



Perton Middle School

Feedback Policy

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to feedback and assessment
- Establish feedback structures which move students' learning forward
- Establish a consistent and coherent approach to recording outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

Our assessment principles are underpinned by our pillars of learning:

Knowledge, Metacognition and Community.

Knowledge

Students' knowledge is assessed via:

- Low stakes quizzing
- Half Termly Knowledge Assessments
- In lesson ongoing formative feedback
- Half termly summative feedback

Metacognition

We explicitly teach metacognitive strategies to empower students to reflect, analyse and assess their own learning.

Community

Each faculty has a framework that best suits the needs of their subjects. These provide a structure for feedback within the principles of this policy. They are designed to best support the success and wellbeing of our learning community.

Moderation is undertaken in house, in Federation and with other local Middle Schools.

4. Assessment approaches

At Perton Middle School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against key components, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period
- Students with SEND will have additional assessments to ascertain individual needs. The outcomes will be shared with subject leaders to ensure their needs are met in the classroom.
- GL Assessment is used to provide a National Benchmark on exit.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

5. Collecting and using data

There are 3 data drops a year following calendared summative assessments. The data collected is analysed by subject leaders and a Student Learning Discussion takes place with the Assessment Leader.

Progress and Attitude to Learning grades are sent to parents following the data drop.

Subject Leaders analyse data to ensure effective intervention where necessary.

6. Reporting to parents

Reporting to parents happens both formally and informally.

Informal contact is made if teachers are concerned a student is not working to their full potential. We strongly believe that working in partnership we can ensure students reach their full potential.

Formal written reports are sent home 3 times a year. In Autumn and Spring these are progress reports showing the attainment and attitude of learners. In the Summer Term this report also includes a Form Tutor written comment reflecting on each student as a member of our community.

Individual appointments are available for parents to meet with their class teacher on Parents' Evening. It may not be possible for all parents to meet all teachers due to the number of students per year. However, where appointments are not available, feedback can be emailed to parents on request.

7. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of students' learning difficulties.

8. Training

Regular CPD ensures all staff stay up to date.

Lead Teachers attend the Staffordshire Middle School Network to receive subject specific information and to moderate work.

Line Management Meetings provide professional support and challenge.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

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

9.2 Senior Leadership Team

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement

- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

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

10. Monitoring

This policy will be reviewed annually. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy.

Senior Leadership Team and Lead Teachers will ensure the policy is followed.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Teaching and Learning
- SEND