



Assessment and Feedback Policy (Upper School)

Policy number	US011 / ISI 02a
Applies to	Upper School
Endorsed by	Head Master
Responsibility	Head Master
Date reviewed	September 2020
Next review	September 2021

Assessment and feedback are vital elements in the planning and development of learning within the School. Continued monitoring of the progress of each pupil is essential and it is important that the teacher knows what skills have been acquired and what concepts have been understood. The outcome of any assessment should help each pupil to raise his level of attainment. This policy outlines the purpose and management of assessment within the School. The implementation of the policy is the responsibility of all staff.

Aims

- To identify pupils' strengths and weaknesses in learning and then communicate these to them in a way that is both motivating and enabling. We must raise boys' expectations by demonstrating that their day-to-day work matters to us.
- To highlight any gaps in understanding / technique which need attention and then provide specific feedback at appropriate intervals in the classroom and in written feedback.
- To relate the assessment to the learning objectives identified in the departmental scheme of work. In this way the students ought to know *why* and *how* they are being assessed.
- To communicate clearly the assessment criteria set out by examination boards for those students who are preparing for public examinations.
- To identify those with special educational needs / pupils who are giving cause for concern / those who have made significant achievements.
- To help teachers and departments review and refine their planning.
- To provide feedback to parents, Tutors and Housemasters.
- To track a student's progress through the School.

Department Assessment and Feedback Policies

The detail of the Assessment Policy will differ from one department to another. For example, assessment criteria are not the same in all subjects. It is, however, possible to identify certain broad principles which departments are expected to apply. Each department's Assessment Policy should be consistent with the following:

1. The policy should appear prominently in its annually updated departmental Scheme of Work and should, from time to time, figure on the agenda for departmental meetings.
2. The policy should include a brief statement of the nature of assessment, e.g:

Formative: To enable the monitoring of progress, the identification of future targets and to inform future planning (e.g. teacher assessment of class work and preps)

Summative: To monitor the progress of each pupil at a given point (e.g. end of topic tests and end of term exams, standardised tests).

Diagnostic: To identify the strengths and weaknesses of an individual pupil.

3. The policy should contain any common assessment criteria (mark schemes) for the different year groups which must be applied consistently across the department: staff and pupils need to know what the criteria are; pupils need to know what the feedback on their learning means.
4. The policy should contain a statement on Preps:
 - how often preps should be set for each year group or course
 - what type of prep should be set (different from one subject to the next)
 - how long they should occupy the pupil in each year group or course
5. The policy should contain a statement on the handing back of written learning: marking should be completed punctually.
6. Marked written learning should be accompanied by constructive feedback in the form of a comment either written or oral.
7. The policy should contain a statement on target setting and the use of academic tracking data.

In addition to individual teacher and tutor tracking of pupils, in order to further ensure pupils progress and that provision is modified according to assessment data, Academic Year Heads regularly monitor and review pupils' progress (in conjunction with the Deputy Head (Academic) and Assistant Head (Teaching and Learning)), alongside the Head of Academic Support where appropriate, and implement relevant specific support strategies, in line with our SEND/EAL/More Able policies, where appropriate.