



# Northampton School *for Boys*

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## Assessment, Recording and Reporting (ARR) Policy

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**Approved by:**                      **Governors' Curriculum Committee**

**Date:**                                      **October 2022**

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# Assessment, Recording and Reporting (ARR) Policy

Teachers are constantly assessing, recording and reporting the progress of their students. These are sometimes carried out formally by way of a test or a piece of assessed coursework and through Home Learning but more frequently they are carried out informally during normal classwork. Both types of assessment are periodically recorded and help the teacher to form a professional judgement upon the performance of the student.

## Assessment

All students must be assessed in all of their subjects on at least one occasion each term. This form of assessment may be either summative or formative (or both) depending on the term and in line with the whole school assessment calendar. Most subjects will also have interim testing in place.

Full details of the 'Feedback and Assessment Policy' can be found in the 'Curriculum and Learning Policy', however for ease of reference, the most significant details regarding student assessment is copied below:

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## Feedback Policy – Manageable, Meaningful and Motivating

NSB uses formative assessment to improve the attainment and progress of students. Research conducted by the Education Endowment Foundation has shown that high-quality feedback has a significant impact on student progress, potentially adding at least eight months' progress to students' learning.

We recognise that formative feedback from teachers is much more likely to support sustained improvement than simply using a summative grade which evidence suggest can even lead to regression. Feedback has an influence on the motivation and self-esteem of students; it helps students gain confidence in their learning and in their ability to make progress. We also recognise the crucial importance of feedback to help inform teacher's subsequent planning.

We are aware of the workload involved with providing feedback. Therefore the guidance and strategies within our policy are based on careful and considered research. We want to ensure that the feedback strategies we employ are 'manageable' in terms of time and frequency, 'meaningful' for each subject and year group and 'motivating' for the student to make sustained progress. Our policy is founded on these three core values and the belief that 'a teacher should only write in a pupil's book if it is going to have impact'.

Key aims:

- To raise standards and attainment by ensuring that students receive regular/focused feedback
- To interact with, motivate and encourage students

- To focus on providing feedback which is both constructive and actionable
- To reflect on students' learning and progress to inform subsequent teaching
- To enable teachers to track students' progress to provide support where necessary
- To ensure students are given dedicated improvement/reflection time to respond to feedback
- To ensure our feedback methods are informed by evidence and research-based practices
- To ensure feedback strategies and cycles have a positive impact on staff well-being.

Northampton School for Boys understands formative assessment to mean:

***"...the process used by teachers and students to recognise and respond to student learning in order to enhance that learning, during the learning" (Cowie & Bell)***

Departments will indicate in their schemes of work and assessment calendars which pieces of work will receive feedback. These pieces will be standardised by CTLs and the relevant learning leaders. Teachers must ensure that students are undertaking activities within lessons which enable them to provide constructive and formative feedback. Effective verbal feedback will be a feature of all lessons but **formative feedback must be provided on a meaningful piece of class work at least once a term using an appropriate range of feedback strategies** (*this may be more during longer terms and when no data is required for whole school reporting*) Students should then be expected to act on the feedback during a **Dedicated Improvement and Reflection Time** session in a following lesson, enabling them to action the feedback provided. The 'D.I.R.T' session must take place **within 2 weeks** of the work being completed to ensure relevance and timely impact. **In addition, students receive feedback on at least one summative assessment (graded) per assessment cycle to support tracking and reporting as indicated by the 'Curriculum, Feedback and Assessment Calendar'.**

Based on these core principles, it is our policy that students should receive, as a minimum:

- Formative feedback on at least **1 piece of appropriately challenging and robust class work** per term. *During longer half-terms and when no summative assessment is required, departments may choose to include an additional formative feedback task to support students' progress.*
- Summative (graded) feedback on **1 summative assessment** per half term **as and when required by the school reporting cycle.**
- Summative and formative feedback using **carefully considered feedback strategies** that suit individual subjects and the nature of the assessed work – see appendix 3.
- **Additional opportunities** to receive feedback through the considered use of **whole class feedback**, self, and peer-assessment.
- Additional and **regular low-stakes/no-stakes testing** to ensure support spaced retrieval practice.
- We do not expect any staff to provide **acknowledgement-only feedback** or to evidence feedback on every page of a student's book. Research suggests that this form of 'tick and flick' feedback has **little or no impact on student progress** but does impact on staff workload and wellbeing.
- Feedback for literacy which supports both **technical accuracy** and students' ability to **communicate effectively** and confidently.

- **Dedicated Improvement and Reflection Time** where feedback is shared must be provided **within 2 weeks** during a 'D.I.R.T' session to achieve either verbal or written impact – 'for assessment to be formative, the feedback information has to be used.' (Black and William).
- Departments may choose to ask students to respond to feedback in **green pen** but this is not essential.

**Formative feedback should be:**

- Teacher, student (peer or self) or whole class led
- Linked to core knowledge, skills and/or criteria
- Praise-rich
- Modelled and scaffolded to provide appropriate support
- Based on strategies may include whole class feedback and flash marking codes as supported by research-based evidence, details of which are included in the appendix.
- Based on strategies should encourage students to become aware of their own learning and how they can make further progress, and acquire additional knowledge (meta-cognition)
- Student responses to feedback should be in **'green pen'**
- Specific feedback strategies should be used in line with department policies as appropriate

**Summative assessments should be:**

- Completed at least **once every half-term** when dictated by the school assessment calendar
- Given a numeric mark/grade/percentage etc.
- The grade must be clearly recorded on students' work and tracked by the teacher.
- Summative and formative assessment will be used to report to students and parents with regards to their progress and attainment.

When conducting a department review of feedback during the annual QA cycle, please refer to the 'Feedback and Assessment Review' online form. Teachers whose work is used as part of the QA process should always receive constructive feedback. Departmental and/or whole school QA of feedback will take place in line with the whole school QA calendar.

Teachers award grades in line with the whole school reporting cycle. Detailed, in-person feedback is given to parents once per year at year group parents' evenings. Teachers contact parents regularly by telephone or by email to communicate concerns or praise and Curriculum Team Leaders support this process with contact by phone, email or letter. Guidance is provided on the school VLE and school website to provide guidance on how parents can assist their child's learning.



At the end of Y9 and throughout Y10, Y11, Y12 and Y13 assessments may be made in some subjects which count towards the GCSE or A Level coursework or controlled assessment requirements.

Students' progress will also be assessed through Home Learning and classwork.

### Recording

Teaching staff will keep records of Home Learning marked and formal tests in an appropriate manner to satisfy school procedures on monitoring continuity and progression. The Assessment Calendar sets out the minimum amount of data to be recorded for each class in each year group within SIMs. Individual subjects may decide that they need to record more frequently.

### Reporting

All Year Groups will receive one formal Form Tutor report in the academic year. All Years will have regular termly progress reports during the academic year, where progress grades or levels will be reported alongside target information and both Home Learning and Behaviour for Learning scores. All this information will be available to parents using our on-line reporting system. Year 11 and 13 will receive online reports in Terms 1, 2, 3 and 4 and Years 7, 8, 9, 10, 12 will receive online reports at the end of Terms 2, 4 and 6.

All parents will have the opportunity to discuss student progress with the subject teachers and the Form Tutor at a Parents' Evening once each year.

**SPONSOR:** Governors' Curriculum Committee  
**SENIOR STAFF:** M Rodger  
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