ASSESSMENT AND FEEDBACK POLICY

Non Sibi Sed Aliis

Your word is a lamp to my feet and a light to my path.
Psalm 119, vs 105

"All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness."
2 Timothy 3:16

This policy document and the content contained therein remains the responsibility of the Headteacher and Governing Body of the school. No amendments can be made without their express instructions and they remain the final arbiters in any matters relating to it.

Review Date: Summer Term 2024

Next Review Date: Summer Term 2026

Reviewed By: Mrs S Thomasson

APPROVED BY THE HEADTEACHER – Summer Term 2024

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Policies (C)

Ofsted Good Provider

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Excellent School

Rationale:

The policy is underpinned by the findings of two EEF's reports: A Marked Improvement (2016) and Teacher Feedback to Improve Pupil Learning (2021). All marking should be driven by professional judgement and should be "meaningful, manageable and motivating". Formative assessment is providing teaching that is adaptive to pupils' needs, and using evidence about learning to adjust instruction to ensure that learning moves forward. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. Good assessment helps teachers to avoid being over influenced by potentially misleading factors, such as how busy pupils appear. To be of value, teachers use information from assessments to inform the decisions they make; in turn pupils must be able to act on feedback independently for it to have an effect.

The suggestions below, taken from the EEF's report have been used to shape Balshaw's assessment and feedback policy:

• Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.

• Awarding grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers' formative comments.

• The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress.

• Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking.

• Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress. A mantra might be that schools should mark less in terms of the number of pieces of work marked, but mark better.

Aims:

- Departments devise high-quality assessments to provide data which allows them to identify the highest leverage next steps for the teacher and the pupil.
- Teachers know what effective assessment looks like and ensure it is focused on learning rather than purely performance.
- Students receive high quality feedback, as per departmental assessment calendars, which is timely, accurate and clear and provides specific guidance on how to improve.
- Marking is diagnostic in nature and provides opportunities for the student to understand the process required to improve. Students should be able to answer these three questions:

> ➢ Where am I going? (goals)
>
> ➢ How am I going? (progress)
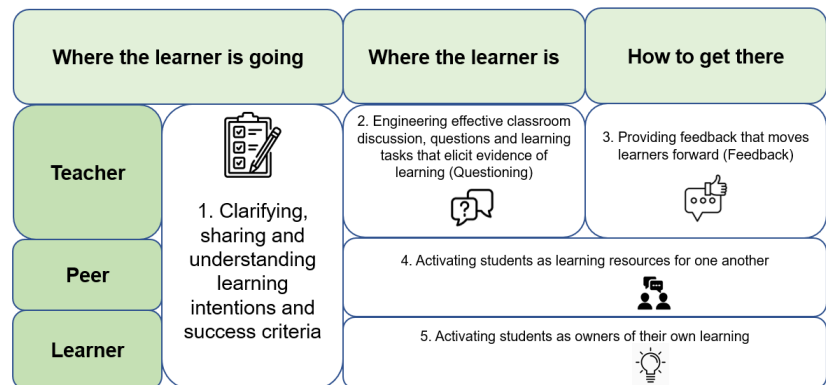>
> ➢ Where to next? (actions)
>
> (Hattie and Timperley, 2007)

- Feedback enables pupils to apply self-regulation strategies, so that over time they are better equipped to monitor and regulate their own learning.

Guidance for effective assessment

- o Schemes of learning must highlight opportunities for high quality assessment. This will take two forms – formative assessment (used to inform future teaching or learning happens minute by minute, day by day) and summative assessment (carried out at the end of a period of learning to establish what is known).
- o The Embedding Formative Assessment (EFA) project emphasises the important role formative assessment plays in highly effective classroom instruction, these techniques should be used as routine in classrooms at Balshaw's.
- o The five assessment strategies from EFA (Wiliam, 2018) must be used by teachers to gain an understanding of what pupils know and what support they need to move their learning forward. Teachers will have the opportunity to discuss these strategies in more depth in their TLC and during department time.

Where the learner is going	Where the learner is	How to get there
Teacher	2. Engineering effective classroom discussion, questions and learning tasks that elicit evidence of learning (Questioning)	3. Providing feedback that moves learners forward (Feedback)
Peer	1. Clarifying, sharing and understanding learning intentions and success criteria	4. Activating students as learning resources for one another
Learner		5. Activating students as owners of their own learning

- o Summative assessments should be used at the end of a period of learning to demonstrate what a pupil has achieved. Department time must be used to plan valid and purposeful tests to observe progress over time. Departments will consider how much content should be covered. Ideally, summative assessments will be cumulative including content learnt prior to the current topic to check learning over time.
- o Diagnostic assessments should be used to help teachers understand the specific areas of strength and weakness in learning. Using diagnostic assessments such as hinge questions, quizzing, pre-topic mind maps etc will help teachers to identify what pupils know and where are their gaps in learning.
- o Low stakes testing must be used regularly to check prior learning and to facilitate students to build their schema. Questions will be planned, targeted and probing to challenge and to check the understanding of all. No hands up should be used to ensure all students are engaged and on task.
- o Teachers should ensure assessment is based on learning and not should not confuse task completion and busy students with effective learning.

Guidance for effective feedback and marking:

- ✓ Each subject must determine the frequency of marking of key tasks and assessments, these should be identified on the department assessment calendar.

- ✓ Before providing feedback, teachers should ensure they have provided high quality instruction, including the use of formative assessment strategies (EEF, 2021).

- ✓ High quality feedback should be timely, accurate and clear and provide specific guidance on how to improve.

- ✓ It is **not** necessary to mark every piece of work.

- ✓ Students need to understand marking systems, both the success criteria for marking as well as the comments, grades or marks awarded.

- ✓ All departments should follow the whole school approach to literacy marking, using the Balshaw's Literacy Codes.
  These are found on the self-check sheet which all students should stick at the front of their exercise book. Students are to be encouraged, as appropriate, to reflect on the quality of their work using the criteria on the self-check sheet.

Self-Check Criteria
Expectations for classwork and homework.
Write in **clear handwriting.**
Use **black or dark blue** ink for writing.
Use a **pencil** for diagrams.
No **scribbles or doodles.**
Use a **single line** to cross out any errors or mistakes.
Self-check your work using **green pen.**

Literacy codes:
SP	Spelling mistake. The correct spelling must be copied out correctly **five times.**
P	Punctuation error
WW	Wrong word
C	Missing or incorrect use of capital letter
//	New paragraph needed
WoW	Correct use of word of the week

Self-checks and correction in green pen:
1. **Tick** in the margin where you have underlined the title.
2. **Circle** your capital letters. Have you remembered to use them at the starts of sentences, titles and when using proper nouns?
3. **Circle** your full stops. Remember to use full stops regularly – your sentences shouldn't be too long.
4. **Check your spelling.** Does anything need correcting? Put a line through any incorrect words and write the correct version next to the word or in the margin.
5. **Check your vocabulary choices.** Have you used accurate terminology? Can you add words? Delete words? Can you substitute a word for a more ambitious or appropriate choice?
6. **Underline** punctuation other than full stops (commas, semicolons, brackets). If required, have you varied your punctuation?
7. **Use a // if you need to add in paragraph breaks.** Remember you should start a new paragraph each time you change topic.
8. **Box any other symbols or hyphens required for the task.** For example: accents in languages or symbols in mathematics.

- ✓ Where presentation is poor, this should be highlighted and pupils are to be encouraged and expected to improve.

- ✓ Marks for formative assessments, as per department assessment calendars, should be recorded in a mark book and/or the relevant department spreadsheet.

- ✓ Effective feedback should inform students: **www** (what went well) and **ebi** (even better if). This should enable students to answer these four questions:

  - ➢ What am I doing well in this subject?
  - ➢ Where am I going? (goals)
  - ➢ How am I going? (progress)
  - ➢ Where to next? (actions)
    (Hattie and Timperley, 2007)

✓ High quality feedback can take a variety of forms:

- o **Written feedback**

E.g., <u>Live marking</u> – written feedback to individuals or small groups or modelled to the whole class using a visualiser; <u>Coded marking</u> – teacher devises codes which have a specific meaning to help students improve their work. This reduces time teachers spend giving feedback whilst maintaining the quality of feedback; '<u>Think like the teacher</u>' – students who are already confident with self-marking edit their work before handing the final draft to the teacher; <u>Written feedback</u> – in the traditional sense. This is useful in providing task, subject and self-regulation feedback, however this must be carefully planned so students are given enough time to act upon and use the feedback.

- o **Verbal feedback**

E.g. <u>Targeting verbal feedback at learning intentions</u> – making use of success criteria and checklists that are explicitly aligned with the learning intentions; '<u>Action Points</u>' – pupils write down and summarise the action points that have arisen because of the verbal feedback provided by the teacher. Pupils should then be provided with time to act upon this feedback to achieve the goals; <u>Verbal feedback using modelled answers</u> – offering feedback whilst modelling examples on the board or through a visualiser; <u>Video or audio recording</u> – the use of video or audio feedback allows the teacher to provide very specific feedback whilst enabling the student to replay the feedback as often as needed to develop their understanding.

- o **Self-assessment**
- o **Peer assessment**

**Peer and self-assessment should be written in green pen. Clear success criteria must be shared with and understood by students for this to be effective. (Wiliam, 2007)

Next steps following feedback – MAD (make a difference) time

- Planned time provided by the teacher for the student to act on the formative comments (written or verbal).
- MAD time tasks require students to respond to teacher feedback and take action to improve their work and make progress.
- MAD time should lead to the student actively engaging with the teacher or peer feedback.
- MAD time tasks are to be completed by students in purple pen.

Frequency of Book Marking:

- o The type and extent of written feedback will vary from subject to subject, this will be highlighted in each department's marking policy.
- o Marking that provides no constructive feedback is not required however, regular monitoring of literacy, completion of tasks and presentation of work is expected.
- o No ticking of work is required.