

Assessment and feedback at Kineton School

“The teacher becomes a ‘critical friend’ who no longer acts as the marker, but who supports and comments where necessary” (Weeden, 2017).

The importance of assessing and providing feedback at Kineton:

- **Diagnostic tool:** Teachers use assessment for/of learning to check starting points, progress over time and to identify misconceptions.
- **Accountability:** Teachers use assessment to set standards and make students accountable for their own learning.
- **Care:** Through formative and summative assessments, teachers will provide feedback to students to show care and to encourage students to have a sense of pride in their learning.

Forensic Learning Points at Kineton:

Each SoL in the curriculum has Forensic Learning Points which are checked to ensure knowledge end points are clear and students achieve these. In addition, each lesson will have clear learning outcomes aligned with higher order thinking. Each lesson should have two to three learning outcomes which are tiered, ambitious and provide challenge. All students are encouraged to have a go at accomplishing all the learning outcomes, albeit at different levels of success dependent on attainment.

The assessment and feedback policy at Kineton School (KS3 and KS4):

The three main principles of assessment at Kineton:

1. **Formative Assessment** – Formative assessments encourage students to reflect on what they have learned well and where their knowledge gaps are. This is captured during D.I.R.T sessions whereby the students are given periods of independent reflection through the guidance of the teacher.
2. **Summative Assessment** – Some assessments are formally graded for students, with gradings fed back to students and then parents in interim reports. There should be at least 3 summative grades across the year in each year group for each subject. For subjects where there are at least 4 lessons a fortnight in the curriculum, this increases to a minimum of 6.
3. **Peer/Self-Assessment** - Students are self-assessing progress in lessons and acting as learning mentors with their peers. There is an emphasis on students being independent learners and critical friends to each other.

The HoD has a subject specific policy for each department. This is in alignment with the whole school guidelines below:

- **Presentation:** All students are held accountable for the presentation and standard of their learning. All headings are underlined, all work is dated, books show the highest expectations for all students.
- **Assessment tracking:** Learning is tracked across the Key Stage (7-9 and 10-11) from beginning to end. Teachers have forensic learning points for each SoL across the Key Stages. Teachers support students to track their own progress through summative grade recording in their books.
- **F.A.R Marking:** Marking at Kineton is focussed. Students know the work will be a focussed marking point in the curriculum prior to completion. Teachers will complete a piece of FAR marking once per 12 lessons for KS3 and KS4. For example, a subject with 5 periods in a curriculum fortnight would lead to one focussed high quality FAR mark each half term. (Appendix 1)
- **D.I.R.T:** Students are given dedicated time in the curriculum to reflect on their learning and progress. Green pen is to be used in all student reflections and improvements, or on any student commentary on learning. The language of D.I.R.T is emphasised with students across all lessons to generate their mastery of independent learning and being critically reflective. (Appendix 2)
- **Literacy:** Students must proof-read work before submission. Learning that is checked in focus marking areas is marked using the literacy codes. Tier 3 subject vocabulary is marked for spelling. (Appendix 3)
- **Checking:** Teachers routinely check students’ learning every lesson, giving oral or written feedback. This could be via low stakes testing, revise in 5, cold calling or whole class AfL checks.

Quality Assurance:

- HoDs have principal responsibility for ensuring that assessment and feedback across the department is in line with the Assessment and Feedback Policy.
- HoDs may at times work in alignment with other middle leaders or members of SLT in all aspects of QA.
- The QA calendar will regularly schedule Book Looks which is an opportunity for HoDs and teachers to come together to look at best practice and areas of development.
- The QA calendar may indicate Book Look focus periods across the academic year. For example, a specific focus on SEND, PP or Challenge.
- Assessment and feedback can be observed in lessons through drop-ins and learning walks.
- At times it will be indicated in Curriculum Meetings that time should be given to looking at assessment and feedback within students' books across the department.
- Book Looks are a developmental process whereby strengths will be indicated, and areas of development.

Every student should be able to articulate what they are learning and why. Assessment is used to check this, and to ensure students are making sustainable progress across the curriculum in line with their target pathways. Every student should be a Blackbox Thinking learner who is reflective and drives their own learning. All learners are proud of their work.

Appendix 1	F.A.R	<p>F: Feedback from the teacher that is precise and positive. Best practice comments on what specific subject skill the student needs to focus on.</p> <p>A: Actions the student needs to take now. They must be personalised and understandable to the student, to allow them to act on them independently.</p> <p>R: Responding to feedback. Students respond to clear action points in DIRT (Dedicated Improvement and Reflection Time), it is imperative that the teacher facilitates this and sets the basic minimum expectations. All responses are completed in green pen to show the learning journey.</p> <p>Learning that is FAR marked will be signposted to students prior to the work being completed.</p> <p>FAR marking can be individual and personalised, or can be generic across a class. It is always completed with the goal of fixing gaps in curriculum knowledge, and encouraging students to be actively reflecting on their learning.</p>										
Appendix 2	D.I.R.T	<p>D.I.R.T (Dedicated, Improvement and Reflection Time) is a powerful tool to encourage progress over time. Students are encouraged to do some form of D.I.R.T every lesson. This could simply be self-marking a revise in 5, or reflecting on how confident they are at a particular point in the learning.</p> <p>Students are encouraged to be self-reflective independent learners. As such, planned points in the lesson will need to be spaced to facilitate students being able to reflect on and improve their knowledge and understanding across the subject curriculum.</p> <p>All summative assessments will need subsequent planned opportunities for D.I.R.T.</p>										
Appendix 3	Literacy marking	<table border="1" data-bbox="448 1711 943 1980"> <thead> <tr> <th data-bbox="448 1711 632 1765">In text</th> <th data-bbox="636 1711 943 1765">Meaning</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 1765 632 1818">//</td> <td data-bbox="636 1765 943 1818">New paragraph</td> </tr> <tr> <td data-bbox="448 1818 632 1872">O</td> <td data-bbox="636 1818 943 1872">Missing punctuation</td> </tr> <tr> <td data-bbox="448 1872 632 1926">O or SP</td> <td data-bbox="636 1872 943 1926">Spelling</td> </tr> <tr> <td data-bbox="448 1926 632 1980">~</td> <td data-bbox="636 1926 943 1980">Unclear/Missing words</td> </tr> </tbody> </table>	In text	Meaning	//	New paragraph	O	Missing punctuation	O or SP	Spelling	~	Unclear/Missing words
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