

The Feedback strand of the Teaching and Learning / Assessment policy



Dormston School

Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

Contents

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment and feedback
- Provide guidelines on the frequency of marking and what it is important to mark
- Clearly set out how and when assessment practice will be monitored and evaluated
- Promote good outcomes for pupils and make accurate and productive use of assessment.
- Encourage our students to take responsibility for improving their own work

2. Rationale: All feedback:

- informs pupil progress
- has a positive impact on pupil outcomes
- is manageable, meaningful and motivating as well as relevant and subject specific
- is specific, accurate and clear and follows a mark, plan teach cycle
- is a good use of teachers' time
- should not confuse quantity with quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

3. Principles of feedback and assessment

A teacher should only write in a pupil's book if it is going to impact on progress.

Assessment and feedback is integral to quality first teaching and learning. The more immediate the feedback the greater the impact. All subject areas are to identify a bare minimum standard in terms of regularity of feedback, taking into consideration the frequency of lessons, and the nature of the subject i.e. practical/theory based. The sole focus of feedback is to further a student's learning. Teachers should encourage students to reflect on their own note making and not mark students' notes. Staff are expected to provide feedback to students that is designed to improve outcomes. Ticking and flicking is of no benefit to anyone. Feedback must empower a student to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil (e.g., making corrections to spellings, punctuation or elements of grammar). Staff should underline these errors with the expectation that the students correct them. Staff can use their professional judgement to decide what form that feedback takes as long as maximizing pupil progress is at the root of their decision making.

Staff may wish to consider appendix 1 – (Do I Need To Mark This Diagnostically?) and Appendix 2 when making a decision about whether the work requires diagnostically marking:

The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year. Marking is only one part of that feedback process.

Each department should decide on the duration of the marking cycle depending on how frequently they teach the students – a one size fits all approach is not deemed appropriate. In the T drive staff – stuff to keep – teaching and learning – feedback folder is a spreadsheet with each department's frequency of marking.

Marking codes have been simplified and are now as follows:

Spelling error

 definitely


Grammatical issue

 we was going

New paragraph needed

 new paragraph needed

Missing / incorrect punctuation

 Henry the Eighth's six wives

A teacher should only write in books if...

- they are pointing out a good attribute that a pupil must continue to use
- they are pointing out a literacy error which the pupil must then correct
- they are pointing out an area for development (this can be highlighted in the text and a yellow box can be used to develop that area of student work if appropriate)
- The work will conclude with a GCSE style mark (where appropriate) and a tangible next step to move learning on.

Where verbal feedback is given teachers should only record the feedback if it will reinforce the implementation of the next step, not purely for the benefit of book scrutinies and learning walks.

Students should all be able to answer, in subject specific detail, the following two questions:

What am I doing well in this subject?

What do I need to do to improve my work in this subject?

At Dormston we believe that assessment has 4 key purposes, these are:

- To help students learn, challenge their thinking and enable students to take ownership of their learning.
- To ensure that teaching is responsive to students' learning and is personalised.
- To provide accurate information about student progress to ensure they are on track to realise their potential.
- To ensure the standards expected and success criteria are known by learners.

4. Assessment approaches

'Assessment is the bridge between teaching and learning - it is only through assessment that we can find out whether what has happened in the classroom has produced the learning we intended.' *Dylan Wiliam*

In-school summative assessment

Target Grades

Each pupil is given an aspirational target grade for each subject based on FFT 20 data. These should be shared with pupils. Pupils should also be made aware of how they are performing in relation to these targets and what they should do to improve.

Formal Assessments

In order for assessment to provide accurate and timely information about student learning and progress towards their targets, students will complete a summative standard assessment broadly each half term (see principles). These summative assessments should mirror the requirements of each subjects' GCSE examinations and target the specific assessment objectives in that subject.

Data should be used to track pupil performance and target intervention. Summative assessments will provide sufficient challenge and will follow the sequence of the curriculum plan.

This, along with the teacher's formative assessment and professional judgement, will inform the completion of data drops.

All pupils in Year 7-10 will also sit an examination in the June Exam Week.

Where possible, command words and formats of exams lower down the school should mirror those of each department's GCSE examinations to familiarise pupils with key terminology. In the 2 weeks prior to Exam Week all homework should be revision based and guidance should be given to pupils on what they should revise eg topic lists and Knowledge Organisers. As with half termly assessments (see principles) teachers should provide quality feedback to the class and encourage students to consider their strengths and next steps using modelling, WAGOLs, exam wrappers any other strategies Departments feel are beneficial to their students.

To accurately assess students' learning and progress in lessons and to effectively plan for learning, staff will plan to use a range of formative assessment strategies in lessons.

Formative assessment strategies include:

- Sharing the learning intentions with students through well informed and specific learning objectives and outcomes that are differentiated
- Providing opportunities for peer and self-assessment
- Hinge questions
- Mini plenaries
- Multiple choice quizzes
- Exit tickets
- Modelling WAGOLL and sharing examples of good work
- Effective questioning techniques to assess student understanding and clarify misconceptions (these should include no hands / pose pause pounce bounce / taxonomy questions / wait time / pupils asking questions)
- Verbal feedback
- Written feedback
- Use of reflection / closing the loop / yellow box activities
- Use of Knowledge Organisers
- Live marking
- Whole class feedback to identify gaps and clarify misconceptions.
- Time is given for students to ask and answer questions and teachers encourage pre reading of a topic or a "knowledge dump" prior to introduce new learning to establish what learners already know
- KWL grids

Tests given in class and tests and other exercises assigned for homework are also important means of promoting feedback. *Dylan William*

When in-school formative assessment occurs teachers need to ask themselves the following questions:

- 1. What will this assessment tell me about students' knowledge and understanding of the topic, concept or skill?***
- 2. How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve?***

- 3. How will I ensure students understand the purpose and outcome of this assessment and can apply it to their own learning?**
- 4. How will I ensure my approaches to assessment are inclusive of all abilities?**
- 5. How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?**
- 6. What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?**

Reflection on learning: To increase ownership of their learning and to learn from assessment, students will be provided with planned opportunities to reflect and action on feedback to improve their learning and progress

Assessing learning through homework

The nature and assessment of homework will be determined by curriculum areas and mapped out on curriculum plans and assessment plans.

5. Quality Assurance and Professional Development

Heads of department and senior leaders will quality assure marking and feedback, and provide appropriate support.

The focus of Learning Walks will be to look at how the pupil is making progress. It will look at the impact teacher feedback has had on pupil progress. The actual practice of a pupil improving their work is more important than how much the teacher writes. It will be the role of the subject leader to ensure staff are fully aware of the assessment requirements of their subject and provide moderation opportunities throughout the year. Departments need to complete internal standardization of these formal assessments in Departmental meetings.

In the first half term the CL/SL(s) will prioritize staff needing support (based on Learning Walks) and agree next steps.

Ability to conduct assessment competently and confidently

Good understanding with assessment practices in department will be developed through moderation and standardisation of tests completed throughout the year. Examiners will bring lessons learned to the Department for consideration.

Inset days and Departmental development team meetings will be utilised to share good practice, formative assessment ideas and ideas around summative assessment in their different subjects.

Other opportunities to share good practice related to feedback will be built into the calendar, but each CL will timetable these when it is appropriate for their department.

6. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

Pupil Premium

Special attention should be paid to the work of PP pupils. This *could* be marking their books first, more thoroughly or with a greater amount of verbal feedback. However, the most influential factor for these students is quality first teaching – always.

SEND Pupils

Ensure that you are familiar with any SEND pupils' strategy sheets before marking their work. Certain targets may not be appropriate for SEND pupils e.g. Pupils with Dyspraxia should not be set targets to improve their presentation.

7. Monitoring

This policy will be reviewed termly by the Marking and Feedback Working Party. Any amendments after the review will be shared with the governing board. All teaching staff are expected to read and follow this policy. S Carroll, N Gwinnett, F Moseley are responsible for ensuring that the policy is followed.

Curriculum Leaders and SLT will monitor the effectiveness of assessment practices across the school, through: *moderation, lesson observations, Learning Walks, pupil voice,*

8. Links with other policies

This assessment policy is linked to: The Teaching and Learning Policy

9. Housekeeping

Staff should have high expectations of presentation and effort as well as focusing on progress. Housekeeping includes asking pupils to complete tasks, asking pupils to improve presentation - picking up on graffiti, underlining headings etc.

Do I need to mark this diagnostically?

There will be times where it IS appropriate to take in pupils' work and write diagnostic feedback on it. **However**, before you do, ask yourself if there is a more time-efficient method of giving pupils feedback.

Such as:

- Getting pupils to mark it (if the mark scheme is very straightforward, YES/NO, etc).
- Getting pupils to mark it after looking at some model answers, so they can judge their own work against what others have done (this works well for longer, wordier answers where the examiner wants something in a particular style/structure).
- Reading what pupils have written but not writing anything on the work. As you read, jot down the common misconceptions in your own notes, but don't write anything on the pupils' work itself. Then you can spend the next lesson going over the common misconceptions and getting pupils to make corrections/re-write their responses to improve their marks.

These suggestions come from different subjects – but they might work for your subject too. Why don't you go see them in action for yourself!

- With smaller classes, go around and highlight the things they've done well in one colour and the things they need to improve on in another colour. Cut down on marking time with standardised codes
- Self-assessment against model answers
- Lots more knowledge quizzing which pupils can self/peer mark
- Guiding pupils to improve exam responses against model answers including use of visualisers
- Live writing on the board – teacher models how to write the answer, giving a commentary of the thoughts that run through their head as they do, including making mistakes/corrections. Also known as Walking Talking Mocks
- Getting pupils to present work and peer mark against assessment criteria

- Skim read work and give general feedback verbally
- In the middle of a unit, when diagnostic assessment is most useful, use a diagnostic grid and select boxes rather than write sentences. Pupils fill in 80% or more of it. At the end of a unit, do knowledge quizzes which pupils can self or peer mark.
- Get the pupils to purple pen using the criteria before handing work in. Teacher then just has to check.
- Only mark in detail those who need it. There's nothing to say everyone needs to receive the same level of detail. For instance, if some pupils have got full marks don't write anything.
- Whole class verbal feedback on the main misconceptions. Get pupils to write it down in purple so they don't forget it.
- Automatic feedback comments which are generated based off exam spreadsheets.

With acknowledgement DLE/Barr Beacon/January2018

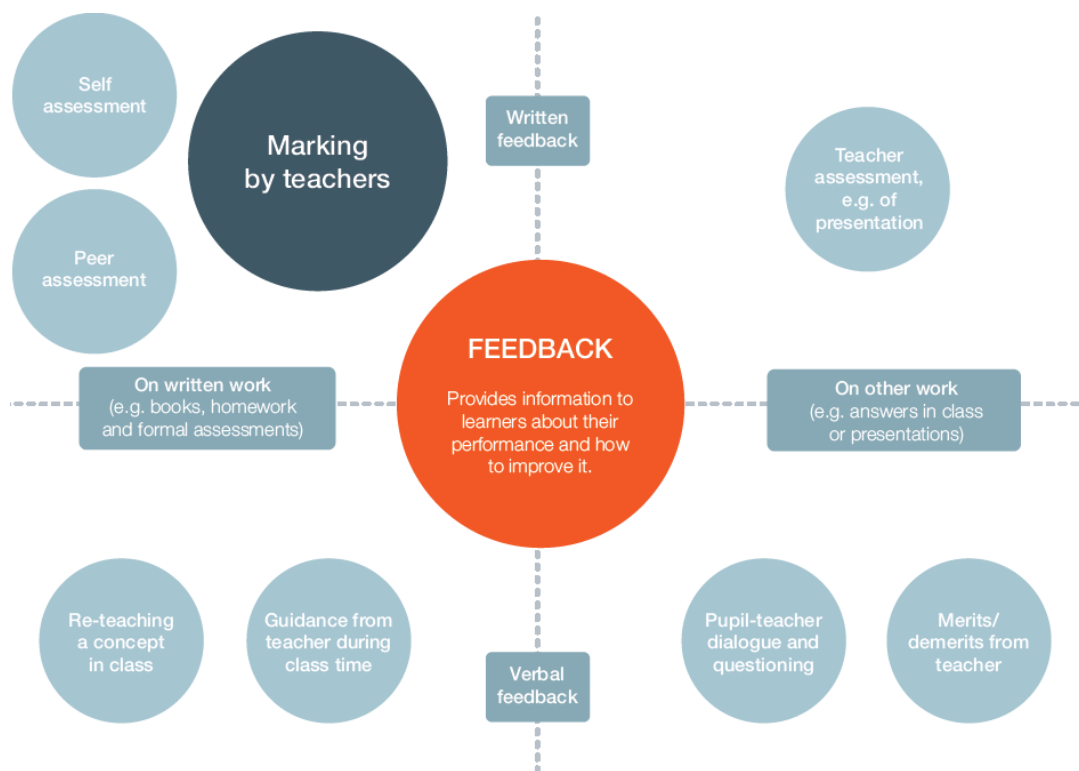


Figure 1. Examples of different forms of feedback.

How teachers and support staff provide feedback

Reducing the frequency of written marking means that other kinds of evidence are needed to demonstrate how teaching is helping pupils to progress. This table shows how teachers and other support staff provide feedback to pupils and also how the leadership team will monitor and support this.

How we give feedback:







Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Takes place during a lesson with individuals, groups or the whole class. • Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers. • Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task. • Praises effort and contributions. 	Lesson observations; book looks.
Responsive (catch-up)	<ul style="list-style-type: none"> • Takes place after the lesson or activity with individuals or groups. • Addresses knowledge from the lesson or activity or missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. . • An element of the child's responses to catch-up are recorded in their workbooks to show progress over time. 	Book looks; catch-up observations; feedback grids; Book looks.
Summary (feed-forward)	<ul style="list-style-type: none"> • Involves reading/looking at the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the class or sub-groups. • Takes place during the following lesson. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Allocates time for editing based on feedback given or rehearsal of knowledge. • May involve some peer support or support from a teaching assistant. • May be delivered by the teacher or a teaching assistant. 	Planning looks; lesson observations; book looks; Book looks.

Appendix 3

Whole Class Feedback – some suggestions

Whole Class Feedback Sheet			
Class: 11Y1	Date Marked: 13/10/19	Task: Act 1 Scene 7 Extract Question	
Common Issues:		Key Spellings:	Celebrating Success:
What Went Well:		Closing the Loop:	Reflection <input type="checkbox"/> Over the moon <input type="checkbox"/> Not too shabby <input type="checkbox"/> #Gutted To improve this I could..... To help me my teacher could.....

Marking Feedback Vocab

 Punkte=points  schön = lovely
 Bilder = pictures  ganz= really
 gut gemacht= well done  toll= great

 ADD MORE TO TITLE PAGE

 Isabelle J  Joel  Stacie  Kirsty
 Keely  Joe

The process for full marks:

1. Read the question and underline key words – Find the focus
2. First thoughts in your head?
3. Read through the extract and highlight all the JUICY words and phrases for analysis Ao2 read and annotate
4. Choose the best 6
5. Write a straightforward analytical paragraph about each one (start with your best first – you must finish a MINIMUM of three)

Paragraph:

POINT
QUOTATION (embedded)
...say THREE things about it...
BIG PICTURE

Reminders: You DO NOT need an introduction or conclusion for question a)

Link your analysis to the effect on the AUDIENCE

There is **NO CONTEXT MARK** for question a) – don't waste your time!

Whole Class Feedback – Macbeth part a) Act 2 Scene 2

Moments which made me smile:

You used new terminology effectively, spoke about motifs and used phrases such as interestingly (Ruth / Ruby?) and evaluative language (skillfully / successfully)

What I will teach following this marking (MIP)

Modelled write to strengthen AO1. Reinforce skills of tracking through and commenting on mood to implicitly discuss Ao2

SPAG

1. Shakespeare
2. Imagery
3. Stichomythia
4. Emasculates

This question is only looking for AO2 – detailed analysis of language, structure and form. You need to zoom in on Shakespeare's use of words, phrases, imagery and other literary devices.
SUBJECT TERMINOLOGY

Stichomythia
Line distribution
Religious imagery
Classical allusion
Repetition
Interrogatives
Simile
Hyperbole

Mark Scheme AO1Candidates: sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the text critically; show a perceptive understanding of the text, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the text, including quotations.
AO2 analyse and appreciate writers' use of language, form and structure; make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.

Model answer: In this emotionally charged scene in Act 2 Lady Macbeth once again displays a callous attitude to the deed they have done. Macbeth begins by questioning his inability to say "Amen" – a Jacobean audience would appreciate the enormity of his crime – the sacrilegious act will have eternally damned the tragic hero. As usual Lady Macbeth is shown to be in control – she is pragmatic "These deeds must not be thought" recognising the mental strain she suffers later. Macbeth does not at this point listen to his wife's advice, instead choosing to explore the nature of sleep as a function. By exploring this motif the audience can appreciate that Macbeth will never be able to rest – there will be eternal damnation for him as he has disrupted the Great Chain of Being. Lady Macbeth pleads with her husband claiming his "noble strength" is unbending – relaxed like a bow – thus showing her concern that this act has weakened him. Once again we see her take charge with the imperatives "go...wash...carry...smear" to spur him into action. Interestingly Macbeth steadfastly refuses – she has always shown the ability to override her husband's will but this marks a shift in the dynamic. She returns to the insults "Infirm of purpose!" – her exclamatory reinforces her impatience and desperation to complete the plan – their asymmetrical relationship is demonstrated by the fact that she completes the latter part of the plan and returns with bloodied hands claiming his cowardice "I shame to wear a heart so white" once again berating him for being weak. The audience could be shocked at her brutality and callousness. During his soliloquy when she is gilding the grooms Macbeth uses hyperbolic language in his classical allusion to Neptune, claiming his hands would turn the seas "incarnadine" – the audience are keenly aware that a crime of this magnitude will have enormous repercussions – when Macbeth returns from the inner sanctum of Duncan's bedchamber he will never be the same again. The marked contrast in their attitude is underscored by his wife's declarative "a little water clears us of this deed" before urging him to change into his nightgown. Once again her ability to dissemble and make strategic decisions would show the audience who is in control. The end of this emotionally charged scene is very poignant. The audience would recognise in Macbeth's possibly whispered "I would thou could'st" the enormous regret and remorse he feels. The Macbeth's cannot turn back from this point and we sense their relationship will be changed forever.

GR

Highlight and correct the following common errors which I found when marking your work:

1. Je vas au café le Jeudi. (2)-

2. Ill vas a les magasins. (3)

3. Elles va a piscine Vendredi et Mercredi (5)

4. Je vas au magazines (3)

Écrivez en français...

I go to the shops on Saturdays and I go to church on Sundays.

Marking Feedback

- PC Please Complete
- AE Add English (essential for revision)
- CHE Correct Highlighted Errors
- SP Spelling (copy out 3 times)
- Q Answer the Question
- T Target/Task

SKILLS CODES

GR – Grammar
TR – Translation
R – Reading
W - Writing
S – Speaking
L - Listening

Responding to your feedback is very important.

Correcting your own errors means you are less likely to make the same mistake in the future

Answering questions about your work makes you think about your learning more

Ensuring all your work is complete means that you will have everything you need to revise effectively.

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Appendix 4 Letter to parents