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# Assessment & Feedback Policy - H&SC

The McAuley Catholic High School



Last reviewed on: September 2023

Next review due by: September 2024

***“Overall the purpose of assessment is to improve standards,  
not merely to measure them (Ofsted, 1998).”***

*Assessment is grounded in the Mission Statement and convictions about the learning process. The learning process within a Catholic school is concerned with the whole gamut of learning experiences, through which students grow in their understanding of life; its purpose and meaning from a Christian perspective; and ultimately learn about their relationship with God, the local and global community and their place within it.*

### **The Use of Formative Assessment to Improve Achievement**

For learners to be able to improve, they must have the capacity to monitor the quality of their own work during actual production. This in turn requires: learners to possess an appreciation of what high quality work is; have the evaluative skills necessary to compare, with some objectivity, the quality of what they are producing in relation to the higher standard; and that they develop a store of tactics or moves which can be drawn upon to modify their own work.

The following features of **formative assessment** are practiced by the department:

#### **Facilitation of Learning within and between lessons**

- Communicate learning objectives and outcomes;
- Provide verbal feedback that allows the learner to progress (**feedback to learners**);
- Review the impact of the feedback on learning, acknowledge progress and/or provide further feedback where necessary.

#### **Modelling quality**

- Share examples of work with learners so that they can see the standards they are aiming for;
- Use examples of work to highlight the ways that assessment criteria are met;
- Encourage learners to review examples of work that do not meet the assessment criteria;
- Include in their teaching activities designed to model the necessary skills.

#### **Marking and feedback**

Teachers will provide regular, effective feedback to learners that:

- Allows them to understand the level at which they are currently working;
- Focuses on the learning objective/outcomes and task, not simply presentation;
- Highlights what is good and makes and suggests challenging next steps the learner could take to improve their work
- Time DIRT will be factored into the teaching and learning schedule to enable students to maximise progress made in line with formative feedback.

**The Use of Summative Assessment to measure and track progress and achievement**

- Different kinds of assessment will be used, which will fit the purpose of the assessment
- In year 11, two of the assessment points will be the school mock examination.
- All formal assessments are 'stepped'. This means that each assessment test all elements of the course covered to date, not simply cover an individual topic area/skill in isolation.

**Type and frequency of assessment and feedback.**

<b>Key Stage 4</b>	<b>Key Stage 5</b>
<p><b><u>Year 10:</u></b> To follow the OCR Camb Nat Assessment Plan for the selected units of study. On-going continuous formative marking. On average formative marking to aid progression should take place every three weeks or to align with the submission of an assessment criteria.</p> <p>The assignments set assess pupil's responses against a range of different command verbs. A rotation of different formats for presentation of work will be made optional to pupils. All assignments set are formatively marked and guidance provided ahead of summative assessment.</p> <p>At the end of a unit, the students work is formally assessed against the AERS sheet and the unit mark is standardised and recorded.</p> <p>Mock exams are completed in the Summer Term of Y10 using pre-release OCR case studies and assessed against published OCR mark schemes</p> <p><b><u>Year 11:</u></b></p> <p>Mock exams are completed in the Autumn Term of Y11 and spring term of Year 11.</p> <p>Assessment question homework marked fortnightly to support targeted</p>	<p><b><u>Year 12:</u></b> 3 units core completed in Year 12</p> <p><b><u>Unit 2 and Unit 3 externally assessed exam</u></b> <b>Retrieval tests</b> are undertaken each week to check knowledge retention over time. These will be self or peer assessed and corrections will be completed on any missing or incorrect answers to help build knowledge. Teachers will give verbal feedback to these questions to clear any common misconceptions and challenge students' knowledge and understanding further.</p> <p>Exam questions are set weekly for each topic which either the teachers or peers will mark and give written feedback inline with tiered mark scheme. Students will be given time to make improvements to their initial response.</p> <p>End of AO assessments used to assess information retention and skill acquisition. These assessment will be stepped.</p> <p>Year 12 will have a full paper mock exam for the respective taught units. Unit 2 in December and Unit 3 in April. Mock exams will be marked by the teacher and detailed feedback and feedforward provided within 1 week of mock exam.</p> <p>Unit 1: internally marked coursework and externally moderated The assignments set assess pupil's responses against a range of different command verbs</p>

and timely intervention. Exam Questions – longer tariff answers and variety of command words. Marked by the teacher and peers as a AFL activity. Shorter tariff questions to be self/peer marked. These assessment will be stepped.

Teacher feedback is given within 2 weeks and inline with the published OCR mark schemes.

All Year 11 students are encouraged to make EBI improvements to their mock exam papers in the designated feedforward lessons.

From January, the focus returns to the completion of assignments as outlined in the Year 10 assessment focus.

Students are encouraged to self-track their accumulative progress and understand how their coursework and mock exam marks determine their final grade outcome.

#### **Low stakes knowledge and retrieval tests**

Knowledge tests are completed frequently to check keyword understanding and key fact acquisition and retention.

These will be self or peer assessed to check learning. Feedback will be given verbally to clear any misconceptions.

#### **Skills Development**

Any exam question completed in lesson time to assist in the development of skills will have written feedback

and responding to the plural rule.. All assignments set are formatively marked and guidance provided in line with the AERs unit guidance sheets. Students will be provided with WWW and EBI comments to support improvements in the final drafts

At the end of a unit, the students work is formally assessed against the AERS sheet and the unit mark is standardised and recorded.

#### **Year 13**

\*Same as above apart 2 units for- unit 10 and 17 are internally assessed and externally moderated in line with departmental agreed ways of working outlined above.

#### **Unit 4: Externally assessed exam May**

**Quick fire retrieval tests** are undertaken each week to check knowledge retention over time. These will be self or peer assessed and corrections will be completed on any missing or incorrect answers to help build knowledge. Teachers will give verbal feedback to these questions to clear any common misconceptions and challenge students' knowledge and understanding further.

Unit 'parental' test my student questions are shared to support the partnership between school and home in retrieval practice.

Exam questions are set weekly for each topic which either the teachers or peers will mark and give written feedback in line with tiered mark scheme. Students have a booklet containing 5 past paper exams to support recognising the focus and emphasis on questions set by OCR.

All set LO assessments are stepped in focus and content.

Students will be given time to make improvements to their initial response to

provided – this could be self/peer or teacher feedback to identify WWW/EBI.

marked assessment questions. Use of the Chief Examiners report focus points and mark schemes to make edits to 1<sup>st</sup> draft responses.

Year 13 have a **mock exam in February** and a classroom based mock in April ahead of the May date exam. Outcomes are standardised.