



UTC Cambridge Assessment and Feedback Policy

UTCC Member of SLT: Deputy Principal
Governor Committee: Chair of Teaching, Learning and Quality committee

Associated documentation

UTC Cambridge SEND policy

UTC Cambridge Vision

UTC Cambridge: Delivering Future Scientists

UTC Cambridge Mission

Through an innovative curriculum, developed with leading scientists from industry and academia, UTC Cambridge builds bespoke learning solutions delivered in a state of the art science and technology environment that empowers students to manage their academic and career development.

UTC Cambridge Values

We set ourselves challenging goals, are agile and resilient, to achieve our personal best.
By respecting one another we enhance our experience and benefit from different perspectives.
We take individual responsibility, ensuring team delivery.
By respecting our environment, our world, we make a difference.
We celebrate positive contribution and aspire to excellence.
We are morally and ethically responsible in scientific and environmental innovation.

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Review date: January 2018

I. Aims and Objectives

The main purpose of assessment is to inform teaching and planning for learning in order to raise the standards achieved by all students. UTC Cambridge will:

Assess knowledge, skills and understanding

- Assess the acquisition of knowledge, skills and understanding
- Encourage students to assess their own performance
- Recognise and celebrate the skills, knowledge and understanding acquired by our students and the progress they have made
- Diagnose specific strengths and weaknesses, and respond appropriately (including intervention)
- Ensure all students receive regular summative assessments as part of the school assessment cycle
- Ensure that Statutory obligations for assessment, recording and reporting are met
- Ensure that Programmes of Study incorporate the appropriate assessment points and that these are available to students and families
- Ensure students with learning difficulties (both general and subject-specific) are identified and provided with appropriate support
- Provide formal examinations which simulate the conditions and requirements for external examinations

Share assessment information

- Provide parents with meaningful information about the attainment and progress of their children
- Keep accurate and appropriate records of student performance on the school data system

Ensure that assessment is appropriate and effective

- Ensure that teachers measure students' performance fairly, accurately and consistently against the agreed criteria
- Support staff to improve the quality of their assessment through professional debate, research and training
- Maintain reasonable workloads for staff through the use of efficient systems
- Ensure that Departments discuss the interpretation of assessment criteria, moderate samples of students' work and retain samples to exemplify standards

Recognise the power and importance of Feedback

- It should be remembered that up until the final exams all feedback from summative Exam assessments can be used by teacher and student to develop further and can therefore also be regarded as formative
- Formative feedback may be dialogue or written feedback between the teacher and individuals which informs the learning / teaching of either the whole class or specific learner or group. Where this is systematically provided through marked work with in depth feedback it is known as Interim feedback
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2. Responsibilities

Senior leaders ensure that:

- That the Assessment and Feedback Policy is followed
- It is checked and quality assured in learning walks and lesson observations
- All members of staff have access to the appropriate data to assist them in making judgements on students' potential and to help staff to measure progress
- Data is gathered and analysed at all levels of the organisation to facilitate the tracking of progress for cohorts and sub-groups
- Outstanding practice in assessment is developed through training, monitored through lesson observation and work scrutiny and celebrated through the sharing of good practice

Heads of Department ensure that:

- The Assessment and Feedback Policy is followed
- The assessment, recording and reporting practices within the faculty are monitored, for example by sampling exercise books / folders / OneNote folders and assessment outcomes
- Data is gathered and analysed at all levels of the organisation to facilitate the tracking of progress for cohorts and sub-groups
- Assessment data is used to help analyse the performance of individual students, classes, groups and the subject as a whole
- The data informs debate in line manager meetings about teaching, learning and intervention
- Meetings are organised for the purpose of moderation and the discussion of good practice and research
- Liaison occurs with other Departments and in particular the SEND team
- The instructions for the conduct of controlled assessments are followed

Subject teachers ensure that:

- The Assessment and Feedback Policy is followed
- Work is marked regularly according to policy
- Students are assessed against the criteria set out by the relevant examination boards
- Data is inputted for analysis to facilitate the tracking of progress for cohorts and sub-groups
- Student performance is monitored against expectations (minimum expected grades & target grades)
- Concerns are referred to line managers, form tutors and Heads of House
- Students receive formative comments, both verbal and written through classroom dialogue, and the regular assessments
- Reports to parents indicate the level of attainment and the learning behaviours exhibited by their child

Learning Mentors/TAs ensure that:

- Teachers are supported in carrying out assessments of students
- Students are supported in understanding assessment tasks and the parameters/conditions of the assessment
- The progress of SEND students is tracked and monitored

Tutors ensure that:

- That they monitor the progress of individuals and groups closely and support/activate intervention

3. Feedback and Evaluation of Learning and Assessment

- Feedback on students' work is a necessary and integral part of teaching and learning.
- It helps the teacher to understand what the student has learned and what they need to improve
- It enables lessons to be planned that are based on what students know and what they need to learn
- It helps the students know whether they have mastered a concept, remembered information correctly or gained competence in a skill
- It helps the family engage with their child's learning and provide them with appropriate support
- Folders are kept for each student for each subject. They will contain all the summative exam and interim assessments and feedback.
- Interim assessments may be marked by the class teacher, student or peer marked
- The pieces of work are carefully ordered and clearly dated to track assessment progress over time.
- Feedback will consist of annotation on exams and tests and written comments on a UTCC Feedback Form for any task marked in depth by the teacher
- These sheets will provide written feedback on What Went Well (WWW); Even Better If (EBI)
- Written feedback will be given on the Feedback Form which is orange for ease of identification
- In depth marking of students work will include an area to improve (maximum 2) in future work and an action to undertake immediately to address area to improve / errors / misunderstanding
- The action could include:
 - Reworking a task digitally (save old and new drafts to see improvement)
 - Annotations / corrections to digital work (annotations should be able to be tracked)
 - Annotation / corrections to hand written work (annotations should be in a different colour)
 - A further question

4. Guidance regarding Exam (summative) Assessments and Feedback

- Regular opportunities for assessment have been proven to inform teaching and learning. There are (half)-termly assessments for all students. These assessments allow us to check that selected aspects of learning, which have been undertaken both over the (half)-term and the whole course, are thoroughly understood. Assessments take place at the end of the Autumn first and second half terms and in the late Spring and Summer.
- Exam questions are marked by the teacher. Students are expected to correct wrong answers and add further details to incomplete answers. With support from their teacher they are also expected to be able to identify areas that went well and those in need of further development.
- In subjects where marking is carried out by more than one teacher, it is expected that internal moderation takes place. This will usually be carried out in Departmental meeting time. Moderation of Controlled Assessments will be formally recorded as evidence for exam boards
- Wherever possible, following each set of assessments, a sample of student papers will be collected for external validation of the quality of the assessment and marking. Sample size 10% or minimum three papers across a range of abilities and teachers.
- Progress summary sheets will be completed by each student for each subject following their feedback from their exams. These trackers can be kept in the front of the student's assessment and feedback files.
- Following each exam assessment, the data is collected for each subject in Go4Schools. This is added to the Intervention spreadsheet for each year group.

- Staff meet in groups (department / SLT / pastoral) approximately half termly to discuss the results for individuals and identify students that are failing to meet their minimum expected grade (or likely to fail to meet it by the end of the course). For A levels students on E or U grades are also identified and at KS4 those unlikely to reach a C grade.
- Once students have been identified interventions are planned and recorded on the spreadsheet.
- The success of the intervention is reviewed with the results of the following exam
- After the examinations sat during Assessment Week, teachers will collate student papers into the Assessment and Feedback folder. In order to maximise learning opportunities time will be scheduled for teachers/students to review outcomes and consider Student Action to Progress
- All examinations are marked following a clear and concise mark scheme and Students are given an opportunity to review their examination in line with the mark scheme.
- This is called Feedback Week
- During Feedback Week students are guided to ensure SAP next steps are meaningful. They should be SMART and not “work harder” type statements
- students SAP next steps are to be applicable to the next topic.
- Teachers ensure students record their grade scores on the Progress Summary

5. Guidance regarding Formative Assessment and Feedback

- Formative Assessment is an integral part of teaching and learning and occurs regularly throughout every lesson. It allows teachers to check student progress towards the learning objectives. It also allows teachers to adapt to accommodate different rates of learning and understanding.
- Formative assessment includes the in depth Interim tasks and feedback which systematically provide every learner with written feedback from their teacher
- Students should be actively involved in formative assessment e.g. through self, peer or whole class assessment.
- Examples of formative assessment could include: using mini-white boards, using traffic lights, questioning using solo taxonomy or competitive games.

Marking for literacy

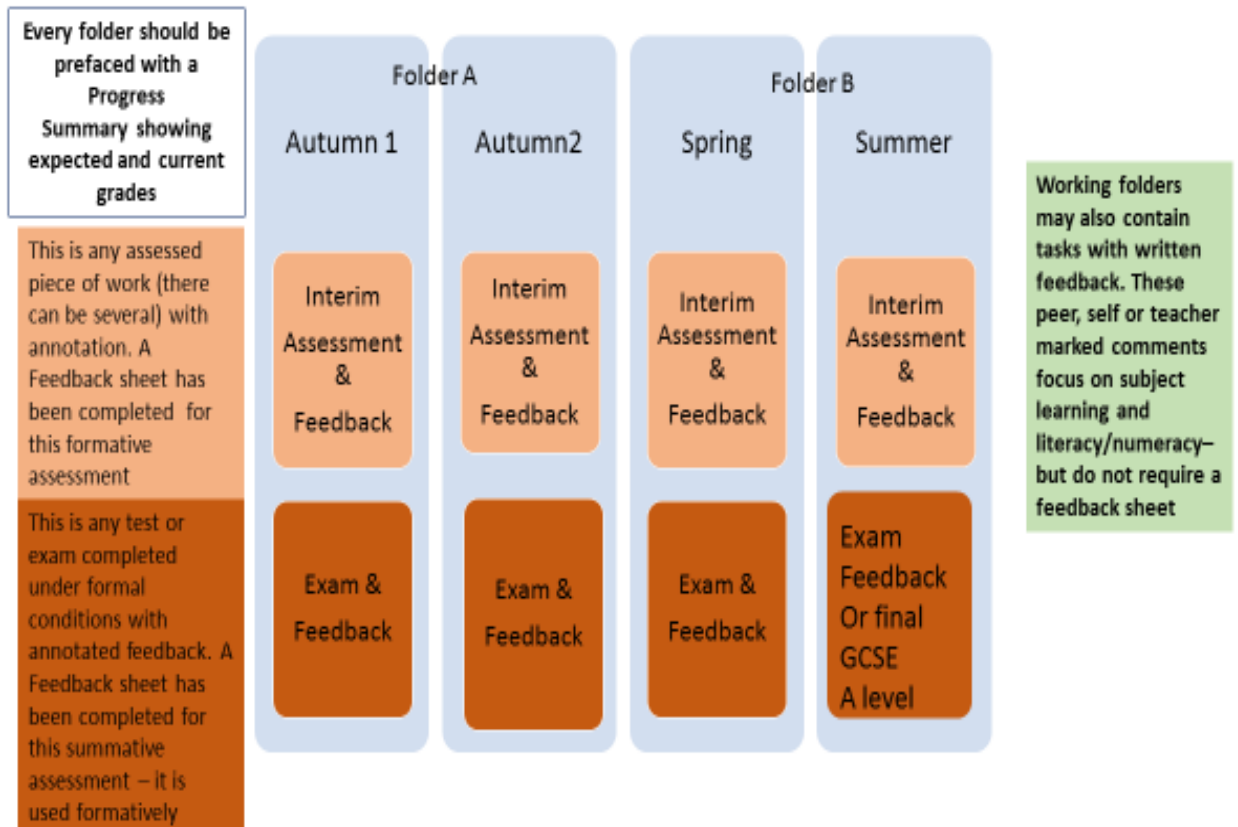
Teachers will aim to identify a maximum of 3 literacy errors (except in English). These could be spellings of key words, punctuation or grammar errors. These errors will be highlighted by:

- S – Spelling error (look up the correct spelling in notes, a dictionary, using the Internet)
- P – Punctuation error (try to self-correct and get help if needed)
- G – Grammar error (re-write the word / sentence correcting the error. Get help if needed)

Presentation is important in work and students are encouraged to lay out work clearly and neatly including showing working for all calculations.

Appendix I.

The Assessment and Feedback Folder should be structured as illustrated below



Appendix 2.

BTEC Assessment Guidelines - Extract from BTEC Student Handbook

A. What To Expect When You Are Completing An Assessment

You will be assessed by completing individual assignments. There are typically 4-6 assignments in each unit of work that you study. You will be given your assignment in the form of an assignment brief.

Each assignment brief will include:

- a. The start date
- b. The first submission date (the date you have to hand in your work)
- c. The teacher assessment date (the date your teacher will give you feedback on your work)
- d. The qualification being studied
- e. The unit being covered
- f. A vocational scenario for the task (why you might carry out the task in a place of work)
- g. A description of the task you must carry out
- h. A description of the evidence you must submit for assessment
- i. The examination criteria being covered by the task
- j. A list of resources you may find useful to help you complete the task

When you are working on an assignment you must work independently. While you are working your teacher must not:

- **Provide specific assessment feedback before the work is submitted**
- **Confirm achievement of specific assessment criteria**

Your teacher **can** provide general feedback and support, particularly around the development of knowledge, skills and understanding. They will not be able to answer specific questions regarding the task so it is your responsibility to make sure you have asked all the questions you need answering during the theory and practical lessons

B. How Do You Submit Your Evidence For Assessment

Your work should be word processed, unless otherwise stated by your teacher, and you should always retain an electronic copy for your reference.

The rule framework allows for **one** submission of evidence for each assignment. All evidence must be submitted through Onenote and placed on your “Finished Assignments” page.

Prior to submitting your evidence to your teacher, you should check the assignment brief to make sure you have evidence for all tasks and make sure you have signed and dated the declaration of authenticity (this is found within the assignment brief). This declaration is for you to state that the work you are submitting is your own.

When signing this declaration it is important that you understand that work should not be copied from another student or cut and pasted from articles on the internet or textbooks. This is regarded as

plagiarism. This is a serious breach of the examining body rules and will result in disciplinary action. It could jeopardise you obtaining the qualification.

C. What To Expect When Receiving Feedback

Your teacher will formally record your assessment result and communicate this with you in a feedback session. There are 3 assessment grades (pass, merit and distinction). You must achieve a pass grade in all assignments to be awarded a qualification at the end of your course.

Each assignment contributes to your grade for a complete unit. This means that your lowest assessment grade for the unit will determine your overall grade

For example:

If you achieve 4 distinctions and 1 merit in your assignments for one unit, the award for the unit will be a merit grade.

Alongside grading you will also receive guidance on how to progress in your learning and skills acquisition.

You should regard all results as provisional until BTEC results day as work is subject to moderation.

D. What To Expect If You Are Given A Resubmission

You should always aim to produce your best work and pass each assessment on the first submission. However sometimes your work may just fall short of the examination criteria. In this case your teacher will ask the Lead Internal Verifier for the college to authorise a resubmission of evidence. This is your opportunity to improve your work and your assessment grade.

Only one resubmission opportunity is allowed for each assessment but it is important that you understand that you are **not guaranteed** a resubmission. This is at the discretion of the Lead Internal Verifier for the College and they will assess your work to make sure that **all** the criteria listed below are met;

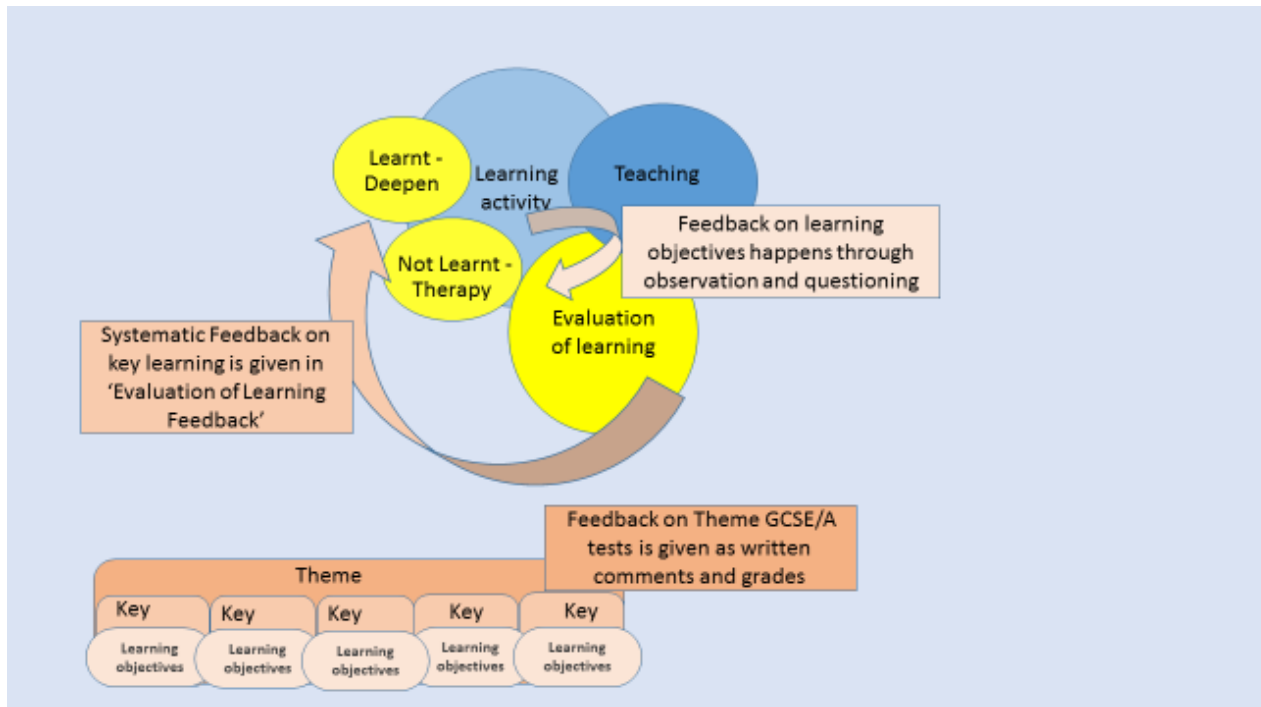
- a. You have met the first submission date or an agreed extension first submission date
- b. Your teacher can judge that you will be able to produce improved evidence without any further assistance
- c. Your teacher has authenticated the evidence submitted and you have signed and dated your own declaration of authenticity

If you **do not meet these criteria** the Lead Internal Verifier will **not be able to authorise you with a resubmission**.

If you are authorised for a resubmission of evidence you will be given a resubmission date that is within **10 working days** of you receiving feedback. You must resubmit your improved work, by this date, for the assessment to count towards your BTEC qualification.

Appendix 3.

Assessment and feedback are integral to effective teaching and learning.



This model has been developed with reference to a wide range of research. It illustrates how progression relies on evaluation of learning and feedback (pink arrows). This is of three types: teacher questioning and observation (assessment for learning), systematic feedback from in depth interim assessment and summative exams.

Interim (formative) Assessment and Feedback

The process of feeding back systematically using the feedback sheet must not only identify what has and has not been learnt, but crucially what needs to happen next so that learners are well prepared for the regular summative assessment tests. If grades are given for this work they should be given after the detailed feedback and are not recorded formally. This model makes explicit the requirement for teachers to act on their evaluation of learning and to respond with an intervention.

Exam (summative) Assessment and Feedback

Analysis and feedback of how well a student has performed should follow the Exam assessments. These should be used to track student attainment and progression. The exam in each subject will assess a representative sample of the learning covered, just as the GCSE or A level exam would do. The grades achieved in these tests are entered onto the school data base - Go4Schools.

Appendix 4

Evaluation of Learning through Feedback

Please tick whether Staff/Self or Peer

Staff <input type="checkbox"/>	Self <input type="checkbox"/>	Peer <input type="checkbox"/>
Task: <i>Title</i>		
Date:		
WWW: <i>At least 2</i>		
EBI: <i>No more than 2</i>		
Literacy: <i>Comment or N/A</i>		
Numeracy: <i>Comment or N/A</i>		
Student Action to Progress: <i>For example, specific questions (no more than 3) for the student to answer OR a response to the EBI's above OR a comment from the student to say they have made improvements and where these are. Staff to initial the bottom of this box to acknowledge completion of this.</i>		
Staff:		

Appendix 5 - Assessment and Feedback - Quality Assurance

	Department:						
	Date:						
	Details of class assessed:	e.g. 10U					OVERALL
	Detailed of teacher assessed:	e.g. ANY					
1	The record of assessment contains evidence of regular learning checks and the half termly summative assessments						
	Comments:						
2	The written feedback on the half termly summative assessment is linked explicitly to assessment criteria grids for the activity being assessed						
	Comments:						
3	The written feedback comments are specific and constructive and indicate how work can be improved to the next grade						
	Comments:						
4	The written feedback is presented in a way that ensures that students can understand what they have achieved and how to progress						
	Comments:						
5	Feedback and student responses are evident in the interim ELF (Evaluating Learning through Feedback)						
	Comments:						
6	Progress grids are evident in the record of assessment and are completed for every half term assessment						

	Comments:						
7	Work in the record of learning is complete and well presented						
	Comments:						
8	There is evidence of task scaffolding and personalisation in the record of learning						
	Comments:						
9	There is evidence of progression over a period of time						
	Comments:						
10	Grades in the teachers electronic mark book grades given in the progress summary and there is evidence of moderation of summative assessments						
	Comments:						
	E - Exceeds expectation						
	M - Meets expectation						
	A - Approaches expectation						
	N - Not yet meeting expectation						