



Feedback and Assessment Policy

Person Responsible:	Miss S Sumner	Frequency of Review:	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

To use marking, assessment and feedback to show students what they do well, the standards they have attained and enable them to understand what they must do to improve and make progress.

2 Feedback

Assessment and feedback can take the form of:

- Written feedback which is student specific, is related to learning objectives and focussed on what the student has done well and what she or he needs to do in the future to achieve the next level or grade;
- Verbal feedback for individual learners or for the whole class;
- Whole class feedback which provides for collective opportunities to interpret and apply assessment criteria;
- Self-assessment where each student is familiar with the appropriate criteria and is able to assess her or his own work;
- Peer assessment which involves learners playing an active part in the assessment process using familiar and understood criteria. This process is regulated by the teacher.

Feedback must:

- Be elaborative – analytical/evaluative not just summative
- Be specific with clear messages
- Reduce gap between current performance and learning goal/objective
- Be unbiased and objective feedback
- Use Positive/formative language
- Be linked to improvement and development
- Go beyond specific summative statements
- Be specific to learning objectives and success criteria

Marking and implementation of this policy is the responsibility of all teachers.

2.1 Written Feedback

To avoid confusion teachers must not use a green pen to mark work.

When marking, teachers must address:

- Factual mistakes/inaccuracy and technical inaccuracies in line with the subject's requirements and expectations.

- Poor exam technique e.g. failing to answer the question, answers which are limited in depth or overly detailed for the question asked.
- Presentation and handwriting.
- Coherence of points made.
- Improvements that can be made to written style e.g. use of paragraphs, sentence construction, repetition, mixed tenses, limited use of connectives, limited vocabulary etc.

2.2 Verbal feedback

Verbal feedback is an important and integral part of lessons. Students should be asked to record verbal feedback, as and when appropriate.

2.3 Students responding to feedback

In order for the feedback to be formative and productive, it must be used and acted on by the students from both general marking and formal assessments.

The feedback needs to either make a clear suggestion to students about what is missing or should prompt them to write in their own answers (forcing them to answer the question).

It should be phrased in such a way to ensure answers are more detailed and not 'yes' or 'no'.

When work has been marked time should be given during the following lesson for students to read and make at least one focused improvement.

Students are required to respond to teachers' feedback using green pen. They can make amendments to the following:

- Spelling
- Punctuation
- Grammatical errors
- Use of paragraphs
- Presentation improvements
- Language development (the inclusion of subject-specific key words and concentration on more descriptive vocabulary)
- Ideas which could be extended/further developed.

3 Marking

This should take place at least twice per half term. The purpose of general marking is to:

- highlight errors;
- Re-enforce high expectations for the presentation of work
- Identify common homophones e.g. there/their/they're that have been incorrectly used. These should be underlined and students to either correct above their mistake OR re-write the sentence/s below with the correct choice.
- Show key spellings that need to be corrected (student's re-write spelling corrections three times).
- Highlight issues with punctuation. Where capital letters are missing the letter should be circled and the student to correct.
- Focus on improvement and narrative targets rather than summative "graded" assessments
- Briefly describe actions for improvement;
- Note what else needs to be included;
- Give students opportunities and prompts to improve their work.

3.1 Explicit Marking of Literacy

All staff must ensure they explicitly mark literacy features. The quality of literacy must be referred to during feedback, regardless of subject.

1. Students should respond to comments about literacy as they would in any other section of the marking process.
2. If, over a number of marking cycles, the literacy issues stay the same the classroom teacher needs to address this with the student and offer further support.

4 Presentation of work in Exercise Books

- Dates/titles are to be underlined. Dates should be written in the margin (if the book has one).
- Students must use rulers to draw straight lines.
- Diagrams/drawings are completed in pencil
- Neat/well-presented work is modelled/praised
- Poorly presented work should be repeated.
- Doodling/graffiti in books is not acceptable and must be challenged- students must be made to cover/back books. Once the student has had a warning about expectations/doodling they must be made to repeat any work in a subject detention.

5 Formal Assessments

These should be completed at least twice per term.

The student should be provided with a number from the 0-9 Scale or a GCSE/BTEC grade and A2L grade.

This work must also be accompanied with a focused comment which should help the student close the gap between what they have achieved and what they could have achieved. (See section 5.1 for suggested comments.)

Staff must then record the assessment level and A2L on SIMS.

Students must be given time to reflect, comment upon and make additions/corrections to their work.

Marking, in all cases, should consider any SEND a student has.

5.1 Suggested Comments

Sp x 3 to be used for spellings that need to be re-written correctly.

_____ *to be used under words that are the wrong spelling choice e.g. there/their/they're*

Suggested prompts for 'closing the gap':

- *'Write one more thing about...that you want to...'*
- *'Please add/insert...'*
- *'Please include...?'*
- *'You need to consider whether...?'*
- *'Why do you think that...?'*
- *'Although you...you need to...'*
- *'Please explain the...?'*
- *'If you are trying to...you need to...'*
- *'Next time you need to...'*
- *'Make the...more (clear? accurate?) by...'*

- *WWW... (what went well)*
- *EBI... (even better if)*

6 Peer and Self-Assessment

Peer and self-assessment are excellent AfL strategies and should be used regularly in the classroom. In addition to reflection/self-assessment after a formal assessment there are many occasions where self-assessment is useful for students. Carousel feedback is an appropriate strategy to use for many subject areas.

Peer assessment is also useful but must be modelled for students and the comments students make must be linked to the success criteria or literacy menu. Peer assessment, if used, must be checked by the teacher/learning support assistant for factual and technical accuracy and must not be used as a sole substitute for feedback from teachers.

Peer feedback should be completed in purple pen.

Two stars and a Wish and WWW, EBI are two effective examples.

7 Role of Learning Support Assistants

To read through the comments written by teachers in order to guide any SEND students in the class and support the students in acting upon feedback given.