

KS5 Assessment and Feedback Policy

This assessment policy has been developed in consultation with students and staff and based on research of outstanding practice in other sixth form institutions. The aim of this policy is to ensure all students are prepared for the rigour and challenge of the linear qualifications.

Students must have an assignment folder that contains all assessed assignments and homework and an additional notebook where appropriate. The assignment folder is the folder that is used to assess progress in learning. Both the notebook and assignment folder will be looked at for the quality of presentation, progress and content. Each half term students should have an assessment which is deep marked with a grade, feedback and follow up tasks such as answering specific questions, redrafting or addressing red elements of their PLCs (Personal Learning Checklist). Assessment needs to enable the teacher to make a professional and informed judgement about the current level of work and test as many areas of the specification. In the assignment folders there must be evidence of this marked work and it must be followed up and acted on, with progress being made.

Feedback week

Teachers are expected to have 1:1 learning conversations with students during Feedback Week and discuss with them in detail the feedback and how to improve their work. During Feedback Week teachers should assign students individual work which responds to the red elements of their PLCs or redrafting and improving an extended piece of work/coursework. When planning independent work for the students teachers should also consider work/assessments from the top, middle and bottom results and give whole class feedback. Students can investigate to see if they have made any of the common mistakes and redraft/rework prior to the learning conversations. During these learning conversations teachers should also check to ensure students are well organised and have good level of presentation in their note books. As students are independently working subject teachers should aim to have 3-4 conversations per lesson.

Feedback Checklist

Teacher Self-Assessment and Reflection	Y / N
Do students have a separate notebook and assignment folder?	
Are assignments folders and notebooks and folders clearly labelled, organised and presented?	
Do students have access to the syllabus, key terminology, exam papers, suggested reading, assignment briefs and grading tracker?	
Are PLCs' (Unit Trackers' for BTEC) actively and effectively used by teachers and students to drive progress and plug gaps in students' knowledge?	
Is the language of the feedback clear, targeted and does it relate to the exam board assessment objectives and mark bands?	
Are students' acting upon and responding to teacher feedback?	
Are students clearly able to articulate how to improve their work?	
Are students gaining what they need from the teacher to make excellent progress?	