

Policy document control box	
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Policy owner (including job title)	Kim Anderson (Head of Centre)
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Assessment and Feedback Policy

1. Purpose

The main purpose of assessment and feedback is to support and promote the progress and development of the individual learner. We believe, therefore, that assessment and feedback is part of the process whereby learners come to feel valued as individuals, to acquire a positive self-image and to take pride in their achievements. Learners have often had bad experiences of assessment in the past and therefore they need to feel safe and understand the reasons why assessment is important for their own personal development.

Individual teachers need to know which assessment evidence would indicate mastery of a topic area and ensure that data provided by assessments are of real, practical use to inform next steps in learning.

Assessment should be effective for the purposes it fulfils, and efficient in its implementation. Consistent excellent practice across the Centre alongside high quality feedback will ensure all learners achieve their full potential.

2. Scope

The Head of Centre alongside the Assistant Head, Teaching & Learning are responsible for ensuring robust and rigorous assessment and feedback operates across the Centre. Assessment is an integral part of teaching and learning, inextricably linked to our curriculum. It is the process of obtaining, analysing and interpreting evidence for use by both learners and teachers to enable the review, planning and improvement of learning. We use a broad range of assessments including informal teacher assessments, formal internal assessments and nationally standardised assessments

3. Assessment Definitions and Approaches

Informal Assessment:

Techniques used include marking and feedback, questioning, presentations, research, short recall test, oral discussion, homework, self and peer-assessment and/or observations. These are used to assess knowledge, skills and understanding and to identify any gaps and misconceptions. Learners are encouraged to take an active role in informal assessment.

Formal Internal Assessment:

Learners are formally assessed once every half term across all subject areas. Assessments may take the form of end of unit/topic tests, practical assessments, written assignments and are standardised across core subjects.

At Key Stage 4, learners will have end of year assessments in Year 10 during the Summer Term, and Year 11 learners will have a mock exam period.

Learners will receive feedback on all formal assessments via a Whole Class Feedback Proforma which will identify common misconceptions and errors, as well as identify strengths and areas for development.

Learners will evidence their response to feedback through use of Directed Improvement Time (DIT)

Nationally Standardised Assessment:

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications during and/or at the end of Key Stage 4.

Independent Study

Independent study is an integral part of effective assessment and provides a very important learning experience for all learners. For many learners at the Centre, they struggle with learning from home or completing homework due to their complex needs. Learners are therefore encouraged to undertake independent study whilst at the Centre, undertaking Higher Project Qualifications or Arts Award.

Feedback Definition and Approaches

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in learning. Effective feedback is a crucial aspect of high-quality teaching and has a powerful impact on learner progress. Teachers should provide learners with incisive feedback about what they can do to improve their knowledge, understanding and skills. Feedback encourages learners to take responsibility for their learning and therefore to become more independent. It also creates a dialogue between teacher and learner about learning.

Due to the complex and varied needs of our learners, feedback will be personalised to enable learners to respond positively.

4. Monitoring and Evaluation

It is the responsibility of SLT and Subject Leaders to ensure that all subject teachers assess work regularly and deliver effective feedback in line with Centre policy and

keep clear and appropriate records. The effectiveness of assessment and feedback will be monitored in a number of ways:

- Learner outcomes
- Learner progress over time through learners' books or folders, MIS data, reports
- Subject leader's evaluation of the effectiveness of assessment practices within their subject area
- Quality Assurance processes, including Learning Walks, work scrutiny and learner voice

5. Collection and Using Data

All data relating to assessment outcomes will be stored centrally on the Centre's MIS system to enable effective monitoring and analysis. All whole school formal assessment data should be easily available for teaching staff, Senior Leaders and the MIS Manager to access.

6. Reporting to Parents/Carers

Assessment data will be reported to parents/carers through termly data collections, termly full reports and parents' evenings. The data reported will include the learner's attendance record. The termly report will include information from the mentor on the learner's involvement and wider contribution to the Centre.

At Key Stage 3, we report on Engagement and Independent Learning using the descriptors Consistently, Often, Sometimes/Not Yet.

In addition to this at Key Stage 4, the learners also receive a target grade for each subject. In their final year, learners will receive professionally predicted grades and target grades.

7. Training

We are committed to providing high quality CPD for all our staff at Red Balloon Worthing to maintain consistently effective teacher assessment and feedback. This includes developing a shared understanding of the meaning and purpose of different assessments including validity and reliability, alongside using a common language of assessment within the Centre.

8. Roles and Responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the Centre's own system of non-statutory assessment captures the attainment and progress of all learners
- Holding school leaders to account for improving learner and staff performance by rigorously analysing assessment data

Head of Centre

The Head of Centre is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards across all subjects
- Analysing learner progress and attainment, including individuals and specific groups
- Prioritising key actions to address under-achievement
- Reporting to governors on all key aspects of learner progress and attainment

Teachers

- Teachers are responsible for following the assessment procedures outlined in this policy.

9. Links with other Policies

This policy is linked to:

Curriculum Policy