



CHRISTLETON HIGH SCHOOL

CHS Assessment, Reporting, Feedback and Reflection Policy

‘The most powerful single moderator that enhances achievement is feedback’ - John Hattie

1. Our Philosophy

- 1.1 Assessment is an integral part of the teaching and learning that lies at the heart of our broad and balanced curriculum. It not only provides us with a way of finding out if learning has taken place, but allows us to identify whether students have gained the required Knowledge, Skills and Attitudes and Habits at a given point in time. Well planned, timely and meaningful assessments support student progress by ensuring that teaching builds on what has been learned. Across all Year groups, and pathways of study, effective formative and summative assessment methods are key to high quality teaching and learning and development of confident and successful learners, leading to better progress. The introduction of our new KASH Assessment Framework has provided a detailed and accurate reporting system to facilitate meaningful communication of such progress, to all stakeholders, at regular intervals over the course of the academic year, for all students.
- 1.2 Our intentions and actions for Assessment, Reporting, Feedback and Reflection are integrated within our whole school approach to Teaching and Learning, which focusses on supporting student metacognitive development. Evidence based research identifies Feedback (of all kinds) as a key factor in improving student progress. Feedback can take many forms; but all share one aim, to redirect or refocus either the learner’s or teacher’s actions to achieve a goal. As important as the Feedback itself is what students do with it. Post assessment, whether formal or informal, it is fundamental for students to have time and the cognitive space to digest the feedback, Reflect upon it and act upon it in a meaningful way. This will enable students to ‘close the gap’, allowing them to move from where they are, to where we want them to be and ready for next steps in assessment.



- 1.3 As a school, we have dedicated a significant amount of time and focus on the development and adoption of research-based assessment methods, all types of feedback and metacognitive practises.
- 1.4 This policy aims to promote consistent and high standards of Assessment, Reporting, Feedback and Reflection. It sets down the general principles which subjects must use to draw up their own specific policies to suit their curriculum needs. We recognise that great feedback will look different in each and every subject discipline. Individual departmental policies provide interpretation of the whole school policy and will be shared with students and parents and carers via the website and in lessons. We are focussed on ensuring there is a commonality of approach to ensure that in all subjects, across all Key Stages, students are given the same opportunities to maximise their learning and achievement. The minimum expectations regarding frequency, types and forms of Assessment, Reporting, Feedback and Reflection can be found in our Assessment, Reporting, Feedback and Reflection Guidance.

2. **Key Roles and Responsibilities**

- 2.1 **Governors**
Review and refine the overall effectiveness of the policy.
- 2.2 **Senior Leadership Team**
Frequently check compliance with the policy.
Monitor the effectiveness of the policy.
- 2.3 **Heads of Department**
Quality assure the delivery and implementation of Departmental Policies.
Review departmental policies regularly to reflect on their effectiveness and suitability for all students and all abilities.
- 2.4 **Class teachers**
Implement the departmental policy effectively, sharing good practice and asking for support where needed.

3. **Our Key Principles:**

- 3.1 *Through the process of Assessment, Reporting, Feedback and Reflection the school will actively promote the achievement and progress made by all students regardless of ability, to ensure they meet their full potential.*
- 3.2 *Assessment is underpinned by department Curriculum Maps in which Assessment Maps are clearly laid out and progression is clear. Assessment Maps are based on our whole school Curriculum key principles and guidance. SIMs based record keeping systems should enable teachers to monitor and report student performance with ease and act as a diagnostic tool for planning future work.*
- 3.3 *Assessment should be interpreted in the broadest sense giving students the opportunity to demonstrate what they know and what they can do. It should encompass class work, homework, subject specific milestone assessments and examination results.*
- 3.4 *Peer, group and /or self-assessment should be used as part of on-going learning and teaching practice. The aim of self-assessment is to enable students to be actively involved in the assessment process and give them ownership and responsibility for their own work. It should be well structured by the teacher.*

- 3.5 *Formal reporting of Knowledge, Attitudes, Skills and Habits (KASH) will enable accurate pictures of students' progress to be shared with stakeholders at regular intervals over the course of the academic year.*
- 3.6 *Feedback should be regular, timely and manageable. It should be diagnostic, sharing with students what they have achieved and what they need to do next, ensuring students play an active role. Feedback can take a variety of forms; verbal feedback, self-feedback, written feedback, peer feedback, QR codes, recorded feedback, etc. Standardisation is important within a department and should be occurring across subject areas in order to ensure fairness and pupil understanding.*
- 3.7 *Reflection should be timely, planned for and built into curriculum time. All students should have opportunities to reflect in a variety of ways and act upon feedback to ensure they can 'close the gap' leading to academic progress and metacognitive resilience.*
- 3.8 *At Christleton High School the aim for the overall coursework grade at Key Stage 4 and in the Sixth Form should be at or above the target grade set for the GCSE/AS/A level. Subject teachers should inform the Senior Teacher of the provisional results of each piece of coursework to allow for effective monitoring.*
- 3.9 *Christleton High School recognises the importance of measuring and reporting progress relative to 'Starting Points' at Key Stage 3, GCSE grade descriptors at Key Stage 4 and A level grade descriptors at Key Stage 5. All departments will use them in Assessment, Reporting, Feedback and Reflection, where appropriate.*
- 3.10 *Development of Literacy and Numeracy skills are supported across all departments consistently by use of whole school common symbols.*
- 3.11 *Assessment, Reporting, Feedback and Reflection in action will be considerate of any identified special educational needs or disabilities as outlined in our SEND Policy.*
- 3.12 *Pupil Premium strategies as detailed in our Pupil Premium Policy will be implemented within Assessment, Reporting, Feedback and Reflection.*

Approved by the Governing Body on June 2021

