Assessment and Feedback
(including Recording and Reporting)
POLICY

Hillview School for Girls' Assessment and Feedback (including Recording and Reporting) Policy

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This policy is to be read in conjunction with:

- Hillview School for Girls' Teaching & Learning Policy
- Individual subject-specific guidance for each department
- Procedures for protecting the integrity of qualifications against Generative AI use

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Rationale

At Hillview School for Girls, we believe that assessment and feedback are integral to student progress and attainment. Assessment and feedback cycles should therefore be central to long- and medium-term curriculum planning and inform the planning and delivery of lessons.

The school's expectations of assessment and feedback will be defined in this policy but the school recognises that the *'one size fits all'* approach would not acknowledge the breadth and richness of the different subjects, which form our curriculum. As a result, all curriculum areas will draw their own subject-specific guidance (departmental policy) based on the principles and minimum expectations outlined in this document.

The school also understands that assessment and feedback is a large contributor to the workload of teachers; therefore, in devising their subject-specific guidance, curriculum and subject leaders will consider the principles of effectiveness and efficiency and ensure that assessment, marking and feedback are only carried out to positively impact upon the progress of the student and / or inform the reporting cycle.

This policy aims to:

- Provide clear guidelines for formative and summative assessment and descriptive and evaluative feedback
- Establish a consistent, coherent and efficient approach to marking and feedback
- Support continuous improvement in student performance using timely, descriptive feedback opportunities, providing students with clear next steps for learning
- Enable teachers to evaluate how well content has been acquired, identify misconceptions of individual students and classes and to adapt their planning to address these.
- Clearly set out how and when assessment, marking and feedback practice will be monitored and evaluated

Assessment and feedback

The type of feedback required should dictate the nature of the assessment given to students. Summative assessment is likely to yield evaluative feedback whilst formative assessment should be used to generate high-quality descriptive feedback[1].

Summative Assessment	Evaluative feedback
- Summative assessment should be used to feed into the school's data reporting. - Subject leaders should ensure assessments are set based on prior learning. - Assessments should allow students to demonstrate attainment across a range of levels / grades - Wherever appropriate a common task is given for benchmarking - Department standardisation and moderation will take place to quality assure marking, where appropriate - Following summative assessments, subject leaders and teachers will identify and discuss students who fall outside of class expectation established through national standardisation/norm referencing - Subject Leaders and teachers will ensure timely return of assessments to each student	- Is a direct result of summative assessment - Assigns a grade, a quantitative score or evaluative comment to the work - Provides a judgment summarising the quality of the learning - Is particularly useful in periodically establishing students' ability to retrieve and recall knowledge - Can have a negative impact on students' learning and motivation if used too often

Formative assessment	Descriptive feedback
- Formative assessments should be designed with a view to generate high-quality descriptive feedback - Students should be clear on the expectations and criteria against which their knowledge and understanding will be assessed.[2] - Formative assessment can take many forms: questioning, discussions, walkabout marking, live review, 1-2-1 conversation, whole class feedback, peer and self-review, mini white board responses, written response both short and sustained. - Subject leaders should ensure more formalised formative assessment is undertaken regularly and generates individualised students' feedback in the form of written comments / marking – see section on marking and feedback. - Department standardisation and moderation will take place to quality assure marking, where appropriate	- Is a crucial part of formative assessment - Provides the learner with information about their current achievement (Where am I now?) with respect to a goal (Where am I going?) - Helps the learner understand what they need to do to improve (How can I close the gap?) - Provides specific information in the form of written comments or conversations - Is particularly useful in establishing students' ability to apply the knowledge learnt - Can have powerful positive effects on student learning and engagement.

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[1] Findings from research show that: students given only marks made no gain from the first to the second lesson; students given only comments scored on average 30% higher; giving marks alongside comments cancelled the beneficial effects of the comments.

[2] At Key Stage 3, the framework for grade descriptors (underpinning emerging, developing, secure, etc) should be used, referred to and, where possible, modelled to support students' understanding of the expectations and criteria.

At Key Stage 5, the Sixth Form assessment hour is a substantial investment made by the school for each course and should be the primary platform for formative and summative assessment to take place (where course structure allows).

Summative Assessment – minimum expectation:

- As well as feeding into the data and reporting cycle, subject leaders should ensure that summative assessment is regular enough in order to monitor students' progress.
- Summative assessment results should be recorded in order to track students' attainment and progress and support intervention, when needed. This will be dependent on the nature of the subject and the structure of the course and should therefore be done in accordance with the subject-specific guidance.
- For Key Stage 4 and 5 courses, assessment should reflect the requirements of the examination for the subject and the need to support student learning.
- Substandard work should not be accepted.
- Students should be trained to proofread written assessments before submission.

Marking

Marking is the routine activity of reading, checking, monitoring and / or correcting students' work and, when appropriate, providing a written descriptive feedback comment to students. It is a fundamental part of the feedback cycle.

Marking should be meaningful, manageable, and motivating. Marking should serve as a single purpose to advance student progress and outcomes. Marking is a central part of a teacher's role and is integral to progress and attainment. Written responses offer feedback to students and help teachers assess student understanding. It also provides students with a record of their next steps for learning and can be referred back to for further guidance and improvement at a later stage in the course.

As well as 'traditional marking', where the teacher marks all of their students' books outside of the lesson, 'live marking' is a method of providing effective feedback on student work while they are still in the process of completing it and subject areas should consider the use of this method, where appropriate. Live marking gives students instant feedback on their work and enables them to make adjustments and improvements while they are still engaged in the learning process. This allows for timely and specific feedback whilst helping with teachers' workload[3].

Therefore, departments should use the principles outlined in this policy to create their own subject specific guidance. Subject Leaders are responsible for monitoring the frequency and quality of marking and feedback within their team.

There may occasionally be a place for teachers to review students' book / folders in order to examine their work and application to learning more holistically. In this case, teachers may wish to focus on aspects such as: curriculum coverage, presentation and organisation of learning to facilitate "revisability", completion of independent study, literacy / numeracy, quality of self and/or peer review or implementation of feedback. Such checks should

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[3] Education Endowment Foundation's 2016 Marking Review

similarly result in descriptive feedback to ensure that the students can improve on their current practice and learning habits in the subject.

Other types of feedback

As well as written marking, teachers should also consider other types of feedback in their practice and refer to the Teaching & Learning Policy and Toolbox for more examples of feedback.

Where appropriate, teachers should also consider referring to the Hillview Ambition for Learning descriptors when providing feedback so that students can reflect on their approach to learning and improve this as well as subject-specific knowledge and understanding.

Marking and Feedback Minimum Expectation:

- A meaningful formative assessment task should be provided for students regularly (it is recommended that this should happen at least every 8 lessons, although it remains at the discretion of the subject areas. This should be clearly set out in the departmental guidance depending on the frequency of the lessons and the type of knowledge and skills being acquired or developed).
- The response to the formative assessment task should be marked by the teacher and marking should include descriptive feedback[4].
- This should be marked according to departmental guidance.
- Students should have a clear success criterion which aligns to marking criteria
- After receiving feedback, learning time should be dedicated to the students reflecting critically on it. This could be done in a range of ways: with individual thinking and improvement time, peer review, scaffolding a model answer to whole class, redrafting of a whole piece of work, redrafting of a section of work, redoing something (for example a graph), answering questions, editing, etc
- Where the assessments highlight misconceptions, this should be addressed by the teacher on an individual, group or class level.
- When setting similar assessments in the future, teachers should ensure that students refer to the relevant feedback so that its impact bears beyond temporary improvements and become a systemic part of the student's work.

Preventing the misuse of generative AI within assessment

It is essential that teachers use regular, informal assessment to educate students to the risks and counterproductivity of misusing AI to produce work. Beyond routinely highlighting the parameters within which work should be produced, teachers should take steps to minimise the potential misuse of generative AI by students. When setting formative or summative assessments, teachers should consider:

- the nature of the task set and the potential access to online AI tools on school devices and networks;

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[4] Unless this expressly contravenes the awarding bodies requirements / guidelines for KS4 and KS5 courses. In this case, work submitted should be marked in accordance with exam board requirements.

- the setting reasonable deadlines for submission of work and providing reminders;
- issuing tasks, which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models trained using historic data.
- examining intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages;
- where appropriate, allocating time for sufficient portions of work to be done in class under direct supervision to allow the teacher to authenticate each student's whole work with confidence;
- the use of classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material;

If a teacher has doubts about the potential misuse of generative AI for an assessment, they should:

- where appropriate and helpful, engage students in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work;
- not accept, without further investigation, work which they suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised
- decline to mark a piece of work, which they believe has been produced misusing AI, and offer the student an opportunity to complete the task again (or a different task of a similar nature). If practical, the teacher may decide for this to take place under more supervised conditions.

If there are repeated instances of suspected AI misuse by a student, the subject teacher should report it to their Curriculum Leader and the Head of Key Stage for this student so that steps can be taken to prevent further misuse and ensure that this behaviour is not replicated for exams or formal assignments, leading to potential malpractice in public examinations. Where a repeated concern has been established, the Curriculum Leader and Head of Key Stage should in turn report this to their SLT Line Manager.

Further information about potential indicators of AI misuse and guidance around identification and automated detection can be found in Procedures for protecting the integrity of qualifications against Generative AI use.

Support and monitoring procedures

Staff development and support

Expectations and strategies for assessment, marking and feedback will form an integral part of the induction process for teaching staff joining Hillview. These will also be explored in greater depth as part of the professional learning sessions delivered by the school (especially for ITTs, ECTs and new staff). The school will also facilitate a number of collaborative book look sessions so that best practice can be shared within and across teams. Beyond this, individual support can be provided through coaching and mentoring.

Monitoring

- Assessment, marking and feedback will be primarily monitored by subject leaders (and subject TLR holders) using learning walks and book scrutinies as part of the Teaching and Learning QA processes. These will feed in the termly Quality of Education conversations between Curriculum Leaders and teachers and QoE reports to SLT line manager.
- SLT line managers and the Teaching & Learning Lead will also monitor the implementation of the policy through learning walks, book scrutinies and line management.
- Where expected standards are not met by a member of staff, this will be reported to the SLT line manager and / or the Teaching & Learning Lead and the Quality Assurance and Support Process outlined in Appendix 9 of the Teaching & Learning policy will be followed.

HILLVIEW SCHOOL FOR GIRLS TRUSTEES' ASSESSEMENT, MARKING AND FEEDBACK (INCLUDING RECORDING AND REPORTING) POLICY

Compiled by: Rebecca Edwins & Aurélie Gage, Deputy Headteachers

Consultation with: Directors and Senior Leadership Team, Teaching & Learning Group

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HILLVIEW SCHOOL FOR GIRLS — The Hillview Ambition for Learning

Ambitious Learners	Motivated Learners	Engaged Learners	Passive Learners	Reluctant Learners
• Consistently shows all of the characteristics of an Ambitious Learner in every lesson • Drives the learning forward for the class • Actively seeks out learning challenges • Independent and focused on their learning outcomes • Has the ability to self-reflect and review their actions for progress • Develops their subject based cultural capital • Self manages their time and learning • Sets an example for others to follow • Goes above and beyond!	• Excellent focus & cares about the quality of their work • Seeks challenges • Shows resilience and perseverance • Asks questions to extend thinking • Seeks feedback and responds positively to it • Learns from setbacks and mistakes • Reviews their own progress and seeks to create their own solutions to problems • Starts learning readily and without prompting • Organises time effectively • Plays a leading role in the learning of the class • Takes responsibility for their progress.	• Good focus & cares about their work • Responds positively to challenging activities • Completes all work to a good standard and meets expectations • Answers and asks questions • Connects ideas • Shows a desire to improve and make progress • Takes action based on feedback • Shows good application of knowledge • Tries to find solutions not problems • Actively seeks help when needed • Organises time well but may miss the odd deadline • Follows all instructions • Shows consideration and respect • Listens carefully	• Not always focused on their learning • Work may be rushed, lack detail or be incomplete • Avoids challenging tasks • May be slow to engage with the learning • Does not engage in the classroom, or with others in group work • Not always working hard • Sometimes attempts to act on feedback – but possibly limited to easy actions • Relies on supervision to ensure tasks are completed and instructions are followed • Regularly misses deadlines • May distract others • May be off task at times	• Shows little focus • Work is often incomplete or insufficient to show progress • Does not attempt to act on feedback • Responds negatively to praise or critique • Repeats mistakes • Needs to be told to begin or attempt tasks • Needs close monitoring in order to engage with learning • May refuse support or help • Does not always follow instructions • Rarely completes homework • Distracts others • Disrupts the learning or school environment
Likely to make better than expected progress and achieve a grade that is at the higher end of national outcome scales.	Likely to make good or better than expected progress compared to peers of a similar ability	Likely to make expected progress and achieve a grade in line with that expected of someone with the same ability.	Likely to make less than expected progress and are at risk of achieving grades that are lower than we would expect from students of similar ability.	Likely to make little or no progress and are at risk of achieving grades at the lower end of national outcomes when compared with students of similar ability.

Limited Evidence	Teacher unable to provide an AmfL grade: Continued pupil absence, change of school, change of class, educated off site, does not attend lesson.

Reporting Procedures

Rationale

At Hillview School for Girls, we believe that all aspects of our assessment and reporting procedures must support and deliver our Pure Potential vision by being:

- **Aspirational**: encouraging students to strive towards ambitious and limitless goals.
- **Supportive**: equipping students with the self-belief to meet these goals through scaffolded learning steps
- **Accurate**: providing consistent and precise assessment in both formative and summative forms
- **Clearly Communicated**: reporting next steps for learning and graded outcomes in a way that is understandable to all stakeholders
- **Consistently employed**: embedding consistent assessment practices across the school, practices that will both inform future planning and support rigorous teaching and learning aspiration
- **Age-appropriate:** assessing and reporting using grading and terms specific to the needs of the key stage.

Aims and objectives of Reporting

- To provide meaningful feedback to students to offer advice on how to improve and raise attainment.
- To track students towards end of key stage expectations in the curriculum, recognising those who are not making enough progress and those who are exceeding expectations
- To ensure feedback to parents allows them to, similarly, recognise the extent to which progress is being made towards end of key stage expectations.

Reporting

1. We believe that an effective reporting system regularly informs parents and students of the current standard their child is attaining and the progress they are making. We greatly value formative assessment and therefore include comments about strengths and steps for moving forward in full reports.

2. Parents will receive 2 formal reports each year in Years 7, 8 and 9 and 3 formal reports from Year 10 onwards each year. These will identify the current attainment and ambition for learning level (see appendix 1) for their child with predictions of an end grade in the later stages of GCSE and A Level courses. One of these reports will identify strengths and weaknesses in the core skills within each subject studied and will include a written element, giving the parent an overview of their child's progress in school.

Assessment for Reporting

Appropriate criteria will be used to inform each year groups report as follows:

- Year 7-8 summative assessment is based upon our approach to assessment without levels, which seeks to ensure that students master key skills in all of their subjects in preparation for GCSE.
- Year 9-11 summative assessment is based upon GCSE/BTEC criteria.
- Year 12-13 summative assessment is based upon A Level/BTEC criteria