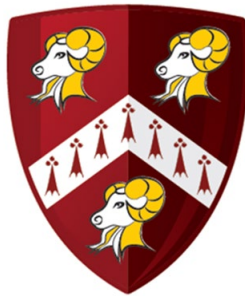


The Ramsey Academy, Halstead

Assessment, Feedback and Presentation Policy



Last reviewed:	18 July 2024
Next review due:	18 July 2026
Ratified Full Governors:	18 July 2024
Designated Postholder:	Mrs Helen Price Assistant Headteacher

ASSESSMENT, FEEDBACK AND PRESENTATION POLICY

Aims and Expectations

This policy aims to establish a clear and collaborative understanding of quality Assessment, Feedback, and Presentation amongst staff, parents, and students at The Ramsey Academy.

This policy is based on the following rationale:

- Assessments across all Key Stages are of a high-quality. Assessment is vital to evaluate students' knowledge understanding and skills. It enables teachers to identify successes, next-steps, misconceptions, and difficulties. It ensures that students can make the maximum amount of progress.
- Feedback on students' work is an essential component of the assessment process. At The Ramsey Academy, we strive to develop a feedback system for student work, that is meaningful, motivating, and manageable across all key stages.
- There are many ways to provide feedback. We value all types of feedback including written and verbal feedback given by the classroom teacher, as well as student-led feedback, and feedback from peer assessment.
- We also believe that there are a variety of ways to provide meaningful feedback – from whole-class feedback to more personalised individual feedback, and areas which went well for the student, and areas where they need to improve. The most important part of this is that diagnostic feedback helps the students to make good progress, as well as giving the students opportunities to respond to it.
- There are some differences in the amount and type of feedback expected between departments depending upon the nature of the subject and number of lessons each subject has on the curriculum.
- Presentation is valued at The Ramsey Academy as it promotes pride in learning and develops important future life skills such as organisation as well as ensuring the work is of a high standard and can be used for revision purposes for future assessments.

All teachers in the school will adhere to the policy, which will be monitored by the Senior Leadership Team and Heads of Faculty. The policy will undergo regular reviews to ensure it delivers the best possible outcomes for student progress and results.

Assessment at The Ramsey Academy

There are many opportunities throughout each academic year for students to complete assessments at Key Stage 3 and Key Stage 4, according to the assessment calendar. Assessments are graded using GCSE 9-1 if appropriate.

In addition, students may receive individual or whole class written or typed feedback giving a clear diagnosis of:

- The areas in which the student has done well towards a shared criteria
- The areas that require further development to make greater progress
- Errors in literacy will be highlighted by literacy codes.
- Staff will give feedback on other aspects of students' work, such as the quality of classwork and homework. This will be monitored by 3 checkpoints every half term.
- Checkpoints will include the checking of marked work, comments and ticks where appropriate, and green pen engagement from students.

Assessments are completed under the same conditions in subject areas across all groups as determined by the Head of Faculty, which may also include a metacognitive reflection task before and after the assessment.

Assessments are regularly standardised and/or moderated within Departments/Faculties.

Grades/marks achieved are recorded, to form part of the evidence that teachers use to award current/predicted grades to the students they teach.

PSHE and Core PE do not have a requirement for formal written assessments in Key Stage 3 and 4. However students will receive regular feedback.

Heads of Subject in collaboration with the Head of Faculty arrange the assessment calendar. These may be subject to small amendments throughout the year.

Frequency of Assessment in Key Stage 4


In Key Stage 4, students will complete an assessed piece of work at least every half term. Up to two of the assessments that students complete each year in most subjects should be under Formal Examination conditions. Books will be marked more frequently than this, with classwork and homework tasks acknowledged and marked, where appropriate. This will also be monitored by the 3 half termly checkpoints.

Key Stage 4 students are also assessed in the following mock exams:

Year 10	Year 11
Summer Term Mock Exams	Winter Mocks Nov/December March Mocks

Progress Stickers

All student books will contain a sticker on the front to show the current grade and learning behaviour. Students receive an End of Year Target at the start of the Year.

Subject	The Ramsey Academy	End of Year Target	
	Current Grade	Learning Behaviour	
Autumn 1			
Autumn 2			
Spring 1			
Spring 2			
Summer 1			
Summer 2			

'Achieving Excellence Together'

Next Steps following an assessment in KS3 and KS4:

To maximise students' academic success and progress, the curriculum includes dedicated time for a Next Step Task. During this task, students reflect on, review, and understand the feedback they have received. Adequate time in class, which may extend to homework, is allocated to ensure the Next Steps Task is meaningful. These tasks provide an opportunity for students to learn from their mistakes and make further progress by completing similar or more challenging tasks. Teachers will indicate the Next Step Task with a stamp.




Next Step Tasks should be completed in green pen.

Metacognition is central to the Next Steps tasks. Students are given time to reflect on their performance, identify areas of difficulty, and consider how they could approach similar tasks differently in the future.

Students at The Ramsey Academy will receive regular feedback in lessons. Regular feedback should be evident in students books. The work on which students receive feedback will be work that helps make a difference in their progress and prepares them for success in graded assessments.

Teachers will complete a pink sheet as seen below following on from an assessment.

These are completed in red pen, by the teacher.




The Ramsey Academy Feedback Sheet

Assessed Piece of Work Feedback

Title of Work:

Specific Success Criteria	
Tick if <i>met</i> /Highlight if <i>not met</i>	

End of Year Target	Grade Achieved in Assessment



Next Step Task (*highlight*)

-
-
-

Signed by Teacher:

Date:.....

Not every piece of work that students do requires written feedback by the classroom teacher. Teachers select key pieces of work to check student understanding and on which they feel their feedback will be beneficial. This means that sometimes work will be self- or peer-assessed instead, or teachers may choose to provide quicker verbal feedback in the

lessons so that students can make quicker progress. Therefore, alongside written formative feedback, the student will receive feedback in a range of other forms as detailed below.

Verbal Feedback in Lessons

Verbal feedback in lessons, which is not written down, can have a strong impact on progress. This is because the feedback is timely and personalised. Staff should take opportunities to feedback in lessons and circulate the room during lessons when students are completing independent learning so that they can feedback instantly. There is no expectation that verbal feedback interaction will be recorded by the teacher or by the student.

Peer and Self-Assessment

When students complete peer and self-assessment, they should do so in green pen and make it clear that this feedback is from the student by writing who reviewed the work.

Marking for Literacy and the use of Feedback Codes

Literacy codes may be used to ensure that literacy feedback is uniform across the school.

Specific subjects have a higher requirement to complete extended writing (such as English and Humanities subjects) and therefore closer attention should be given to the quality of literacy particularly when feedback is given on formative and summative assessments.

Subjects with less emphasis on extended writing should focus on spelling, the use of capital letters and paragraphing when marking literacy and use the highlighted codes below as a minimum expectation.

✓	A good point or part of the work
Sp	Spelling error
Cpt	Capital letter error
Vague or ?	You may have misunderstood the task
Pct	Punctuation error
//	New paragraph required
SA	Self-assessed
PA	Peer assessed

In MFL, staff will mark literacy in a way which is subject specific, as punctuation and grammar varies between languages.

Presentation of Work at The Ramsey Academy

Students at The Ramsey Academy are encouraged to develop pride in their learning. Good presentation skills are important skills for students to develop. They help student to organise their ideas in a logical way, as well as promoting the vision that the learning students do is

important should be valued, not just by staff but by the students themselves. Well organised notes, books or online folders help students to find and access work easily when they are reviewing and revising topics.

Monitoring and Evaluation of Assessment, Feedback and Presentation

This is completed through:

- regular book checks
- Regular discussion between leaders in the school
- standardisation, moderation within subject areas