



The  
Westminster  
School

# Assessment and Feedback Policy 2016/2017

*Safe Happy and Learning Together*  
*Building foundations and providing*  
*opportunities to create confident,*  
*aspirational and independent members of*  
*our community.*



Approved by Governing Body on: 23/03/17

Signed by Chair of Governors:

*Ken Als*

Head Teacher:

C Hill BEd, NPQH

Lead Personnel:

C Stubbs / B Taylor

Date of Review:

23/03/18

## Rationale

### *Safe Happy and Learning Together*

#### ***Building foundations and providing opportunities to create confident, aspirational and independent members of our community***

Since the removal of National Curriculum Levels, The Westminster School has embraced the changing landscape in developing a strategy that supports and measures pupil progress and development. As a School, we feel it is important to tie all assessment to its purpose. For our parents, pupils, staff and governors, we feel all assessment should be closely linked to the curriculum and support the further development of outstanding outcomes and progress for all pupils. We recognise that assessment may vary for some of the pupils at the school and work to reflect all pupils success. We ensure that our assessment systems are inclusive of all abilities and reflect the high expectations we have for our pupils.

This is an interim document to support and outline the process of Assessment whilst we continue to develop an integrated approach to Curriculum and Assessment.

## Assessment

Assessment takes place to provide useful and reliable information, for all involved, about what a pupil has learned. We aim to track pupils' progress through a rigorous system of formative and summative assessment. The information arising from assessment supports judgements about what teaching and learning should be planned in the future. Assessment therefore lies at the heart of the process of working with pupils and acts a diagnostic tool to support the next steps.

At The Westminster School, pupils and their parents can expect the following through the process of Assessment and Recording:

- Assessment which recognises achievement and progress
- Involvement of learners, relevant professionals and parents in the process of assessment
- Clarity about judgements made in assessment
- Termly reviews of progress which inform future learning opportunities
- A range of methods and measurements to be used according to individual needs
- A competent staff team, trained and able to make useful assessments
- A Termly Report communicating achievement over the last term and setting out the future direction
- An Annual Report that outlines successes (both academic and pastoral) and next steps to further improve.

All Assessment and Recording will:

- Be underpinned by the school's values
- Have a clear relationship to the educational requirements outlined in each pupil's Statement of Special Educational Need/Education, Health and Care Plan (EHCP)

- Draw from Skills Outcome Maps (SOMs) and 14-19 Curricula (ie Exam specification and assessment methods)
- Be a continuous and integral part of the learning and teaching that occurs daily
- Involve pupils in their own assessment where appropriate
- Provide appropriate information on transfer
- Integrate information and advice provided by colleagues from other agencies
- Be produced in an accessible format
- Be easily available

## The Curriculum

It is important to reinforce the curriculum on offer at The Westminster School. We endeavour to provide all pupils with an exciting and varied curriculum. This is increasingly built on the development and application of skills, enabling our pupils to move towards mastery in their learning as well as the development of personal and life skills. It is the intention that the curriculum and progression involve developing deeper and wider understanding rather than moving onto work of greater difficulty. Further information can be found in Curriculum documents.

## Types of assessment and recording

### Formative Assessment

Used by staff to evaluate pupils knowledge and understanding on a day to day basis. We believe that formative assessment is an integral part of teaching and learning. Classroom records inform future teaching and learning.

#### KS2/3

Staff are encouraged to make on-going observations of all learning. In order to ensure consistency and rigorous challenge, staff plan a series of objectives for each subject using Skills Outcome Maps, these enable us to track pupils' engagement, learning and progress over a half term. We understand that specific notes on pupils learning will of necessity be determined by the type of activity and the means of recording best suited to available staff but seek to support staff by creating proforma documents (see Appendix 3). They may be made during or after the session and link closely to the Skills Outcome Statements for the lesson. The level of independence is also noted as we strive to develop our pupils' independence in their learning and personal skills.

#### 14-19

Staff are encouraged to use a range of assessment strategies that support the pupils to complete their accreditation. Examination boards give advice as to how centres may assess the pupils in line with the assessment criteria. Staff then adapt this to ensure these strategies are appropriate for the pupils. Examples of assessment and recording at this phase may include:

- Witness statements
- Observation records
- Picture Evidence

- Video Evidence
- Controlled assessments
- Question and Answer sessions
- Group discussions
- External Examinations

Regular moderation of formative assessment enables school leadership to support staff to identify concerns at individual level and ensure pupils move forward and meet expectations.

### **Written and Verbal Feedback**

We recognise that most of feedback to inform learning is given to our pupils through verbal dialogue and discussion. As many of our pupils have difficulties with literacy levels, written comments in books are primarily to inform staff and parents of learning and next steps.

The aims of feedback at The Westminster are to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use written feedback as a tool for formative on-going assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression

We acknowledge that written feedback can be time consuming for staff. We continue to work to find appropriate ways to reduce this as well as making sure that it is purposeful marking for its audience.

Staff are asked to be mindful of the following

- Purpose of all written feedback
- Audience for the feedback; *who are you telling? Who else might need to see the comments?*
- Be positive, motivating and constructive
- Consider the pupil comprehension level
- Opportunities for pupil response (where appropriate)
- Be frequent and regular
- Give recognition and praise for achievement
- Support pupils in their next steps
- Staff workload

### **KS2/3**

Where appropriate staff encourage pupils to engage in the learning process by reviewing books and noting that there has been a comment by the teacher and there is guidance on next steps. See Appendix 1 for guidance on written feedback.

### **14-19**

Staff are required to complete a TLC (Teacher Learner Communication), see appendix 4a, with a pupil. This will document the conversation where positive outcomes of a piece, or pieces of work are identified along with next steps. The document requires pupils to address the feedback and make changes as appropriate. These documents are to be completed and evident in pupil portfolios once per half term with exception of the core subjects English and Maths where lessons happen

more frequently. There must be two TLC documents per half term. Staff can complete these as appropriate to classroom procedures (i.e. complete electronically (video, audio) or written). Work must also be annotated in a format students can easily access.

## **Summative Assessment**

Enables a school to learn how much a pupil has learned at the end of each teaching period

### **KS2/3**

The delivery of the Westminster Curriculum at KS2 and KS3 enables staff to create opportunities for pupils to apply their learning at the end of each learning period. This is tracked progressively using Skills Outcome Grids in each pupil's book. This enables staff to reflect on the learning and allows the pupils to check their own progress as well as inform future planning. Throughout their time in KS2/3 pupils core skills are tracked using Skills Outcome Maps (SOMs). This is collated and analysed six times per year. In addition Reading and Spelling levels are reviewed twice per year. As we are in our induction year of this process the calendar for review and reporting to Governors is detailed in Appendix 5.

### **14-19**

All students in this phase have a 'Learner Journey' present at the front of their portfolios. This Learner Journey, appendix 4b, documents the current accreditation, target level, attainment at their previous key stage and potential courses/careers at the next key stage.

Also evident in portfolios is document reference where progress is mapped to the examination specification and the success criteria. This is done through the 'Life of Pie' Assessment, this includes a pie chart grid at the front of portfolios that outlines the work completed and future tasks, see appendix 4c. Students can then also assess their progress against their peers by looking at the 'Life of Pie' assessment board which is present in classrooms where appropriate, appendix 4d

Staff in this phase set the progress guidance for each course completed. This progress is reported in a percentage six times an academic year and these form a data snapshot. Formal meetings are set up with AHT 14-19 where pupils who are not on track to achieve their target are discussed and strategies implemented to support pupils to get back on track.

If a member of staff has a concern about pupil progress they can inform a member of SLT or TLR through the sleuth referral system by completing a 'Pupil Progress Concern' referral.

Other methods of summative assessment include controlled assessments, end of topic tests (internal and Exam Board) and formal examinations. BTEC, Open College and CACHE have separate procedures.

## **Teacher Assessment against National norms**

National norms are a standardised measure for all pupils. P' levels are currently still in use with further clarification due the Spring 2015. Standardised scores now replace National Curriculum levels at end of Key Stages. For further clarification please see *Interim teacher assessment frameworks at end of key stage 2, September 2015, Standards and Testing Agency*.

### **KS2/3**

In October 2016 the Rochford Review was published proposing a change to the P' level system. Whilst we eagerly anticipate this, for the year 2016-17 we will continue

to use the 2009 Progression Guidance alongside our own internal Progression Guidance. This will enable us to validate the challenge we have planned for and ensure the highest expectations of outcomes.

In May of each year pupils are assessed for their P level or National Curriculum levels in all subjects. These are “best fit” targets but are nationally recognised. This information is benchmarked with national data and thoroughly analysed. Key messages drawn from this analysis inform action plans for improvement. The assessment information is also presented in a visual way through innovative software. Teachers use the information to reflect upon the progress their pupils have made and to inform their planning for learning.

The school also uses Sleuth to record behaviour data. We are working to record social and emotional well-being data as well as personal development. Reporting to National Curriculum levels is no longer required except for the end of present key stages. Whilst we recognise that schools will be using a scaled score, it is not yet clear how it will apply to our learners.

#### **14-19**

In this phase students continued to be challenged to aim high and achieve. We recognise that GCSE and Progress 8 models may not be appropriate for our pupils but we endeavour to establish meaningful and purposeful qualifications for our pupils. These are selected with pupils and parents and consider the attainment at key stage 3. Baseline on entry, progress made and internal progress guidance enable staff to plot expected progress towards an appropriate accreditation level.

### **Planning**

Each teacher plans an overview of the term’s learning opportunities. Medium Term Plans show specific group targets, however individual targets for learning in each lesson are also set half termly or termly pupil target sheets record individual progress.

### **Assessing Progress for Complex Learners and Personal Development**

Many of our pupils face challenges that are not measurable using standard measures. We also recognise that for many of our learners progress should be measured in the steps they make towards independence. We work with staff to ensure that all success is celebrated and that this is fed back to pupils, parents, and partners. In 2015-16 the school led a pilot introducing the Personal Development Programme to track the attainment and progress of this more complex group of pupils. It has been further rolled out in 2016-17 to include more pupils. This information is reported on to parents, pupils, staff and Governors on a termly basis.

### **Process for moderation (internal and external)**

Moderation meetings are in place throughout the year (see school calendar). These are opportunities for staff to evaluate pupil work, their on-going assessments (SOMs) and to share experiences of the assessment procedures. External moderation is currently a challenge for schools as we move away from nationally recognized standards. It is expected that external moderation will enable colleagues to understand the Westminster curriculum and validate whether pupils work reflects this. Until the recommendations of the Rochford Review are implemented and where a pupil is working within the P’ levels staff will use Standard statements to support external moderation. In addition regular meetings are held

to validate work for accredited courses. Where appropriate and available we support staff to moderate accredited work with other schools.

The school endeavours to make links with external providers (ie colleges, alternative providers) in order to ensure external moderation takes place at KS4 and KS5. This process enables staff to validate their judgements in the assessment process.

### **Baselining and target setting**

We receive baseline data from pupil's previous schools through a rigorous transition process. This information is given to staff to support their own internal baseline process. In addition to core strands of English, Maths and Science we will also establish reading and spelling levels (where appropriate). Target levels are established at this point and reviewed throughout the pupil's career at school. Our internal baselining system using SOMs will be completed within the first half term of a pupil's placement at the school and reported to parents in line with the whole school calendar.

## Appendix 1 KS2/3 Marking Guidance

LC - Learning Challenges must be written on every piece of work.

Date - The date must be written on each piece of work.

**Green Highlighter** - Represents feedback that reflects how the pupil has met the learning objective, or how they have displayed positive actions to help them learn. Colour also used to reflect correct responses during marking.

**Yellow highlighter** - Represents feedback that reflects the pupil's next steps to improve their learning, and/or how they can meet their learning objective. Colour also used to reflect incorrect responses during marking.

(I) - Independent work where the teacher has set a task for the pupil to complete on their own.

(AS) - Adult supported work where a pupil has completed a task with prompts and support from an adult or peer.

(VF) - Verbal feedback, where feedback has been verbally given to the pupil to support their understanding.

**Pink Highlighter** - Think Pink - something that pupils have done accurately on previous occasions (know) but have not included this time, eg Caps, full stops

**Pupil response** - pupils must be questioned about their work/feedback. Questions could include;

- Are you proud of your work?
- Do you feel more confident with that skill now? (In response to feedback).
- Is this your best work?
- Do you understand the communicated information, be that feedback or learning in general?

Smiley face - Pupil agrees. Pupil is happy with their work.

Unhappy face - pupil disagrees. Pupil is unhappy with their work. Pupil thinks they could do better/develop their work further.

## Appendix 2

### Statements of Special Needs and Education, Health and Care Plans

#### **Statements of Special Educational Need/Education, Health and Care Plans**

Each pupil will either have a Statement of Special Educational Need, EHCP or be undergoing assessment for the purpose of producing a Statement. Statements are the result of advice provided by parents and professionals culminating in a description by the Local Authority of needs and provision. Teachers may be required to provide the educational advice to the Special Educational Needs Assessment Service. These documents enable staff to plan for specific learning and life outcomes, and to adapt the curriculum as appropriate.

#### **Annual Reviews/Person Centred Plans**

Annual Reviews of Statements of Special Educational Need/EHCP's are conducted in the throughout the year. Pupils at the end of each Key Stage are currently being transferred to Education, Health and Care Plans.

#### **Contributions to Assessment by Professionals from other Agencies**

It is important to know where and how colleagues from other agencies engage in the cycle of assessment, recording and review.

Formal advice provided by other agencies for EHCP's is determined by each agency's own management and processes. Advice from professionals from other agencies is integrated into the planning and assessment strategies described above.

### Appendix 3

**Pupil Evidence**

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Subject: \_\_\_\_\_

SOS Outcome Code and Descriptor:

Towards Independence

SOS Code \_\_\_\_\_

PH MH VP GP I IS



**Pupil Feedback**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

SOS Outcome Code and Descriptor:

Teacher Feedback: Pupil Response:

Next Steps:

Towards Independence

SOS Code \_\_\_\_\_

PH MH VP GP I IS





# T . L . C

## Teacher Learner Communication

Date: \_\_\_\_\_ Pupil: \_\_\_\_\_

WWW \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Thank you \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# T . L . C



## Teacher Learner Communication

Next Step \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



I need to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# My Key Stage 4 Learning Journey

Name \_\_\_\_\_ Subject English

Current level \_\_\_\_\_ Target Level \_\_\_\_\_



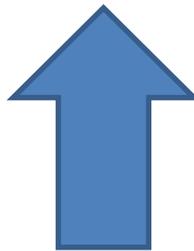
**'Dare to Dream Target'**  
(Key Stage 5)

Functional Skills EL3  
Full Award (3 units)



## My Current Qualification -

Entry Level English		
Year 2		
Term	Expected Progress (Cumulative)	On track
Autumn		
Spring		
Summer		



**Congratulations!!! Progress achieved in**  
Year 10 \_\_\_\_\_

# Appendix 4c

English Entry Level 2 - Year 10  
Assessment Objective/Course Outline

UPN  
G330217305057

Full Name  
Lola

Davis

Cummulative Progress 27% Not yet achieved 73%

Completed Date  
Ind Progress

**Unit - Speaking and Listening**

Speaks clearly, choosing key vocabulary to explain ideas	4%	09/11/2016	4%
Takes part in group activities such as storytelling	3%		0%
Will join in with talking and listening activities, where topics interest	4%	19/10/2016	4%
At times, provides the listener with relevant detail	3%	09/11/2016	3%
Usually listens carefully and responds appropriately to what others	3%	24/11/2016	3%
Shows an understanding of when more formal vocabulary and tone	3%		0%

**Unit - Reading**

**Reading 1**

Shows understanding of simple texts and reading is generally accurate	7%	14/09/2016	6%
Can identify key points in texts	6%	19/10/2016	7%
Can express opinions about important events in stories, poems and	7%		0%

**Reading 2**

Shows understanding of simple texts and reading is generally accurate	7%		0%
Can identify key points in texts	6%		0%
Can express opinions about important events in stories, poems and	7%		0%

**Unit - Writing**

**Writing 1**

Uses interesting vocabulary, showing some awareness of the reader	5%		0%
Communicates meaning in different text types	5%		0%
Write ideas in logical sequence, sometimes using capital letters and	5%	9/2/17	0%
Usually spells simple, one-syllable words correctly, using phonic knowledge	5%		0%

**Writing 2**

Uses interesting vocabulary, showing some awareness of the reader	5%		0%
Communicates meaning in different text types	5%		0%
Write ideas in logical sequence, sometimes using capital letters and	5%		0%
Usually spells simple, one-syllable words correctly, using phonic knowledge	5%		0%

Snap Shot Progress

Year 1				Year 2			
October (1)	December (1)	February (1)	April (1)	May (1)	July (1)	October (2)	December (2)
17.00%	27.00%	37.7%					

G330217305057

## Life of Pie

Year 10.1- 11.2

Year 10.2-11.1

Bredon

## Appendix 5

### Calendar for Data Completion 2016-17

Sept	29 <sup>th</sup> 2015 - 16 Quartile data reported to Governors
Oct	3 <sup>rd</sup> - Baseline for SOMs completed 10 <sup>th</sup> - PDP Target Setting completed
Nov	10 <sup>th</sup> - KS2 Raise Published and reported to Governors 25 <sup>th</sup> - Data check in : SLT 29 <sup>th</sup> - SOMs Data entry training for teachers
Dec	12 <sup>th</sup> - Data triangulation - all teachers 16 <sup>th</sup> - Data entry for KS2/3/4/5 deadline
Jan	TBC - KS4 Raise published Week of 4 <sup>th</sup> - Data review with SLT Week of 16 <sup>th</sup> - Data check-in with Governors
Feb	14 <sup>th</sup> - Data triangulation - all teachers 17 <sup>th</sup> - Data Entry Deadline
Apr	4 <sup>th</sup> Data triangulation - all teachers 7 <sup>TH</sup> - Data Entry Deadline
May	15 <sup>th</sup> KS2 SATs begin 23 <sup>rd</sup> - Data triangulation - all teachers 26 <sup>th</sup> - Data Entry Deadline
July	11 <sup>th</sup> Data triangulation - all teachers 14 <sup>th</sup> Data entry deadline