HONYWOOD SCHOOL

POLICY DOCUMENT
Presentation, Feedback and Guidance and Reporting

Approved by: Tim Styles (Chair of Governors)

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PRESENTATION POLICY

Please make a concerted effort to ensure learner work is presented neatly. Please set high standards.

- All work should include dates and the title underlined with a ruler.
- Blue or black ink should be used for written work.
- Pencils should be used for all drawings.
- Corrections and crossings out should be done neatly.
- Doodling and graffiti of any kind should not appear in any books. Please address this and issue detentions for the work to be copied up neatly if this is a persistent problem.
- All work on loose leaf paper should include the learner's name and should be stuck into the learner's book.

FEEDBACK AND GUIDANCE POLICY

Aim

To give learners useful, informative, personalised feedback that has a positive impact on learning and progress, whilst being sustainable for staff.

Written feedback takes a lot of **time** and so it must be worth our efforts and be provided in the most effective ways to maximise learning.

Good quality feedback contributes positively to behaviour management. Evidence strongly suggests that it leads to increased motivation and engagement and is worth the time and effort involved.

Expectations

The expectations below are designed to ensure parity between groups, and to help staff manage their workload.

Quantity

Learners should receive feedback as detailed below. Each half term, every learner will receive feedback on a summative assessment.

Each time feedback is given, this should include: detailed and personalised **WWW 'what went well'** and **EBI 'even better if'**, and the opportunity for learners to respond to this feedback and / or close the gap.

Half Term	Minimum number of summative assessments for Cohorts 7-10	Minimum number of summative assessments for Cohort 11
Autumn 1	2	2

Autumn 2	2	1 plus mock exams
Spring 1	2	2
Spring 2	2	Marking in preparation for GCSE exams will be at the teacher's discretion.
Summer 1	2	
Summer 2	2	

How to mark
- Each time the work is marked, learners should receive feedback on **one** key piece of work that has been planned to help learners make progress and meet the learning targets for the study period.
- Please do not mark work, such as class notes, where the marking will not have an impact on progress.
- On these key pieces of work, the marking should consist of **'what went well (WWW)'**, and **'even better if (EBI)'** comments.
- Comments should give clear, precise feedback, and targets should be SMART (Specific, Measurable, Achievable, Realistic, Timebound). Comments should be positive, personalised and be as much about what is right as about how to improve.
- Achievement points should also be awarded for impressive attainment and / or effort.
- The work should also be marked for SPAG (Spelling, Punctuation and Grammar). For example; Spellings and / or punctuation errors can be identified and responding to this feedback is imperative.
- Learners should close the gap by acting on the EBI comments set by staff. This may be undertaken in several ways: the most important element of feedback is that we provide specific advice and give learners time to respond. This may be responded to immediately or in a subsequent piece of work.
- The learner's CTG (Closing The Gap) response should be read by the teacher and commented upon. Subject teams may have stickers within departments to support this but more detailed responses would be needed if a learner has not managed to close the gap.
- In summative assessments, it may be more appropriate for the WWW and EBI to be addressed in the following piece of work. Good practice would include learners recording their EBI at the top of their subsequent essay and highlighting where they believe this target has been met.
- Peer and self-assessment should be meaningful, accessible and linked to success criteria. Staff should guide learners on how to peer-assess and self-assess successfully.

This is required at least once per half term. There is no expectation that this should be checked by a teacher.

Please ensure
- Learners feel work is valued and make sure any IS (independent Study) task you will not be marking is either celebrated or used in the session.
- You keep track of any books which are not handed in for marking, and these absences are addressed. Highlight to Cohort and Subject Leaders any attendance concerns impacting on a learners progress immediately.
- That if a learner was absent for the key piece of work you are going to assess, another piece of work is marked so their progress is monitored and they are given opportunities to develop their skills and / or knowledge.

The awarding of grades
- In Cohort 7 and 8, we will not report a 'GCSE grade' to learners on pieces of work. Subject teams may use assessment sheets and good practice could include learners' met targets being highlighted. WWW and EBI's will inform learners of their progress and next steps from their assessments.
- In Cohorts 9, 10 and 11, we will report grades, using the grading scheme agreed for reporting with 9-1 and fine grades + or - . These will be decided at the beginning of the Cohort and based on summer grade boundaries.

The tracking of assessments
- Assessments completed by Cohorts 7 and 8 should be kept in exercise books and marks recorded on subject tracking sheets.
- At GCSE, assessments should be kept securely by class teachers, and marks recorded on subject tracking sheets. These should be returned to learners before their exams to use in their revision.
- All assessment grades should contribute to 'working at grades' when reporting and progress analysed on 4Matrix the data analysis tool.

Ensuring marking is not creating workload issues
- Ensure learners have proofread work to reduce correction of basic errors (SPAG).
- Prioritise marking the key assessment tasks identified in study period designs.

REPORTING POLICY

The Department for Education requires schools to report on a learner's progress at least once in an academic year before the end of the summer term (where possible). This should include the following information as a minimum:

- General progress

- Brief particulars of achievements, highlighting strengths and developmental needs
- How to arrange a discussion about the report with a teacher at the school
- Attendance record.

At Honywood we will report on the progress of learners at least twice in an academic year. This will be achieved through a mid year learning review and an end of year learning summary. In both sets of reports, attendance will be reported on. The school expects all learners to maintain a minimum of 95% attendance. 95% attendance equates to two full school weeks of missed learning time in a single academic year. In both sets of reports, learners will be given a score to assess the following qualitative aspects of their learning; punctuality and equipment, independent study and engagement. A written report will be provided at the end of the year for every learner by their Learning Group Leader.

Learning Reviews
Learning Reviews act as a mid point reflection for what a learner has achieved and to focus on the next steps in their learning. The review takes the structure of a 25 - 30 minute meeting between a learner, their parents/carers and in the main their learning group leader. These can be conducted online virtually or in person at the school in agreement with the parents / carers. Learners are expected to lead the first 10 minutes of the review highlighting their strengths and progress. Learners will have been given a chance to prepare for this in subject sessions and during LS5 / Learning Group time.

Learning Reviews will focus on achievement, progress and attendance. Any additional matters should be discussed at a different time either prior to or following the learning review meeting. At the conclusion of the review some general next steps will be agreed that learners will commit to achieving. These will be made available to all subject teachers.

Key Stage 3 Reporting (Cohort 7-8)
At KS3, we report on learners' starting points and the progress they are making in relation to these starting points. Learners' Key Stage 2 data is used to organise students into 'target attainment bands'. This information will be generated internally and is to be used by teachers to make a judgment about the progress each learner is making. We do not share this band with learners in class or in assessments. The information will identify a learner's starting point, but will not anchor them in any one group, or limit the progress they are able to make. It is subject to change on an annual basis by subject teachers who will consider how well they have progressed in the previous year. From this, departments will be able to measure a learner's progress throughout the year from where they started. Learning group leaders will discuss each learners' progress with their parents at each learning review in line with the individual expectations for them.

The 5 Target Attainment Bands are as follows;

- Excellent
- High
- Good
- Secure
- Appropriate

Each year we will reassess target attainment bands and will look to challenge all learners to achieve their best.

As a school, we need to reach a judgment about how learners are performing in each of his/her subject areas so that we can keep parents informed of their progress. In both the learning review and end of year learning summary, we will report on the progress learners are making in relation to their target attainment band. We will report using the following language;

- Excellent Progress (++)
- Above Expected Progress (+)
- Expected Progress (=)
- Less than Expected Progress (-)
- Significantly less than expected progress (--)

Subjects' formative and summative assessments will be used to assess the progress of each learner in relation to their target attainment band.

Key Stage 4 (Cohorts 9-11)
KS4 (Cohort 9-11)

In KS4 attainment will be reported against GCSE grades or equivalents. For most subjects this will be on a 9-1 grading system. For each subject the following will be reported:

- Working at grade (to indicate at what level a learner is working at within what has been studied so far)
- Learner on track (to indicate whether a learner is on track to have a high chance of meeting their target grade)
- TTG teacher target grade (to indicate the final grade the teacher expects the learner to achieve based on their current performance and approach to their studies)

Working at grades will include the following sub grade indicators:

- Meeting the minimum of that grade (e.g 7-)
- Secure in that grade (7)
- Working towards the next grade (7+)

Reporting on learning dispositions
In all reports, learners will have codes provided by their subject teachers to show specific areas for improvement. In addition, they will be given a score to assess the following qualitative aspects of their learning; punctuality and equipment, independent study and engagement. Qualitative Measures have been assessed using a 1 – 4 System (with 4 being excellent) as follows:

4. Your child has an excellent work ethic and demonstrates that they come to every learning session on time, prepared to learn and fully engages in learning both in school and at home. They take ownership of their own progress and actively act on feedback to ensure they are successful. Please see improvement codes for further detail.

3. Your child usually works hard and is usually on time and prepared to learn. They do engage in learning well but are not going above and beyond their peers in their engagement in their learning in school and at home. They do act on feedback but this could be improved. Please see improvement codes for further detail.

2. There are some concerns about your child's work ethic, punctuality, and engagement in their learning at school or at home. Please see improvement codes for further detail.

1. There are serious concerns about your child's work ethic, punctuality, and engagement in their learning at school or at home. Please see improvement codes for further detail.

Learning Group Leader Written Summative Report
In order to provide particular comments about learners' strengths and achievements from throughout the academic year, Learning Group leaders will provide a written summary in the summer term for every child.