what they must do in order to improve further. It is important that we plan for and respond to the learning of our students through various types of assessments.

## Types of Assessment

**Formative Assessment:** This contributes to learning through providing feedback and takes place throughout lessons in various forms. The feedback, whether written or verbal should indicate what is good about a piece of work and why this is good; it should also indicate what is not so good and how the work could be improved. Effective formative feedback will affect what the student and the teacher does next.

**At MCA,** written feedback from formative assessment will follow the STAR approach on a frequent basis, to ensure the progress of students is maximized, moving learning forward. Presentation and literacy feedback will also be included as outlined below.

**Summative Assessment:** Summative assessment demonstrates the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module, and which contributes to the final mark given for the module. It is normally, though not always, used at the end of a unit of teaching. Summative assessment is used to quantify and reward achievement. For all these reasons the validity and reliability of summative assessment are of the greatest importance. Summative assessment can provide information that has formative/diagnostic value.

**At MCA,** summative assessment will follow the procedure outlined in this policy and will take place at the end of each subject module. Formal, calendared, synoptic assessment will take place at least twice a year at KS3 and three times a year at KS4. All summative assessments will provide written feedback using the STAR approach.

**Synoptic Assessment:** Assessment that holistically covers a range of content taught throughout a period of time. Within KS3, these will take place at the end of each year within core subjects. Within Year 10, PPEs will take place at during the Summer 2 term within Pot 1 and 2 subjects. Within Year 11, one PPE exam will take place within Spring 1.

## Formative Assessments

### The STAR approach

Through feedback, the students must be encouraged to take responsibility for improving their learning and they should engage in focused and recorded dialogue (verbally or within written dialogue) with their teachers about implementing these targets. This should occur on a frequent basis to ensure that reflection on learning is maximized. Following a STAR target, time should be allocated within the consequent lessons for the student reflection and response. Teachers should acknowledge the responses to actions that they have set during the next feedback cycle.

**S – Success is clearly identified**

**T – Target is set, focusing on a skill**

**A – Action required is stated**

**R – Response is completed, demonstrating the skill set in the target**

### The STAR Approach: A Guide to Comments

**Success:** A statement indicating how a piece of work meets the success criteria. This is most likely to take the form of a positive constructive comment confirming where the piece of work is correct.

*Possible sentence starters:*

- You have mastered the skill of ...
- You have excelled at ...
- This is a good piece of work because you have demonstrated...
- This is a good piece of work because you have thought about...

**Target:** A comment that is focused on developing a skill which is currently preventing progression for the individual student. The target must be clear and actionable based on the success criteria or assessment objectives.

**Begin sentences with the skill** that is needed:

- Integrate xxx into your explanation ...
- Identify the xxx ...
- Explain xxx ...
- Explore the xxx
- Focus on xxx

**Action:** This task allows the student to demonstrate their target, embedding it into their learning. The action for students should be personalised and support progress. If the action is for a student to redraft a piece of work, this should be referred to as 'upgrading' or 'editing' work with a clear focus on what aspect/skill they are focusing on.

*Begin sentences with the action that is needed:*

- Can you respond to the teacher comments and upgrade your work?
- Complete the attached task to embed the skill listed above
- To help you with your work you need to go the breakout table next lesson to complete a tutorial
- Redraft the highlighted section, focusing on the target set

**Response:** This should be a completion of the 'Action' alongside the target/action so that the process of learning is collated. Staff must acknowledge the completion of this action, challenging misconceptions and praising progress.

### **Ensuring Progress is Made**

After reflection time has been completed, circulate within the consequent lessons (or within base lessons with additional adults) to ensure that a student has fully reflected on the STAR feedback, demonstrating their understanding. Address any further misconceptions and/or praise progress made. Simple acknowledgement of the student response could be signposted via teacher signature, praise or reward stamps.

### **Using STAR to Inform Planning**

Formative assessment indicates strengths and areas to develop for each student. This should be used to plan effectively in consequent lessons, altering seating plans/ group work/ differentiation of tasks or homework activities set/Study Support content or use of additional adults in the learning environment. If a student has still not embedded a skill previously set in a STAR feedback, extra resources and intervention should be in place to ensure a student can develop this skill in order to progress forward. The same target should not be set in successive feedback as the student is in clear need of additional support. If, despite all teaching interventions, a skill is not understood and developed, escalation should occur to the relevant lead, to ensure that a wider intervention is established. As a strategy, students who are furthest away from achieving their target should have books marked first within the marking cycle.

### **Marking Literacy Across the Curriculum**

Every teacher is a literacy teacher and therefore must promote the correct use of literacy where appropriate in student work. Ensure that each student has their Literacy/Numeracy front cover on their books and that the termly focus is incorporated into your feedback (if and when necessary). When a student makes a recurrent literacy error, ensure that time is given to correct misconceptions.

#### **Common misconceptions that should be corrected are:**

- Lack of paragraphs: use TIP TOP to ensure that if the Time, Place, Topic or Person alters, so do paragraphs.
- Spelling Errors: repeatedly spelling a high frequency word incorrectly.
- Punctuation Errors: apostrophes for plurals or as verb endings, incorrect use of commas or full stops, incorrect capital letter usage.

### **The Presentation Policy**

All work should be presented to a high standard, typified by the students' excellent presentation, attention to detail and pride in their work.

1. Always write in blue or black ink.
2. Write the date and title clearly and underline them both.
3. Use all pages in your book.
4. Do not graffiti on any part of your book.
5. Write clearly and do not scribble out.

## **Marking homework**

All homework should be purposeful and marked as soon as the students hand it in. This can be teacher or peer marked, however peer assessment must be ratified by the teacher. Homework in books should be clearly signposted and have a demonstrable impact on learning. See the Homework Policy for more details. Where appropriate the STAR feedback model can be applied in order to ensure consistency of feedback.

## **Use of Peer and Self-Assessment**

When used, evidence of peer and self-assessment needs to be explicit it should be clearly signposted and include the name of the peer marker and the date. Peer and self-assessment must serve a clear purpose and support prior and future learning. Peer and self-assessment should refer to the lesson success criteria in order to form effective feedback. If this is not an outcome, it should be avoided.

## **Quality Assurance: Feedback**

Subject and Area Leaders will conduct work scrutiny from a cross-section of students each half-term to identify consistent strengths alongside areas to develop. This will form action plans every half-term within the Departmental Quality Assurance Booklet, reflecting the continuing progress within each department. Each term, SLT will conduct work samples with Subject/Area Leaders with a cross-section of students, triangulating department quality assurance alongside gaining a whole school areas of strength and for development. Whole school samples will provide insight as to how the Academy can build on current strengths and best practice. The feedback from this process will be given during the Area Leaders planning meeting, to be forwarded to all teams. Feedback that moves learning forward

## **Focus Questions during Departmental Work Scrutiny**

During the department work scrutiny and student voice, the following prompt questions are used as stimulus. The purpose is to evaluate consistent strengths, inconsistent strengths and areas for development across a department.

- 1) Is student/teacher interaction conducive to learning?
- 2) Are teachers setting targets that are skills driven or content driven?
- 3) Pedagogically, are a range of teaching tasks evident?
- 4) Are STAR checkpoints stretching and challenging?
- 5) Is formative/summative assessment evident?
- 6) Is progress over time evident?
- 7) Are students redrafting and reflecting on learning?
- 8) Are students demonstrating pride in tasks/learning?
- 9) Are key cohorts evidently differentiated for?

The emerging inconsistencies will form an action plan for a department to work on within the following half-term. These should be questions staff ask of themselves when reviewing their own practice as they are indicative of how effective our feedback and consequent planning are.

## **Department Best Practice**

Each department is encouraged to create a portfolio of best practice. This could be photocopies of best practice evidenced within a work scrutiny or books from previous students. Examples of best practice could be collated with a focus on the following areas in order to allow new staff, trainees and NQTs access to the best practice.

### **Examples of best practice to collate:**

- Effective STAR processes whereby learning is enhanced
- Questioning that deepens student learning
- Literacy focus and corrections
- Student responses which show a development of learning
- Formative assessment which has been clearly embedded within the summative assessment
- An improved presentation of work over time due to teacher intervention

- Effective peer and self-assessment within work
- Praise which is focused on learning.

## Summative and Synoptic Assessment

### Quality Assurance: Assessment

Following each Sims data collection (for reports), Sims will be open one week early but as a minimum staff have from the Monday – Wednesday of that week to enter data. This is preceded by a one-week window for Subject Leaders to quality assure the data entry, holding one-to-ones with teaching teams to ensure predictions and current levels are valid and accurate, using evidence of current summative and formative assessments as indicative markers of current progress. These conversations could be used by staff to build to their Performance Development documentation.

### Recording Assessment

**Students:** In order for students to identify their own progress, students should record their skills-based targets throughout the year, ensuring that our students are able to reflect on their own achievements whilst also focusing on their on-going areas for improvement. Progress sheets (Appendix 1) could be inserted onto books/folders, to track these changes.

### Data Collection

The use of MCA descriptors (see separate APP grids document) should underpin all progress and tracking throughout KS3 and KS4, allowing staff to measure and develop the transferable skills within each GCSE grade descriptor, ensuring learning is consistently tracked despite a change in key stage. In some subjects (Science and MFL) Pearson Steps are currently used to inform teacher judgements based on external systems. Staff enter current progress as a decimalised number which is converted in-line with the equivalent MCA descriptor for reporting, as evident in the table below.

MCA Descriptor	Developing (.3)	Secure (.5)	Confident (.7)
Select the grade from 0 -9 that a student is applying.	Student demonstrates some aspects of this grade descriptor, but not consistently applying some skills.	Student demonstrates all aspects of this level, but not consistently applying all skills.	Student demonstrates all aspects of this level, consistently applying all skills yet has not developed aspects of the grade descriptor above,
Example: 1.3	.3 <i>Student A</i> shows some elements of a grade 1 descriptor, but hasn't consistently demonstrated them across their work.	.5 <i>Student A</i> shows all elements of a grade 1 descriptor, but hasn't consistently demonstrated them across their work.	.7 <i>Student A</i> shows all elements of a grade 1 descriptor, consistently demonstrating them across their work.

### KS3 Data Collection

- **Current Level:** gathered from a holistic blend of formative and summative assessments using MCA descriptors.
- **Current Progress:** automatically generated (as a result of Current Level input) as a current indicator of whether a student is on track to make expected progress at the end of KS4. •
- **Attitude to Learning:**

1. Student is following all instructions first time and always tries their best

2. Student occasionally needs a reminder to follow the school rules and try their best
3. Student consistently does not follow the school rules or engage with their learning

#### KS4 Data Collection

- **Current Level:** gathered from a holistic blend of formative and summative assessments using MCA descriptors.
- **Teacher Estimate:** based on current performance and projected progression (if they continue to perform in this way and attend interventions put in place, the expected grade that would follow).
- **Professional Prediction:**
  1. Student is securely meeting their teacher estimate and has the potential to exceed
  2. Student is securely meeting their teacher estimate
  3. Student is just meeting their teacher estimate and is at risk of dropping to the grade below
- **Attitude to Learning:**
  1. Student is following all instructions first time and always tries their best Feedback that moves learning forward
  2. Student occasionally needs a reminder to follow the school rules and try their best
  3. Student consistently does not follow the school rules or engage with their learning

**Departmental Tracking:** set skills defined within departments using MCA descriptors to map current level should occur at a department level, enabling bespoke interventions to occur using data.

### Synoptic Assessment Procedures (PPEs included)

1	Subject Leader to create/collate exams covering all skills and knowledge taught since the start of the course, set out similar to KS4 final examinations.
2	Subject Leaders to liaise with class teacher and SEND department to plan for access arrangements
3	Subject Leader to share the mark scheme with the team and meet to standardise the papers together. Ensure exam markers are used as 'experts' to support staff in training or newer to specifications.
4	Subject Leader to distribute the papers equally with 'seeded' papers used to joint mark from any concerns within standardisation activity
5	Ensure accurate trackers are used to capture data before Sims entry. Question Level Analysis (QLA) to occur to remedy any gaps in knowledge.
6	Students reflect on their assessment and development needs, acting on data to progress forward.

### Targeting Setting - Mitigating Disadvantages through Targets

Our targets are set to diminish the difference between our lower entry points and national average entry points. Targets are set to ensure our students aim for the same outcomes - and in many cases higher outcomes - than the national expectation, to ensure disadvantage is mitigated for by our expectations.

### Progress Paths

Internal tracking of student progress occurs over the five years with the use of a Progress Path within all subject areas. This enables staff to map progress and intervene - where necessary - to ensure a student is on target to meet the national age-related expected progress throughout their school career.

### MCA Descriptors

