



# Assessment and Feedback Policy

Policy date:	September 2024
Date of next review:	September 2025
Owner:	Deputy Head (Academic)
SLT committee to review:	SLT
Intended audience:	Parents and teaching staff
Location:	School Portal and website

## **1 Introduction**

- 1.1 Carefully considered assessment and high quality feedback are key elements of our teaching practice. The aim of this policy is to empower teachers to use quality assessment and feedback in a wide variety of forms. Technology can be a big help in this area and the hope is that time saved in the process of marking can then be used to ensure that the feedback that pupils receive is of the very highest quality, allowing them to make smooth progress.

## **2 Philosophy**

- 2.1 The focus of all assessment should be on ensuring valid and reliable inferences on pupil progress; this allows teachers to adapt teaching and plan tasks to address needs of the individual/group of pupils. As such, these next steps should be applied in a timely manner following each assessment.
- 2.2 Evidence of feedback and marking is incidental to this process; written comments are but one method of feedback to be given and it is expected that this will be supported through other methods, such as verbal feedback, re-teaching and guided learning, as well as appropriate online mechanisms. That said, it is important that teachers hold records of pupil performance in mark books (whether online or physical) so that they can track progress and identify areas of strength or weakness.
- 2.3 There should be a clear rationale as to why each piece of assessment is being undertaken, how the outcomes will be reported and what the likely next steps are. Low stakes assessment should be embedded within the everyday teaching and learning at Haileybury; this will help both with recall and also with the teacher's ability to diagnose learning. With this in mind, the mainstay of assessment should be formative, supported by summative assessment at critical points of the year.
- 2.4 We see the curriculum as the progression model: a pupil will be making progress if they learn and understand at the pace of the curriculum. Thus, it is expected that assessment will be constructed with the specific objective of identifying whether a pupil has understood or learnt the key elements of the topics covered by the curriculum to date. Units of work will have common assessments planned so that all pupils in all year groups are being assessed on an ongoing basis using a department-wide model and approach.

## **3 Central principles**

### Summative assessment

- 3.1 Summative assessment will be recorded centrally; marks will be collected through iSAMS. The summative assessment instrument must be common across the year group and must be based on the content that pupils have covered through their courses up until the stage at which the assessment is administered. Summative assessments will also happen in October for a narrow range of subjects to allow them to check progress and set allocations. The marks from these assessments will also be recorded in iSAMS. The marks from these central, summative assessments are shared with parents via internally produced results statements that show percentage scores alongside "Haileybury scale" equivalents (see section 3.5).

3.2 The summative assessment schedule is as follows:

Year group	Baseline tests	Trial exams	Progress assessments (Oct/Nov)	Progress assessments (April)
LS1	October	-	Maths	All subjects
LS2	October	-	Maths and Science	All subjects
Removes	October	-	Maths, English and Sciences	All subjects
Middles	October	-	Maths and Sciences	All subjects
Fifths	-	November	-	-
L6	September	-	All subjects	All subjects
U6	-	Jan (IB); March (A Level)	-	-

#### Formative assessment

3.3 Formative assessment will be an ongoing process. It is expected that approximately 25% of the work generated by pupils is closely marked with specific, individualised feedback resulting from this. For most teachers and classes, the general principle of one piece of work a week being closely marked is a good one. Other work will be lightly marked or marked in other ways including (but not limited to) self-marking, peer-marking and automated marking; how much use is made of each of these methods will vary from teacher to teacher and across departments.

3.4 All formative feedback will adhere to the following:

- There should be no use of terminal exam grading or effort grades
  - One exception to this is where an exam class is completing specific exam style practice in the closing stages of their courses
- There should be no sharing of numerical marks in formative feedback unless those scores mean something specific
  - Teachers should keep a record of marks as appropriate but numerical scores should only be shared with pupils when their performance is directly quantifiable (see below)
  - The focus of feedback should be on the next steps for improvement and on how pupils have fared with targets that they have been previously set
- There should be Head of Department (HoD) directed, centralised whole cohort formative assessments embedded in units of work as appropriate
  - The HoD (or a delegated member of the department with specific responsibility for the relevant year group) should centrally collate and analyse the outputs of these assessments, discussing the outcomes with the department

### Assessment outcomes and reporting

3.5 The output of assessments will take the following forms:

- All marking of class work should only be given a numerical score where that number makes sense; for example, give a mark out of ten where there are ten questions on a quiz or if a clear marking rubric has been shared with pupils in advance.
- Baseline test output will be generated by GL Assessment.
- The output from internal exams (including trials) will be in the form of a raw percentage score alongside an equivalent score on the “Haileybury scale”; an explanation of this scale is found in an appendix at the end of this policy. The scale allows interested parties to quickly compare scores across subjects, to track progress over time and to get an idea of performance without the need to use grades.

### Feedback

3.6 Feedback should occur at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching.
2. Summary feedback – at the end of a lesson/task.
3. Review feedback – away from the point of teaching (including written comments).

3.7 The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further progress and learning. It is expected that technology will be used to ensure that feedback is timely, focused and stimulates discussion with the pupil.

3.8 Some feedback will be recorded on pupil work; some will be given verbally. It is worth noting that at times the same individualised feedback is relevant to a large number of pupils in a class and so, in these cases, giving verbal feedback to a group is an acceptable means of giving specific advice to an individual. It is expected that teachers will still mark work, closely marking approximately 25% of what is produced, as above. However, evidence of quality feedback can also be found in lesson observation and, indeed, in seeing the progress of the pupils.

## Appendix A

### The Haileybury scale

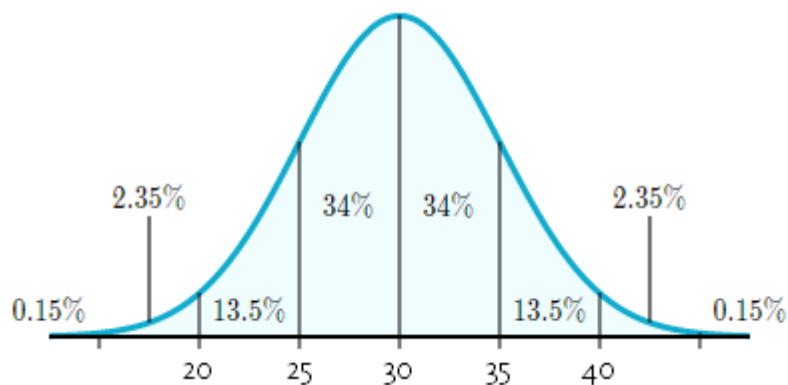
The purpose of the scale is to have a single, consistent way of reporting exam grades for all years and subjects. This allows for easy comparison for those who are tracking performance as well as allowing pupils to easily see how they are performing, relative to their peers, in each of their subjects. This also allows pupils (and their parents) to have a clear idea of their performance without the need to supply grades alongside this score. Haileybury scale scores will be given to one decimal place.

For any who are interested in the maths, the way the scale will work is that, having calculated the cohort mean and standard deviation, scores will be calculated from this point using  $Y =$

$$30 + 5 \times \frac{X - \text{mean}}{\text{standard deviation}}$$
 where  $Y$  represents the scaled score and  $X$  represents the raw score.

In real terms, what this means is that:

- the mean score from the cohort will result in a score of 30 on the Haileybury scale.
- the standard deviation of the cohort will be scaled to 5.
- a score over 30 represents a score above the mean while a score below 30 represents a score below the cohort mean.
- there is in theory no maximum or minimum score on the scale.
- approximately two thirds of pupils will have scores between 25 and 35 so scores outside this range will represent the top and bottom one sixth of the cohort.
- only about 2.5% of a cohort will produce scores above 40 so such scores represent an exceptional performance; in the same way only about 2.5% of a cohort will produce scores below 20.



The statistics quoted above rely on the initial data set being approximately normally distributed and so Haileybury scale scores are only provided for subjects with cohorts of sufficient sizes (usually taken to be 10 pupils).

<b>Version history</b>		
<b>Date</b>	<b>Reviewed by</b>	<b>Notes</b>
March 2021	SJMC/MEST	
July 2021	SJMC	
September 2021	SLT	Reviewed and approved
September 2022	SJMC	No substantive changes required
September 2023	MEST/SLT	Reviewed and updated
September 2024	MEST/SLT	Reviewed and updated