



## Assessment & Feedback

### Assessment & Feedback Guidance

#### Assessment

For each subject, pupils **must** have:

- A dedicated Assessment section (OneNote)
- Copies/photographs of completed assessments with teacher marking and feedback saved in the assessment section (for pupil reference and recap)
- An assessment tracker (OneNote) updated by pupils – see example below

Assessment Date	Assessment Name	Score/Grade
September 2021	Crucial Knowledge Assessment	/103
October 2021	Writing Assessment	/30
October 2021	Reading and Listening Assessment	/30
November 2021	Speaking Mock GCSE Exam	/60
November 2021	Writing Mock Exam	/60
December 2021	Listening Mock Exam	/50
December 2021	Reading Mock Exam	/60
February 2022	Writing Mock Exam	/16

Pupils **should** also have:

- Meaningful teacher feedback
- Pupils' own annotations (i.e. on assessment papers, exam-style questions, etc.) based on teacher feedback

#### Feedback

- Teachers will give live feedback during lessons. Pupils' work will be monitored and assessed by teaching staff in their exercise books, online exercise books (OneNote) and folders
  - o 'Live feedback' is teacher assessment and support that takes place as pupils work
- Application activities should be assessed by teaching staff. Where possible, pupils should be given feedback and support during lessons (as they are working)
- Where possible, ask pupils to make a note of any live feedback on their work (in a different colour, for example)
- Recap activities should be self/peer-assessed



### Effective Assessment and Feedback

Assessment for learning is an integral part of all planning, teaching and learning at Chesterton Community Sports College. Quality learning is a result of quality teaching, which is itself informed by constant assessment. Assessment takes place at all points in students' learning using a range of assessment strategies and should not wait for more formal summative assessments. This will allow opportunities to ensure that knowledge is fully embedded at the appropriate times. Teaching staff and Heads of Department should routinely make evidence-based decisions about the direction of learning for each lesson and for future learning, and in producing clear next steps for pupils.

Crucial knowledge should be constantly taught, recapped and assessed. Continual assessment of pupils' retention of knowledge, understanding and application in all lessons using a range of assessment strategies is essential to fully embed deep-rooted and meaningful knowledge and use it fluently. In order to be effective, assessment and feedback should be regular, specific and timely. It should promote good progress and outcomes by students.

Regular staff and pupil reflection and evaluation of learning to support the learning of deep-rooted and meaningful knowledge is key. Students should be very much involved in their own learning and assessment and understand what they need to do to improve through effective assessment and feedback (e.g. feedback from self-marking quizzes and teacher assessment).

### Written Feedback

Expectations for marking and written feedback should take into account workload for teachers as well as providing students with appropriate, meaningful feedback. A teacher's response to written work should advance pupil progress and outcomes and inform future planning.

The quality of any feedback given will be seen in how a pupil is able to tackle subsequent work.

### Effective written feedback should:

- Be meaningful, focused and timely
- Be selective with a focus on independent/extended work
- Have a clear purpose that moves learning forward
- Include summative assessment at least every half term, where work is graded
- Ensure that pupils understand how to take the next steps in their learning (provide opportunities for pupils to complete, improve or redraft work)
- Include a range of marking strategies (teacher marking, peer-assessment, self-assessment)



# Chesterton Community Sports College

"Be the best you can be"

## Example Assessment and Feedback:

A dedicated Assessment section (OneNote):

Spanish 102Y - HF Notebook		My Assessment Tracker		
Assessments	My Assessment Tracker	Tuesday, 18 January 2022	12:36	
Term 1.1	Crucial Knowledge Test -Decemb...	Assessment Date	Assessment Name	Score/Gr
Front of Book	Speaking Mock Exam - Jan 2022	September 2021	Crucial Knowledge Assessment	/103
Back of Book	Y10 Exam - Feedback and Correc...	October 2021	Writing Assessment	/30
5 Minute Recap	Y10 Exam - Feedback and Correc...	October 2021	Reading and Listening Assessment	/30
Crucial Knowledge	Crucial Knowledge Test - Septem...	November 2021	Speaking Mock GCSE Exam	/60
Term 1.2		November 2021	Writing Mock Exam	/60
Front of Book		December 2021	Listening Mock Exam	/50
		December 2021	Reading Mock Exam	/60
		February 2022	Writing Mock Exam	/16

Teacher-assessed activities (photographed/scanned):

ENGLISH KW 111...

- Joel.Taylor - Untitled Page
- Kaitlyn.Je... - 1. P1 Q2
- Kayden.J... - 2. P1 Q3
- Kayla.Smi... - 3. P1 Q4
- Megan.Wi... - 4. P1 Q5
- Millie.Powis - 5. Unseen...
- Lit P2 - 6. P2 Q3
- Crucial...
- Overview
- Lang P1
- Lang P2
- Lit P1
- Recap
- Assess...
- Molly.Phil...
- Owen.Pat...

KW Add section Add page

Insert your work here:

**Paper 1 Question 2:**  
How does the writer use language here to give a sense of different people's reactions to the crime scene?

*Monday 21 September 2021*

Extended writing

How does the writer use language here to give a sense of different people's reactions to the crime scene? *will show marks for this*

The writer makes the reporters seem frustrated. *Stamps* readings, the reporters stamped their feet. *The sound* as that they are getting impatient due to the amount of people. It appears that the reporters are uninterested and show a lack of empathy to the dead person. *They* stress the harsh reality of some people that only care about themselves. *The* 'New Stamp' shows an aggression and personality of them and portrays them in a bad light. This makes the audience dislike the reporters and feel sorry for the dead person.

The police in the extract are shocked and dumbfounded. *They* then self-consciously in the back of a police van. *The* police are trying to be professional but don't know what they are doing. *This* emphasises how shocking the event was if it left even the police stunned. *The* 'detention' self-consciously shows that they don't want to make a mistake. *They* are because they are on TV or it was a really *stupid* situation and they want to handle it carefully. *The* writer says the police seem the most positive in the extract as they have care and consideration into the event. *The* audience would feel sympathy towards the police as they are trying to do a good job.

*The* cameramen seem to be bored and fed up. *The* cameramen filmed the backs of the photographers. *This* suggests that the camera crew don't seem to be affected by the deaths, they also seem to be bored. *The* line cancelling the video, their repetition themselves to make sure that they encompassed the shot that was explosive. *This* is shocking because of the little respect and doubt about the cameramen have. *This* comedy about people can be like filming the body and only caring about what the audience feel outraged or angry that someone has seen little regard.

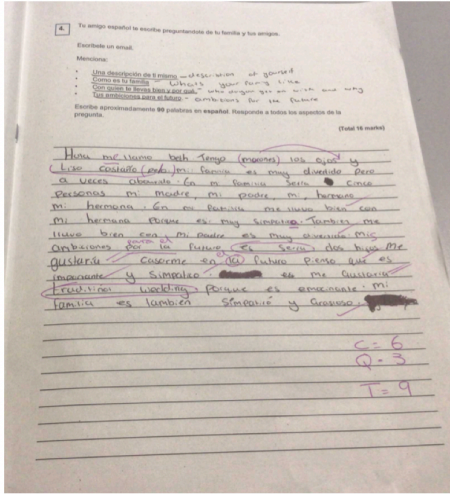
*Good range of quotes selected but pick out a word type and comment/analyse how that supports your point.*

Accuracy of Crucial Knowledge	Accurate use of word types and language techniques with a clear explanation.
Application of Crucial Knowledge	make use to pick out word types in every single PEE. Great range of evidence selected
Gaps/Next steps	see essay comments for improvements, well done!
Mark/Grade	= 18 good attempt

Level/Marks	Content
Level 4 Perceptive, detailed analysis 7-8	<input type="checkbox"/> Analyzes the effects of the writer's choice of language <input type="checkbox"/> Selects a judicious range of examples <input type="checkbox"/> Makes sophisticated and accurate use of subject terminology
Level 3 Clear, relevant explanation 5-6	<input type="checkbox"/> Explains clearly the effects of the writer's choice of language <input type="checkbox"/> Selects a range of relevant examples <input type="checkbox"/> Makes clear and accurate use of subject terminology
Level 2 Some understanding and comments 3-4	<input type="checkbox"/> Attempts to comment on the effect of language <input type="checkbox"/> Selects some appropriate examples <input type="checkbox"/> Makes some use of subject terminology, mainly appropriately
Level 1 Simple, limited comments 1-2	<input type="checkbox"/> Offers simple comment on the effect of language <input type="checkbox"/> Selects simple references or examples <input type="checkbox"/> Makes simple use of subject terminology, not always appropriately
Level 0 No marks	<input type="checkbox"/> No comments offered on the use of language.



Redrafted work based on teacher feedback (on OneNote):



**Redraft**

Tu amigo español te escribe preguntantode de tu familia y tus amigos

Escribele un email

Menciona :

- . Una description
- . Come es tu familia
- . Con quien te llevas bien y por que
- . Tus ambitions para el futuro

Escribe aproximadamente 90 palabras en español . Responde a todos los aspectos de la pregunta

Hola me llamo Beth . Tengo morones los ojos y liso castano pelo mi familia es muy divertido pero a veces abouridio. En mi familia seria cinco personas mi madre , mi padre , mi hermano , mi hermana . En mi familia me llevo bien con mi hermana porque es muy simpatico . Tambien mi llevo bien con mi padre es muy divertido mis ambitions para el futuro es seria dos hijos me gustaria Casarme en el futuro pienso que es importante y simpático . Es me gustaria traditional wedding porque es emocionante mi familia es tambien simpatico y grasoso

C = 6  
Q = 3  
T = 9

Pupil's notes from teacher's feedback:

		TIER	RP /15	PC/15	GC /30	TOTAL	Grade
Aldridge	Keira	F	14	5	19	38	4

**Overall Mark = 38**

**Overall Grade = 4**

**Teacher Feedback - Speaking Practice**

- Work on my pronunciation and write down how to pronounce tricky words.
- Remember my GC prepared answers. I need to try to learn my answers better for the next speaking mock.
- I need to focus more on remembering and using the past and future tense phrases in my GC.
- I need to put words in my photo card that I already know and can say and understand.