



Cabot
Learning
Federation



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LEARNING
FEDERATION

CLF POST 16 ASSESSMENT & FEEDBACK POLICY

Implementation Date:
August 2017

Next Review Date:
July 2018

History of Policy Changes

Date	Page	Change	Reason for Change	Changes made by
June 2017	Whole Document	Creation by the Cabot Learning Federation Post 16	Following a review of policies	Dan Carter
17/7/2017	Whole Document	Approved by Academy Council		

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Rationale

CLF Post 16 recognises that teachers' assessment, feedback and marking are instrumental in the learning process. The focus of feedback should be on helping students, parents/carers and teachers gain a clear understanding of how well students have gained knowledge, concepts and skills, and through this, students are supported in improving their learning.

Aims of the Assessment Policy

- To bring consistency to the CLF Post 16 assessment methods and approach across staff from across the Federation teaching KS5.
- To ensure assessment informs effective teacher planning and improves student progress and outcomes.
- To promote CPD/moderation across the centres using collaborative, shared processes and systems that are effective in development.

Post 16 assessment expectations

- Student feedback needs to exist within a cycle that links into and informs each assessment point (AP1 – AP5), therefore giving evidence and accuracy to a teacher prediction.
- A cycle of assessment will include a variety of methods adopted within each subject linked to the assessment criteria and moves learning forward e.g. formal written marking, evidenced verbal feedback, peer assessment and marking, and self-evaluation.
- Every cycle (between each AP drop of six to seven weeks) must include a minimum of two formal written pieces of feedback from the subject teacher/s to every student they teach. This process should follow a pattern; set a piece of work, mark this to the assessment criteria and/or mark scheme, give a grade, set an improvement task/action, allow students to respond, mark this response. This process should be moderated where relevant to ensure consistency.
- Alongside formal marking, teachers should identify any literacy/punctuation errors through the use of **GPS coding** in the margin to indicate grammar, punctuation and spelling errors for the student to find the error, change it and then improve their work.
- Whilst adopting the key expectations of this policy, each subject should plan for its own personalised implementation, allowing for a degree of autonomy and personalisation within a subject.

Monitoring and evaluation

Monitoring and evaluation of student feedback and its impact on student progress will be an on-going focus and development throughout the year within the CLF Post 16. This will be quality assured through partnership amongst various teams of staff; subject teachers, heads of department, faculty leads, academic mentors and SLT within each centre. It is critical that this process is developmental for colleagues to learn from and evaluate each other, improve student progress and bring **consistency** to this policy.

Quality assurance will occur at the various Teaching and Learning focus points during the calendar year within structured meeting times and timetabled sessions. Outcomes of the QA will then be fed back to relevant areas with bright spots and missed opportunities to allow faculties to develop their practice further.