



# Feedback and Assessment Policy

<b>Person Responsible:</b>	Mr I Chapman	<b>Frequency of Review:</b>	2 Year
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*“The dialogue between pupils and a teacher should be thoughtful, reflective, focused to evoke and explore understanding, and conducted so that all pupils have an opportunity to think and to express their ideas.”*

Black & William (1998) Inside the Black Box.

## 1 Aim

We believe that regular feedback is a crucial element to the learning process for all.

The purpose of *feedback* is to further students’ learning.

The purpose of *assessment* is to inform both the teacher and students of progress and to highlight areas which may need further development.

Our policy is an evidence-based response which aims to allow teachers (who are experts in their field), to develop faculty and departmental processes which facilitate the most effective *feedback* and *assessment*.

## 2 Feedback

The Education Endowment Foundation (EEF) state that feedback is, “information given by a teacher to students about their performance which aims to improve learning.”

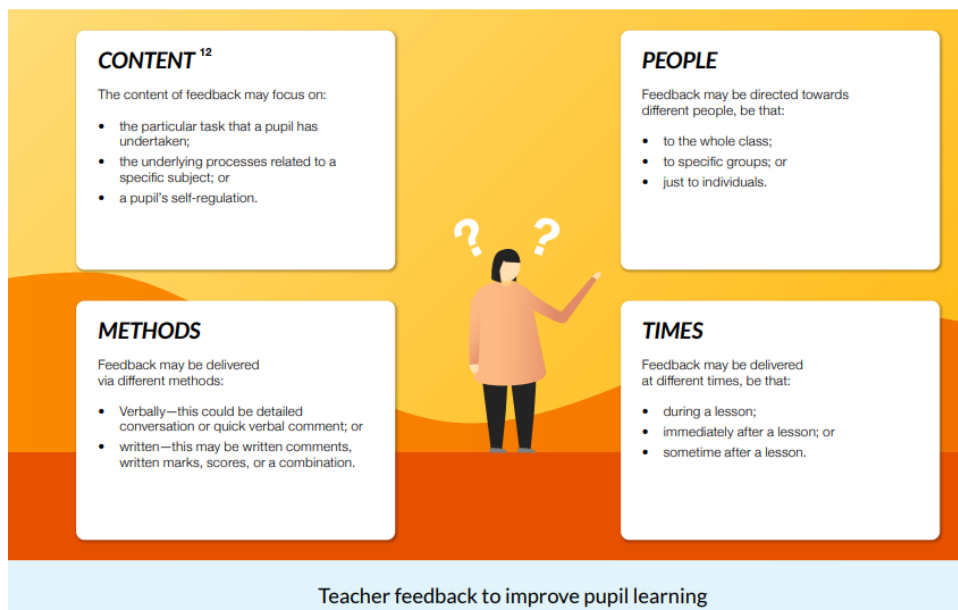
When giving this information teachers have a range of decisions to make and can provide feedback in a variety of different ways.

Feedback can:

- Focus on different **content**
- Be delivered using different **methods**
- Be directed to different **people** and
- Be delivered at different **times**.

This figure explains this further:

Figure 1: What is teacher feedback?



#### Teacher feedback at UWS **may be:**

- Through the use of “live marking” in lessons
- Through the use of “whole class feedback” where the teacher has looked at a range of responses and draws out key themes/misconceptions/areas to develop. (Students may then annotate their own work in response to this)
- Through verbal feedback to an individual student
- Through circulating during the lesson and listening to group work/responses to identify misconceptions or gaps in knowledge
- Through sharing work using a visualiser so that the whole class can see this being annotated
- Through “coded marking” (where a letter in the margin relates to a specific area to develop or improve)
- Through the use of technology (such as via Teams, video or audio recordings)

#### Teacher feedback at UWS **should be:**

- Given “close to the point of action” so that students can act on it immediately
- Using a method which the teacher believes to be most effective for the particular task, group or subject being taught
- Through the use of written question prompts from the teacher
- With written teacher feedback on student work; which may then be responded to by students

**Research evidence** consistently shows that providing detailed or extensive written feedback does not have any significant impact on student learning or progress.

### 3 Written feedback at UWS

Teachers will make a professional judgement as to when the use of written feedback is most appropriate to enhance student progress and understanding.

We do not expect teachers to routinely mark classwork in exercise books.

Departments have written subject specific *Assessment and Feedback procedures* which are based on best practice evidence for that subject area and are grounded in research and professional expertise. Each subject's procedures is available on request for parents/carers and other interested parties.

## 4 Assessments

Teachers assess students' progress and understanding throughout every lesson and through Homework tasks. During a lesson teachers will be:

- Observing students' responses
- Observing and listening to group and pair work
- Asking a range of types of question
- Facilitating peer and self assessment activities
- Checking students' written responses as they circulate the class
- Sharing work (e.g. through the use of a visualiser)

This is ongoing, formative assessment which informs the teacher throughout the lesson. It guides them as to what to do next, how to adapt the learning and what to cover in the next lesson. This is the most valuable form of assessment and feedback as it is immediate and responsive.

In addition, all students will be formally assessed **twice per term in each subject**. This formal assessment may take a range of different forms. For example:

- An online task completed in school or at home
- A timed activity (with or without access to book/folder/resources)
- A formal test
- An essay or extended piece of writing
- A practice examination question
- Observation of a performance/skill
- A creative task to be completed in a specific timeframe

Feedback on these assessments will differ slightly, depending on the subject's Feedback and Assessment procedures.

However, students will receive **written teacher feedback** on **one formal assessment per term**. This feedback will be tailored and personalised to their individual learning needs, goals and targets.

The other assessment may receive a different form of feedback, such as:

- Through the use of "live marking" in lessons
- Through the use of "whole class feedback" where the teacher has looked at a range of responses and draws out key themes/misconceptions/areas to develop. (Students may then annotate their own work in response to this)
- Through verbal feedback to an individual student
- Through circulating during the lesson and listening to group work/responses to identify misconceptions or gaps in knowledge
- Through sharing work using a visualiser so that the whole class can see this being annotated
- Through "coded marking" (where a letter in the margin relates to a specific area to develop or improve)
- Written teacher feedback on student work

Teachers will set high expectations in terms of adherence to the school's Presentation Expectations for students. (Student adherence to these will be monitored through whole-school "book looks")

Departments/faculties understand the essential role that literacy and communication skills play in terms of success and progress across the curriculum. Subject procedures will detail how student work will be monitored for literacy skills development and progress.

Twice-termly assessments will feed into the school's data collection points and alongside a teacher's regular, informal assessment as detailed above.

As a school we have fully adopted the recommendations of the Education Endowment Foundation in relation to **assessment, marking and feedback**.

In summary, the EEF recommend that we:

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- Lay the foundations for effective feedback through initial high quality teaching and instruction
- Include formative assessment strategies in lessons to identify possible gaps in learning
- Deliver appropriately timed feedback that focuses on moving learning forward
- Plan for how students will receive and use feedback (this is crucial to “closing the feedback loop” so that students can progress)
- Carefully consider how to use purposeful and time-efficient written feedback
- Carefully consider how to use purposeful verbal feedback

We support this process through our professional development programme. Teachers (and other staff leading lessons and interventions) have access to high quality, evidence-based professional learning which offers case studies, strategies and classroom approaches to implementation.

## **5 Monitoring the implementation of our policy**

The implementation of (and adherence to) our Feedback and Assessment policy is monitored through:

- Ongoing daily quality assurance by Heads of Subject, Directors of Learning and the Senior Leadership Team (e.g. Learning Walks, lesson observations, “book looks”, work scrutiny)
- Formal Faculty Reviews
- Parental voice questionnaires
- Student voice discussion groups and questionnaires
- Monitoring of interim tracking data
- Monitoring of ongoing assessment data (such as in BTEC subjects)
- Monitoring of performance data (e.g. GCSE results)