



The Sutton Academy

Assessment and Feedback Policy

Status	Non-Statutory
Responsible Governors' Committee	Standards & Curriculum
Date last approved by GB	15/10/2019
Responsible Person	Mrs L Grace
To Review Date	October 2021
Last Amended Date	October 2019

Rationale

At The Sutton Academy we believe that:

- Assessment is key to learning and should be built systematically into lesson planning, after each key learning point in the lesson.
- Formative assessment and feedback are one of most effective things we can do as teachers which will make a difference to our students learning.
- Assessment and feedback is a shared, two-way activity. It should aim to encourage dialogue, build rapport and develop the self-regulation skills of learners.
- Feedback must be focused. Teacher expectations should be shared with the students as success criteria which describe the standards that the students should aspire to achieve.
- To be effective, feedback should comprise 3 elements: exactly what the learner has done well, what they need to work on and a challenge activity which will move the students forward in their learning.
- To be highly effective, feedback should also include opportunities for the students to respond to feedback (WIT) and further teacher comment (to secure improvement and/or to praise the student for their efforts and progress).
- Feedback with regards to what is done well and what needs to be developed should be focused and specific, and wherever possible in relation to the success criteria.
- Modelling is an important part of the feedback process and teachers should take every opportunity to share exemplar responses with students before they draft their first response.
- Feedback should convey that a student's effort, as well as the outcome, is valued by the teacher.
- High quality feedback contributes positively to behaviour management and leads to increased motivation and engagement in learning.
- Assessment and feedback must be used by teachers to plan the next steps in learning.

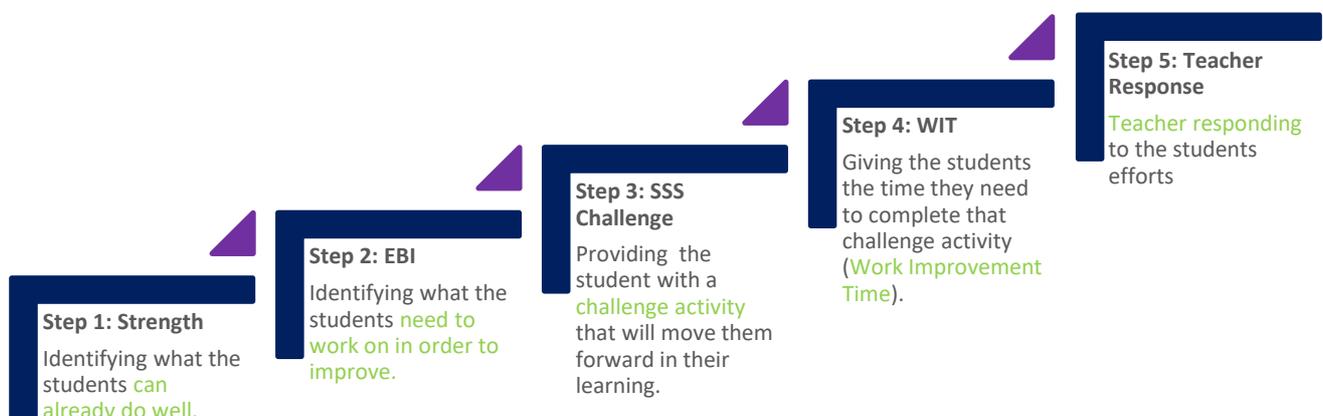
The Sutton Academy Marking Expectations:

- Students work is marked frequently and regularly. No less than every 5 lessons or every 2 weeks – whichever comes first.
- Teachers use ‘acknowledgement marking’ to mark students work. This indicates that the teacher has acknowledged the students efforts and that the students have completed the work to a satisfactorily level.
- Teachers will check for obvious omissions or simple mistakes.
- Teachers will also mark for basic literacy errors.
- Teachers **may** provide the students with simple comments that acknowledge their work – e.g. ‘nicely presented’, ‘please underline’ or ‘great idea’.

The Sutton Academy Feedback Expectations:

- Students should receive five step feedback in line with faculty curriculum and assessment plans.
- Teachers will mark this using the ‘Five Step Feedback’ model.
- Teachers will provide students with feedback comments that are clear and relate to specific success criteria.
- Students will be provided with a challenge activity that will help to move learning forward (The SSS Challenge) and have dedicated work improvement time to complete that challenge.
- It is expected that teachers check student responses to the challenge activity.
- Teachers’ comments will be written in red pen and student responses to be written in green pen.

The Five Step Feedback Model:



The SSS Challenge:

- After every key assessment the students will be provided with a challenge activity that will help to move learning forward (The SSS Challenge) and have dedicated work improvement time to complete that challenge.
- The level of challenge will be selected based on the students' performance on the key assessed piece:
 - Secure Challenge:
This is a challenge which secures students' knowledge and understanding as it addresses a mistake, misunderstanding, or misconception.
 - Sustain Challenge:
This is a challenge which helps to sustain students' knowledge and understanding as it helps to embed or consolidate key information..
 - Stretch Challenge
This is a challenge which aims to stretch students thinking s it moves learning forward by extending or deepening student knowledge and understanding.

Monitoring and Evaluating

Please refer to the Monitoring and evaluation cycle.

Literacy and Numeracy

Written, electronic and verbal assessment of literacy and numeracy must adhere to the academy Literacy Policy and academy Numeracy policy.

Electronic Marking

The process of e-Assessment at The Sutton Academy should follow the following format;

1. e-Submission (step 1 below) – students submit their work for marking.
2. e-Marking (steps 2 & 3 below) - teachers read through, annotate and provide comments on students' work.
3. e-Feedback (step 4 below) – students' work is made available for them to view.
4. Quality Assurance (see roles and responsibilities)



Figure 1 - Steps in the e-Assessment process

E-Submission

Staff need to ask the ICT support team to create an alternative email for students to submit work to. This email should only be used for students to submit assessed work. The email account will be monitored in line with the academy Internet Policy.

E-marking and feedback

E-marking and feedback should be completed using the Add Comment feature on MS Word. An additional feedback sheet should be completed and a copy retained by the class teacher for Assessment records.