

Leigh Academy Rainham

Assessment, Feedback and Feedforward Policy

Version	1
Policy Status	
Date of Issue	June 2023
Date to be Revised	July 2024

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1. Curriculum Impact Statement

At Leigh Academy Rainham, we recognise that the assessment process can help us to learn, by strengthening retrieval pathways, interrupting the forgetting process and allowing us to develop strong schemas linked to the content and skills being taught across all aspects of the curriculum.

The role of assessment at LAR is to evaluate whether students have successfully acquired the knowledge, understanding and skills that we wish them to, and to facilitate responsive teaching to address misconceptions. Formative and summative assessment enable classroom practitioners to frequently and robustly evaluate the gap between the intended curriculum and its implementation.

Assessment at Leigh Academy Rainham will:

- Robustly and accurately test the knowledge and understanding of students against the success criteria in our curriculum maps at pertinent points in the sequence of learning.
- Use valid and fair assessment methods that are representative of the content and skills taught in addition to being accessible to all students.
- Be of high quality and challenging enough to enable students to not only demonstrate recall of knowledge but extended application of this in an appropriate manner for each individual subject discipline.
- Promotes targeted, responsive teaching and intervention, in both the short and long term through feedback and feedforward lesson planning.

Further evidence of the impact of our curriculum will be apparent in the outcomes of bi-annual LAT assessments and the comparison of LAR results against other trust academies and educational institutions delivering the IB MYP globally. Minimal difference between the achievement and progress levels of vulnerable groups with other students will also provide powerful evidence of a strong taught curriculum.

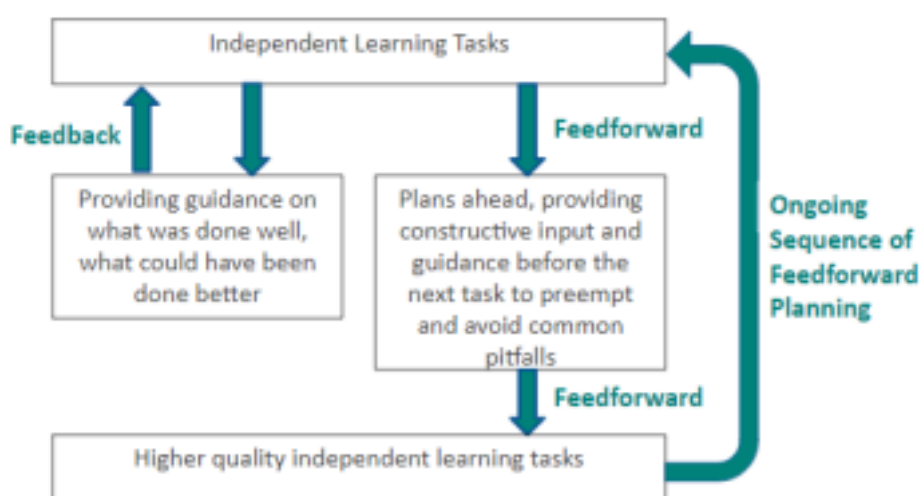
In addition to the above, analysis of the number of students participating in co-curricular activities and community projects, combined with the levels of attendance, punctuality and positive reward points, will indicate the level of student engagement with learning and the total curriculum. At Leigh Academy Rainham we believe that positive attitudes to learning and respect for the academy and the wider community constitute a key indicator of the success of our curriculum, as it is implemented.

2. Feedback & Feedforward Rationale

Evidence based research suggests that feedback is one of the most impactful and cost-effective methods of improving students' learning. The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year. Sutton Trust research has shown that the

factor with the strongest evidence of improving student attainment is the quality of a teacher's instruction, through effective questioning and use of assessment.

There are a variety of methods through which we can assess progress and provide meaningful feedback and it is strongly recognised at LAR that marking is only one of many mediums through which this can be done effectively. At LAR we plan sequences of learning that allow regular opportunities for both practitioners and students to formatively and summatively assess progress and receive high quality verbal and written constructive feedback on their understanding against success criteria. Following this process the emphasis is then placed on feedforward, with more time invested by teachers on planning high quality learning experiences that will address the misconceptions and gaps to move students on and make rapid gains on the next task. Our assessment, feedback and feedforward processes are outlined in this policy.



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3. Inquiry Questions

Lesson titles are 'Inquiry Questions' that shape the focus for the lesson. Throughout the lesson there should be assessment points where the inquiry question is referred back to and tasks in the lesson should assess understanding against these. These should be on the MYP Unit plans at KS3.

4. Mapping Assessment Opportunities

Assessment opportunities are embedded termly across the Academy to measure and accelerate progress in relation to the learning objective and success criteria covered throughout units of work. These must be strategically planned to be both purposeful and pertinent within and between sequences of learning. When designing our schemes of learning we consider where these assessment opportunities will take place so they are timely and appropriate and ensure that there is planned time for feedforward lessons. An example of how academy assessment procedures are expected to be embedded across a terms of learning is demonstrated below:

Self / Peer
Assessment of classwork

Knowledge
Organiser /
Retrieval Practice Low Stakes Testing

Book Planning for Progress Review

Milestone Task

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Every lesson	students use accessible success criteria to assess the tasks they have completed. Identifying next steps to improve work. Assessment includes corrections and feedback. Writing and ESQs may include a written comment about the work when appropriate in a red pen.
Minimum Fortnightly	At least once a fortnight lessons include short answer questions to assess understanding of the knowledge organiser content. This takes on more than 10 minutes of a lesson. Students peer assess responses using a checklist provided. Teachers can record the results to monitor retention over time.
Minimum 2 per module (Except IT / Drama / Music / RE which are termly)	Teacher reads work completed in lessons at a pertinent assessment point in books (ESQs). Comments and grades are recorded on pieces of work but everything is covered in a Proforma to assess progress and provide 'feedforward'. This can be used for subjects where they do not have books. One of these two may be conducted for subjects who have 4 or less lessons (see below).
Minimum 1 per module (Except IT / Drama / Music / RE	A milestone is a formal assessment conducted independently in exam style conditions to assess progress against specified criteria. <ul style="list-style-type: none"> • MYP Assessments in KS3 (each year) • Knowledge based end of term tasks • PPEs (Pre-Public Examinations)

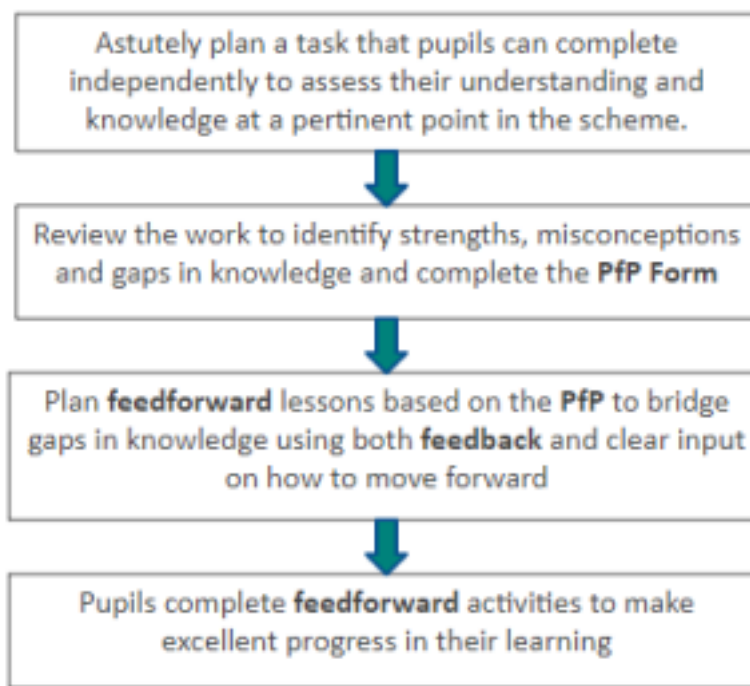
which are termly)	<p>The teacher provides written diagnostic feedback on the milestone task for sections that will be re-drafted and completes a PfP Proforma to plan lessons that 'feedforward' from this.</p> <p>These are used to formulate robust and accurate attainment data for students throughout the year which are reported to parents and used to measure and monitor individual progress</p>	
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5. Planning for Progress Reviews

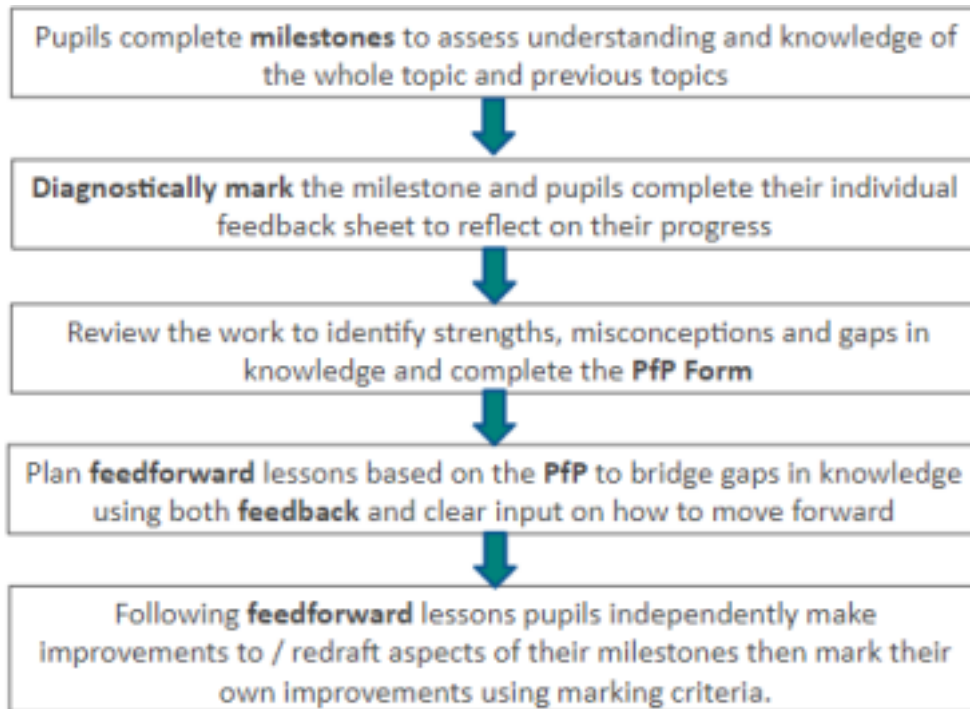
Planning for progress reviews have shifted teachers' focus from marking to planning, with time better invested in creating lessons that will 'feedforward' with high quality verbal feedback and direct instruction, as opposed to using time to provide written feedback to individuals. The flow charts

below show how the assessment cycle ensures that gaps are identified and swiftly addressed through effective planning and opportunities for student response. These procedures must be followed to implement an effective cycle of assessment that will drive progress. Work quality assurances will triangulate the content of PfPs with the progress seen in books and the implementation and effectiveness of the feedforward planning (see Feedforward Lessons section below).

1. Reviewing progress from classwork and homework assessment opportunities:



2. Reviewing progress from milestone assessment opportunities



5.1 Planning for Progress Proforma:

The PFP Proforma can be found [here](#).

Subject:		LAR Planning for Progress Work Review	
Class:	Topic:	Date Assessment Completed by Students:	Date PFP Completed:
PFP Assessment Activity:		<input type="checkbox"/> Milestone Task <input type="checkbox"/> Independent Task in Books	<input type="checkbox"/> Practical <input type="checkbox"/> E-Assessment
Key Content and Skill Objectives Met: <input type="checkbox"/> . <input type="checkbox"/> . <input type="checkbox"/> .	SPaG and Presentation:		Feedforward Planning What, When, Why, How, Who? <i>(consider appropriate retrieval practice and how dual coding could be implemented to re-explain concepts in an alternative way)</i> Whole Class Feedforward:
	MYP ATL Progress:		
Common Misconceptions, Errors and Gaps: <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/> .	Individual Progress Causes for Concerns:		Differentiated Feedforward: Planned Implementation Date:

6. PFP Feedforward Lessons

On the PFP the teacher will have planned for further input of content/skills that is necessary for students to improve their work or try additional new tasks to make rapid gains in their learning from

the gaps/misconceptions identified. The implementation of these needs to be timely and appropriate for teachers and students, it may be immediately after the PfP assessment point, or planned for a later point in the year when it is more pertinent to revisit this topic. Opportunities for students to act on this feedback must be embedded for example a whole lesson may be planned to reteach with further input, or a range of short activities to master the skills of opportunities to bridge gaps may be used across lessons as a series of starters, plenaries or independent learning tasks.

Any task completed in books that has taken place as a result of the Planning for Progress Review will be indicated in the books with either a clear 'Feedforward' title, should the whole lesson be dedicated to this, or indicated with an 'FF' in the margin where individual feedforward tasks are implemented across lessons that link back to the PfP.

In order to 'close the loop' teachers ensure in their Feedforward planning they provide opportunities for students to assess tasks and therefore ensure these lessons and activities have had impact on students' understanding since the PfP was completed.

6.1 Milestone / PPE Feedforward

Following Feedforward lessons as per above, time needs to be mapped in to allow students to independently redraft / make improvements to aspects of their original milestone task in exam conditions. This enables the student and teacher to check progress has been made since the milestone was first completed. As each MYP criterion is assessed a minimum of twice a year, the Feedforward activities planned on the PfPs from these assessments may not be implemented until later in the year when there are further opportunities to revisit the relevant skills and content again of that criterion, prior to the next assessment. Following implementation of these however students should be able to show clear progress between the two criterion assessment points.

6.2 Assessment Catch Up

If any student misses an assessment then these assessments should be caught up in the following way:

- Next attended or appropriate lesson, the student resits the assessment.
- The student can sit in the open classrooms if they can be appropriately supervised. ● If the open classroom isn't appropriate then the students can be sent to the Library, after the teacher has arranged this with the librarian.
- When students are walking to and from the library, email communication must happen to the appropriate member of staff and librarian. E.g. the student is leaving DT, an email is sent from the DT teacher to the librarian and appropriate SSM.
- Please ensure that if a student is sitting a catch up assessment that you make their teachers for that day aware. Hopefully this avoids students having too many assessments on one day. ● Students are ***not allowed to*** catch up with assessments at break, lunch, tutor or before and after the academy day.

7. Milestone Assessment Tasks

7.1 Knowledge Milestone Tasks (Often MYP Criterion A)

Each term every student will undertake at least one handwritten knowledge based end of topic milestone task (unless they have completed a PPE or MYP Task) in every subject in exam conditions (see Examination Protocols) to assess their progress through independent work. For most subjects this will also count towards one of the MYP Assessments for the Knowledge Criterion. The typical structure of an end of topic milestone is outlined below. They are to be completed in advance of data capture in order to accurately assess student's WAGs (Working at Grades). These will either be done on Assessment Papers which will be stored in folders, or an Assessment Book.

Factual Recall	Single answer factual recall questions linked to the knowledge organiser	10 marks
Long Term Knowledge Retention	1-2 questions on historical topics, that may or may not link to this topic, to check retention over time	10 marks
Exam style questions	Variety of exam style questions that are knowledge, skills and application based	40 marks

All milestone tasks and PPEs have a [standardised assessment cover sheet](#) to provide students with a consistent form of feedback, milestones are stored in students assessment folders and stored by the teacher. Staff complete a PfP Form to identify strengths and areas to improve in relation to key objectives and success criteria. The planning from the PfP and diagnostic written feedback is to be used by students to master skills during Feedforward lessons.

7.2 MYP Milestone GRASPS Tasks

Each assessment criterion within the disciplines is assessed a minimum of twice a year. MYP assessments are designed to check progress in relation to these criteria, using the guidance provided in the subject specific guides. GRASPS tasks structures should be used for designing these. These are completed independently by children, where appropriate in exam conditions. For the knowledge based criterion this could be the End of Topic Milestone task as above, teachers are not expected to duplicate milestones and plan these strategically to ensure students are not being 'over tested'. They are marked and graded using the subject guide assessment criteria.

8. Examination Protocols

When students are sitting milestone tasks exam conditions will be expected and reinforced by the teacher. These are the same Examination protocols expected for formal external assessments:


- Students must arrive on time
- Students must not become involved in any unfair, dishonest practice at any time

- Students must not sit an examination in the name of another student
- Students must not have in their possession any unauthorised material or equipment which might give them an unfair advantage. Possession of banned items like mobile phones will make students subject to penalty and possible disqualification
- Students must not talk to, attempt to communicate in any other way with, or disturb other students once they have entered the room.
- Students must follow all instructions of the teacher / invigilator / examiner

9. Assessing Literacy and Numeracy -Live Marking

At Leigh Academy Rainham all teachers are teachers of literacy and numeracy in relation to their subject area, for more information please read the [Literacy Strategy](#) and [Numeracy Strategy](#). Lessons must be planned to take every opportunity to embed and develop both literacy and numeracy skills. It is expected that staff all live mark for literacy when circulating.

Marking of literacy and numeracy should be subject specific and the following codes should be implemented where appropriate for each subject area. Students should be encouraged to refer to these when self and peer assessing and completing their SPaG comments. The literacy symbols marked with an asterisk are expected to be used as a minimum across all subject areas.

^ Word or phrase missing *
Sp Spelling error - underline the word and write Sp in the margin *
C Incorrect use of / Missing capital letter - underline and write C in the margin *
P Punctuation error - underline the error and write P in the margin
G Grammatical error - underline the error and write G in the margin
/ New sentence required *
// New paragraph required
T Incorrect use of tense - underline the error and write T in the margin
 ? Meaning in unclear - underline the text that lacks clarity with the wavy line *

10. BTEC and Controlled Assessment Marking

BTEC and Controlled Assessment marking must be completed in line with regulations set by the exam board. Once a BTEC assignment has been set marking of drafts is not allowed and the final assignment submitted is marked summatively to identify if the Pass criteria have been met. However research and preparation tasks set as PHS that will support completion of the BTEC assignments and Controlled Assessments can be used as the assessment opportunities during the time period where students complete the assignment in lessons. In practical based subjects assessment and feedback will need to be evidenced through the use of videos to document progress. Quality Assurance of the BTEC work can be completed using the 'Internal Verification – Assessment Decisions' form ensuring that the

teacher's name and grading is written on the top of the document.

When controlled assessments are completed off timetable strict planning procedures must be adhered to by using the CA planning checklist, to ensure they are highly successful with minimum impact on other subjects.

11. Baseline Assessments

When students arrive in year 7 we will conduct baseline assessments in core subjects to conduct question level analysis and identify gaps in knowledge that allow teachers to plan lessons which will allow students to make rapid gains. This data will also allow departments to review their initial setting to ensure no student will be left behind.

Through the accelerated reader programme we will also baseline students to identify their reading ages and ensure they are on the correct developmental reading pathway.

12. Reporting Progress

12.1 KS3 Progress Reporting

In KS3 students are assessed against the MYP criteria within each discipline. The [MYP Assessment, Recording and Reporting Policy](#) outlines the way in which this assessment is completed, compiled and shared with parents and stakeholders. Students are awarded an interim MYP grade and a final MYP grade at two Leigh Academies Trust assessment points in the year.

12.2 KS4 Progress Reporting

From KS4 onwards students will receive the following information at the end of each term (3 times a year).

- Current WAG – The Working at Grade achieved in assessed cumulative learning to date. The grade awarded is based only on content covered so far and is formulated using robust milestone assessments over time.
- Current PG – The Predicted Grade likely to be achieved at the end of the Key Stage as a result of a teacher's professional judgement at the current time. This should be no more than one grade above current WAG in Year 11 and no more than two grades above current WAG in Year 10.
- Evidence – Current WAG, teacher knowledge of curriculum and forthcoming topics, retention of knowledge

