



LGS Stoneygate

Assessment and Feedback Policy

1. Introduction

This Assessment and Feedback Policy outlines the principles, procedures, and practices implemented within LGS Stoneygate, an independent school for students from the Early Years Foundation Stage (EYFS) through to Year 11. The policy adheres to the guidelines set forth by the Independent Schools Inspectorate (ISI) and aims to ensure fairness, accuracy, and effectiveness in assessing and providing feedback to students across all educational stages.

2. Purpose

The Assessment and Feedback Policy underscores the pivotal role of constructive feedback in fostering a positive and effective learning environment. This policy revolves around the systematic provision of precise, understandable, and personalised feedback. By adhering to this approach, our aim is to actively engage students, encourage reflection, and facilitate continual improvement in their learning journey.

This policy outlines the general principles that are followed by LGS Stoneygate, rather than prescribing specifics. Teachers are best placed to understand and implement assessment and feedback in their subject and utilise feedback methods that are appropriate. However, there are some overarching principles that are implemented throughout the school.

Above all, the assessment and feedback given at LGS Stoneygate should be

- Meaningful (students understand the feedback and learn from it)
- Motivational

3. Principles

3.1. Equity and Fairness

- a. All assessment methods are designed to be fair and inclusive and all feedback should be objective and free from bias.
- b. Assessments are conducted in a manner that incorporates all reasonable adjustments and access arrangements as detailed by the SENCo.

3.2. Types of Assessment

- a. Various types of assessment are utilised to provide a comprehensive evaluation of student progress.

- Diagnostic assessment – happens at the beginning of a lesson, unit, course or academic programme (also known as base-line assessment)
- Formative assessment – in-process assessment designed for practice and feedback
- Summative assessment – aims to assess the levels of learning at the end of a topic
- Norm-referenced assessment – compares student's performance against fixed average norms (INCAS/Yellis/PiRA/MidYis/GL)
- Criterion-referenced assessment – evaluates specific skill-sets or knowledge
- Ipsative assessment – tracks learners' progress against their previous performance

3.3. Feedback

- a. Feedback is timely, specific, and constructive, facilitating student understanding of their strengths and areas for improvement. Feedback must be focussed and create more work for the learner than for the teacher and causes thinking, rather than an emotional reaction.

- b. Feedback must always be clear, concise and focussed, but it may take various forms, including

- written comments
- verbal discussions
- live marking
- guided peer assessment
- global feedback (where the common misunderstandings are addressed and opportunities for celebration are taken)

For best effect, feedback should centre on one of three areas in order to move learning forwards:

- Task – feedback focussed on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade (see Appendix 2), and will offer specific advice on how to improve learning.

- Subject – feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.

Teachers should avoid both written and verbal feedback that centres around personality, intrinsic ability or that is emotionally charged, ie “Great work – you're brilliant at maths!”, “This is OK, but you're better than this!”, “Excellent! You are a born musician!”.

c. Teachers need to prepare pupils for receiving feedback by:

- Discussing the purpose of feedback
- Modelling the use of feedback

d. Following the feedback, teachers must check that pupils understand the feedback given.

e. Post-feedback activities must be considered, with time allocated in the planning, and might involve tasks such as:

- Detective activities (for example, “I think it would be better if two of these paragraphs were reversed. Find out which two you think I’m talking about”)
- Class discussion of feedback
- ‘Three questions’ - in this strategy, a teacher poses three focused questions at the end of a written piece of work.
- Correcting errors and editing work
- Completing similar problems with feedback in mind
- Redrafting work
- Looking at examples of excellent work

4. Language

In order to achieve consistency, some terminology is standardised across the school:

WWW	what went well
EBI	even better if
WAGOLL	what a good one looks like

5. Procedures

5.1. Assessment Methods

a. A diverse range of assessment methods is employed across subjects and key stages.

c. Assessment may take various forms including (but not exclusive to):

- Low-stakes quizzes
- Formal exams
- Live performances
- Essays
- End of topic tests
- Presentations
- Computer-based adaptive tests
- Whiteboard tasks

b. Assessments are aligned with the National Curriculum and examination board requirements, ensuring rigor and relevance.

5.2. Moderation and Standardisation

a. Internal moderation processes are in place to maintain consistency and reliability in assessment practices across subjects and teachers.

b. External benchmarks and standards are referenced to ensure alignment with national educational standards.

5.3. Marking Quality and Code

a. The quality of marking in students' books is reviewed half-termly by subject leads and senior leadership to ensure consistency, accuracy, and adherence to the marking code.

b. A marking code (see Appendix 1) is utilized across subjects to maintain clarity and uniformity in feedback. This code includes clear symbols or abbreviations indicating areas for improvement, commendations, and specific guidance for enhancement. The code is displayed in classrooms and stuck in books for easy reference.

c. Teachers will focus on spellings of subject-specific vocabulary but won't draw attention to every mistake.

d. Different coloured pens will be used dependent on usage:

- Black pen: pupil work
- Purple pen: pupil self-editing
- Green pen: peer/self-marking
- Pink pen: teacher marking

5.4. Sharing of assessment information

- a. Pupil data is stored by teachers to monitor progress. It is shared with the Senior Management Team when and where necessary.
- b. Internal class assessment results are given to pupils.
- c. Standardised assessment data (ie MidYis, Yellis, INCAS, PiRA) is held internally and shared with parents when necessary.

5.5. Reporting

- a. Progress reports are issued twice yearly to parents/guardians, outlining student achievements, areas for improvement, and next steps.
- b. Parents' Evenings are facilitated to discuss student progress and address any concerns collaboratively.

6. Roles and Responsibilities

6.1. Senior Leadership Team

- a. Provide opportunities for training in assessment and feedback strategies.
- b. Monitor the quality of feedback through learning walks, engaging with pupil voice, discussion with teachers and analysis of external assessments and examinations.

6.2. Teachers

- a. Design and implement assessments aligned with learning objectives and curriculum requirements.
- b. Provide timely and constructive feedback to students, guiding them in their academic development and adhering to the marking code.
- c. Monitor student work at a minimum frequency of two weeks. Depending on the subject, this might be through book marking, formative assessment of performance/output (in Drama, Music, Food & Cookery, PE or Games) or any other valid means.

6.3. Students

- a. Engage actively in assessments, take responsibility for their learning, and utilise feedback to improve.
- b. Collaborate with teachers to set achievable targets and track personal progress.
- c. Pupil voice is listened to in respect to how they are benefitting from assessment and feedback. This is taken from a randomised set of pupils once for term.

6.4. Parents/Guardians

a. Support their child's learning journey by engaging with school reports, attending Parents' Evenings and curriculum meetings, and encouraging a positive attitude towards assessments. The curriculum evenings will provide specific resources for supporting learning at home. Parental use of Class Charts will mean improved communication for home and school and give advance notice of assessments, allowing parents/guardians to build in time for assessment preparation.


7. Review and Evaluation

This policy is subject to annual review and evaluation by the school's leadership team to ensure its alignment with ISI guidelines and evolving educational best practices. Amendments or updates will be communicated to all stakeholders accordingly.

This Assessment and Feedback Policy aims to foster a supportive and conducive learning environment, facilitating the holistic development of students at LGS Stoneygate.

Appendix 1: General Marking Code for Key Stage 1, 2, 3 and 4

The marking code details specific symbols or abbreviations used for marking purposes, facilitating consistent and clear feedback across subjects, teachers and key stages. These codes prompt questions and discussion about improving work.

	great word/sentence/ interesting point
p	punctuation error e.g. .,“” !?()-
O	missing/ incorrect use of capital letters
//	new paragraph needed
^	missing word/letter
sp	check/correct spelling
spelling	write out spelling correctly at bottom of page
gr	check/correct grammatical error
?	Used to denote a stretch and challenge 'what next' question
wiggly line	does not make sense

Appendix 2: Key Stage 2, 3 & 4 Marking Code for Maths

.	take another look and try again
C	correct answer after redoing the question

Appendix 3: Marking Code for Modern Foreign Languages

V	wrong word (vocabulary) used
T	wrong tense used
ag	wrong agreement used

Appendix 5: Key Stage 4 Marking Terminology

TV	too vague
BOD	benefit of the doubt
irrelevant	answer doesn't get awarded points as it is irrelevant to question

Appendix 6: Code used by EHCP TAs when supporting pupils

D	directed
S	supported
C	coached
I	independent