



**WILSON'S SCHOOL**

## **Assessment and Feedback Policy**

**Date approved by governors: 3 December 2018**

Assessment is integral to the learning process. It allows teachers to evaluate the progress of their students and to adjust their teaching, as well as informing longer term lesson planning. Assessment also provides students with an indication of their progress and the feedback arising from it gives them a clear idea as to the steps that need to be taken in order to bring about improvement.

Feedback must be 'meaningful, manageable and motivating'<sup>1</sup>, reflecting the age of the student and the subject itself. A one size fits all approach does not recognise the complexities of enabling pupil progress in different curriculum areas and is not endorsed at Wilson's.

Departments determine their approach to feedback, but these are drafted in the spirit of the following principles.

Wilson's School provides its students with:

1. Challenging assessment opportunities.
2. Clear assessment criteria where appropriate.
3. A clear indication of their progress both qualitatively and via end of term reporting.
4. Feedback which can be used to improve their knowledge, understanding and skills.
7. Opportunities to engage with feedback and demonstrate progress as a result.
8. Praise and encouragement in accordance with our Praise Policy.

Wilson's School provides parents with:

1. A clear indication of their son's progress by encouraging on-going dialogue in response to teacher feedback and termly reporting.
2. Rigorous tracking of their son's progress by subject teachers, Heads of Department and Heads of Year with appropriate support provided.
3. An opportunity to request a meeting with several of his subject teachers at the annual Parents' Evening (parents may, of course, contact the school about their son's progress at any time of the year via the Head of Year).

If you have any questions about assessment, you are advised in the first instance to consult the relevant departmental assessment policy. Questions relating to assessment or feedback in general should be directed to the

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<sup>1</sup> Workload Challenge Research Projects, March 2018, National College for Teaching & Leadership

relevant Head of Year, who can also pass on specific concerns to the relevant Head of Department or subject teacher.

How is the policy monitored?

Teachers' responsibility to 'make accurate and productive use of assessment' is set out in the Teacher Standards. All teachers also take responsibility for implementing the principles of the school's Assessment & Feedback Policy as well the practice outlined in the relevant departmental policy.

The school sets clear criteria for assessment and feedback and these are applied during lesson observation and work sampling exercises with all staff receiving suggestions for improvement.

Assessment and feedback practice is subject to regular discussion and debate, including via staff meetings, department meetings, and meetings involving Heads of Department.