



## Presentation, Assessment and Feedback to Pupils Policy

<b>Applicable to:</b>	✓	Astley Community High School
	✓	Seaton Sluice Middle School
	✓	Whytrig Middle School
<b>Approval body:</b>	Executive Headteacher	

**Status:**

<b>Statutory policy or document</b>	No
<b>Review frequency</b>	Governing Body to determine
<b>Approval by</b>	Governing Body to determine

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**Review:**

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**Version Control:**

<b>Author</b>	<b>Creation Date</b>	<b>Version</b>	<b>Status</b>
Executive Headteacher (JB)	31 January 2022	0.1	Initial draft based on separate SVF Feedback to Pupils and Presentation Policies (June 2019)
<b>Changed by</b>	<b>Revision Date</b>		
Head of School WMS (JS) Assistant Headteacher SEND & Disadvantaged ACHS/WMS (KL)	3 February 2022	0.2	Updated to incorporate SLT comments
LSG and Pathways cohort (MH, JE, AD)	22 June 2022	0.3	Updated to incorporate comments from LSG and Pathways cohort
Business Director (BW)	20 March 2023	0.4	Renamed and reordered following inclusion of existing Assessment Policy (June 2019)
Business Director (BW)	21 March 2023	1.0	Final approved version for publication
Business Director (BW)	23 May 2023	1.1	Replaced 'differentiation' with 'adaptive teaching'
Business Director (BW)	7 May 2024	1.2	Inclusion of individual faculty methods of feedback
Business Director (BW)	24 June 2024	1.3	Updated Arts and Technology faculty methods of feedback

## 1 Overview

1.1 This policy is based on the most recent research from the Education Endowment Foundation (EEF). Schools and faculties will decide what adaptations are needed to ensure best practice with regard to feedback whilst adhering to this policy.

1.2 This policy aims to ensure that:

- consistency in **presentation** helps pupils and others to access their work
- **assessment** demonstrates that teaching and learning are working well and that the children are benefiting from a deep and rich education
- **feedback** provides pupils with an evaluation of where they are currently (and specifically what they need to do to make progress) and supports teachers' understanding of where each pupil is at, to inform the planning of their teaching

1.3 This policy should be read alongside the federation's Teaching and Learning Policy.

## 2 Presentation

2.1 As a federation, we have agreed the following principles with regard to presentation of pupils' work:

- The date will be written in the margin (either numerical or full date) and will be underlined; if there is no margin the date will be written at the top of the page.
- The title will be written in full and underlined.
- Work should be written neatly in blue or black pen.
- Pencils will be used for drawing pictures, diagrams or drawings; any labels will be written in pen.
- If a mistake is made it will be corrected by drawing a neat line through it using a ruler.
- All straight lines will be drawn using a ruler and pen or pencil; if a line is curved it will be drawn using a pencil.
- Colouring in will be done with coloured pencils not felt tips.
- Pupils will not write, draw or put stickers on the front of their books unless instructed by their teachers.

## 3 Assessment

3.1 There has recently been a great deal of change in assessment. With this change comes a move to a far more sophisticated way of thinking about how we assess pupils and about how assessment sits within the curriculum. We want the federation and our schools' assessment systems to support the pupils' journey through the curriculum. We must design systems that reflect each pupil's achievement, as that is the achievement that has come about through the teaching in our curriculum.

3.2 This policy covers three areas with regards to assessment:

- The methodology we use to help us know how well our pupils are doing at the point they are at in the curriculum.
- What we are doing with that information to support better pupil achievement.
- How well we support pupil progress and deepen their knowledge in order to promote understanding and develop their skills.

3.3 As a federation, we understand progress to mean pupils knowing more and remembering more. Has a child really gained the knowledge to understand the key

concepts and ideas? And is this enabling them to develop the skills they need to master?

#### 4 Aims of assessment

4.1 In our assessment processes we aim to gather information which will enable us to:

- evaluate and record the attainment and progress of each pupil and identify individual strengths and weaknesses
- provide an accurate representation of pupil achievement for effective use in evaluating and planning schemes of learning in departments and to inform whole school analysis of pupil progress
- evaluate our teaching effectiveness and to plan future teaching and learning experiences
- match work to the needs of individual pupils
- compare individual and school levels of attainment and progress with that of the wider school population
- provide reliable and regular information to staff, pupils, parents/carers, partner schools, governors and other interested parties about the progress and development of each child
- recognise and celebrate success
- identify and respond to underachievement

#### 5 Effective assessment

5.1 We recognise and encourage the following as features of good assessment practice:

##### Promotes and Supports Learning

- identifies what pupils know, understand and can do
- enables consistent monitoring of pupil progress
- identifies individual learning strengths and weaknesses
- encourages progression in learning

##### Informs Teaching

- assists lesson planning
- informs review of content and skills
- promotes a variety of teaching strategies
- enables consistent monitoring of teaching progress
- encourages reflection

##### Is both formative and summative

- promotes a shared learning culture
- provides clear and regular feedback
- diagnoses learning difficulties and measures pupil performance
- identifies clear and shared targets for pupil progress
- promotes adaptive teaching by outcome
- provides effective and progressive pupil records
- informs regular reporting to parents/carers

##### Uses appropriate and diverse strategies

- is both formal and informal

- accommodates a variety of learning styles
- tests a range of skills
- encourages effective and standardised marking procedures
- is both qualitative and quantitative
- is carried out in a range of contexts

#### Recognises ALL pupil progress and achievement

- rewards progress, effort and achievement
- fosters motivation and promotes a commitment to learning
- creates opportunities for self direction
- fosters self esteem and social development

#### Develops the capacity for Self Assessment

- shares learning outcomes and assessment criteria
- gives sensitive and constructive feedback
- supports pupils in self and peer assessment activities
- engages pupils in realistic target setting

## **6 Assessment responsibilities**

### Senior Leadership Team

- sets challenging but realistic and achievable whole school targets
- ensures key data is available to all staff
- informs governors of targets, standards and achievement
- monitors assessment through classroom observation and work scrutiny to judge the standards in the departments that they line manage and, where necessary, put in place and support intervention strategies
- analyses tracking data and respond to outcomes

### Faculty Leaders/Middle Leaders

- develop departmental policy which translates the whole school assessment policy into detailed requirements of the subject
- are aware of, and work towards meeting, departmental targets
- monitor that each teacher has access to, understands and makes effective use of key data to differentiate and provide appropriate feedback to parents, pupils and other colleagues in school
- produce formal assessments for each year group and ensure that pupils are given suitable prior warning/information regarding the time and nature of the assessment task in order to prepare appropriately
- ensure that teachers regularly mark work and provide appropriate feedback on successes and next steps in selected pieces of work
- ensure that all pupils have the opportunity to reach their full potential in their subject areas
- ensure teachers are sharing learning objectives with pupils every lesson
- ensure assessment tasks are differentiated to assist pupils' understanding
- ensure that all departmental staff complete tracking data at the appropriate time and this data is informed by assessment
- analyse data and implement intervention accordingly informing Student Progress Leaders (SPLs) and Heads of Year, SENDCo and parents/carers of any concerns
- use analysis of data as a diagnostic tool and to set targets for groups of pupils where appropriate

- coordinate the use of CPD/directed time to promote good assessment practice

### Teaching Staff

- understand and appreciate the value and importance of assessment
- adhere to all departmental and whole school guidelines on assessment
- provide a range of assessment opportunities in lessons
- keep appropriate records in line with whole school and departmental policies ensuring that information is kept secure
- regularly mark work and provide appropriate feedback on successes and next steps in selected pieces of work
- ensure that assessment informs the learning of all pupils
- ensure that tracking data is produced at the appropriate time and is informed by assessment
- ensure that pupils understand what is being assessed and know how to improve
- use assessment results and target setting data to motivate pupils
- use available data on pupils to inform planning and personalisation of learning

### Form Tutors

- are familiar with the Prior Attainment Profile of each individual in the tutor group
- engage in the assertive intervention process
- offer praise/support in response to academic information received
- communicate with Student Progress Leaders, Heads of Year and subject teachers with regard to praise/concern for individuals
- check that tutees are recording all homework in their diary

## 7 Types of assessment

- 7.1 We acknowledge that assessment should be formative as well as summative and must point the way forward in the learning process, for all pupils, as well as recording the point reached in any given area of the curriculum.
- 7.2 **FORMATIVE ASSESSMENT:** This type of assessment is at the heart of Assessment for Learning and gives children feedback on how they are doing and advice on what they need to do to make further progress. It is informed by decisions that teachers make every day which can help the teacher to plan the next stage in each child's learning. Formative Assessment depends on evidence and on interpreting that evidence. The things that children say, draw, write, construct or perform during the course of the school day are all sources of evidence on which formative assessment can be based. Formative assessment is ongoing. It promotes feedback/communication, identifies an individual's strengths and weaknesses. It tells them what level they are at and why and makes it clear what they need to do to reach the next level. At its heart is a target setting process, as such it provides information which can result in positive future development.
- 7.3 **SUMMATIVE ASSESSMENT:** This describes what level a pupil has reached at a specific point in time. Assessment information is summarised at particular times to determine achievement, for example at the end of a module of study or at the end of a Key Stage. It gives a standard or level of attainment at a particular time.
- 7.4 **DIAGNOSTIC ASSESSMENT:** Often linked to the outcomes of Formative Assessment. Diagnostic assessment is assessment for particular strengths and weaknesses. It helps to identify gifted children or children with particular learning difficulties. It is a method of assessment through which specific learning needs or difficulties may be identified in

order that the right support may be provided. This assessment should be used when and as deemed necessary by a teacher with regard to a pupil's progress in learning. The implementation of such assessment is usually discussed with the SENDCo. Results, information, and any strategies decided upon should be made available to all teachers of the individual concerned and should be shared with the pupil and their parents.

- 7.5 **SELF ASSESSMENT:** This is where pupils consider their own learning achievements. The process of self assessment should foster greater self awareness and raise self-esteem. It encourages pupils to take an increased responsibility for their own learning. This in turn should allow individuals to set their own future learning targets helping them to develop a clearer understanding of what they are expected to learn and how they can make progress. The sharing of learning objectives and success criteria are fundamental to successful self-assessment in raising standards of achievement.
- 7.6 **PEER ASSESSMENT:** This is a method of assessment where pupils assess the performance or achievement of other pupils. It requires pupils to think critically about the achievement of others whilst comparing their own achievement. It should be based on clear criteria which the children understand and which they apply to the work they are assessing. As such it should help pupils understand what achievement at different levels looks like and should help them give positive feedback to their peers as well as suggestions on how they could improve. Part of this process involves each individual gaining greater insight into the levels of progression within the topic/subject they are studying and what they need to do to make further progress. An example of this is the interactive learning wall used in some subjects.

## 8 Target setting

- 8.1 We believe that enabling children to realise their potential is fundamental. In particular, we acknowledge that ambitious target setting is critical if our pupils are to achieve the educational outcomes of which they are capable. Targets are at their most powerful when they are used alongside teachers' own assessment and monitoring of pupils' progress to inform what needs to happen in the classroom.
- 8.2 As part of our tracking process, we use targets and monitoring to:
- identify pupils who may have fallen behind and who need extra help to catch up
  - check that pupils are progressing at the rate needed to meet age related expectations
  - check that pupils are progressing at the rate needed to meet the targets that the school has agreed
  - ensure that all pupils make the progress of which they are capable
  - identify areas of teaching that may need improving
- 8.3 All pupils across all Key Stages will be given subject specific targets for all subjects that they follow. These targets will be driven by prior attainment data. Subject Leaders will decide how best to share this information with pupils in order to ensure that they can readily access the information.

## 9 Tracking

### What is Pupil Tracking?

- Pupil tracking is a whole school procedure in place in all of our schools, for measuring and recording individual pupil information at regular intervals over the school life of the child

- Effective pupil tracking is a process which should be used in planning for improvement for individuals, groups of pupils and the whole school
- It is the essential prerequisite for personalised learning

### Why do we do it?

- To provide appropriate and challenging opportunities for all pupils in order that they can be enabled to fulfil their potential
- To track and monitor progress of individual pupils/groups of pupils/cohorts against prior attainment
- To inform curriculum planning
- To provide an evidence base with which to identify priorities and set a range of targets
- To provide a system for receiving targets
- To help with smooth transitions from year to year/teacher to teacher
- To provide evidence of monitoring of progress for other interested parties e.g. parents/carers, governors, OFSTED
- To enable managers, middle and senior, to ascertain how the school/cohort is performing and how it can improve performance

### Who is it for?

- All those concerned with the child's progress:
  - The child
  - Parents/carers
  - All teachers/adults working with the child
  - Senior Leadership Team
  - Partnership schools
  - Governors
  - External agencies
  - Local Authority

### What do we do?

- Decide on a timetable for the tracking process
- Assess the children
- Collect the results and record them as a central system
- Analyse and interpret new results for individual pupils/groups of pupils/cohorts in the light of prior attainment
- Identify issues arising from the analysis
- Prioritise the issues according to need
- Plan actions to address priorities
- Evaluate progress

## **10 Feedback to pupils**

10.1 As a federation, we have agreed the following principles with regard to feedback:


- All staff will lay the foundations for effective feedback.
- All staff will deliver appropriately timed feedback that focuses on moving learning forward.
- Staff will plan for how pupils will receive and use feedback.
- Formative and summative assessment will be used throughout the year.



- 10.2 Staff will also award merits and praise for good effort and contact home on a regular basis.
- 10.3 The quality of feedback to pupils, and the extent to which it leads to improvements in learning, will be monitored through a review of pupils' work, discussions with pupils and lesson observations.
- 10.4 Details of how individual schools and faculties will do this can be found at Annex A.

## 11 Marking for literacy

- 11.1 Marking for literacy is an expected principle for effective feedback in all areas of the SVF curriculum.
- 11.2 Teachers will support the development of literacy by giving feedback and corrections of literacy errors. This will more than likely occur in the detailed marking/feedback, and teachers should use the symbols identified below to help do this:

	Around the first letter means a missing capital, or one that isn't needed
Sp	Around a word that a pupil should be expected to know - please do no more than five words in a piece of work; the pupil should write the correct spelling out three times
//	Means you need to start a new paragraph
^	Means there is a word missing from your sentence
?	In the margin means that you need to correct the expression
P	In the margin means that you need to check your punctuation

## Annex A: How individual schools and faculties will deliver feedback

### Arts and Technology Faculty

What must happen	What this means	How will individual schools and faculties do this?
<p>All staff will lay the foundations for effective feedback</p>	<ul style="list-style-type: none"> <li>• Before providing feedback teachers should provide high quality instruction including the use of formative assessment.</li> <li>• High quality initial instruction will reduce the work that feedback needs to do.</li> <li>• Formative assessment strategies are required to set learning intentions (which feedback will aim towards) and assess learning gaps (which feedback will address)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be made aware of the following before assessment and feedback cycles commence:               <ul style="list-style-type: none"> <li>○ Which work will be assessed</li> <li>○ What assessment criteria will be used to assess</li> <li>○ What timeframe will assessments take place within</li> <li>○ What form will feedback take e.g predicted grade, current grade, written targets for improvement, review of mark schemes, self/peer assessments etc.</li> </ul> </li> <li>• Students will be given structured time to prepare for assessments in specified lessons identified in the scheme of work, through structured homework/revision tasks, or both</li> </ul>
<p>All staff will deliver appropriately timed feedback that focuses on moving learning forward</p>	<ul style="list-style-type: none"> <li>• There is not one clear answer for when feedback should be provided. Rather teachers should judge whether more immediate or delayed feedback is required considering the characteristics of the task set, the pupil and the collective understanding of the class.</li> <li>• Feedback should focus on moving learning forward targeting the specific learning gaps the pupils exhibit. Specifically high quality feedback may focus on the task, subject and self regulation strategies. (improving the learners own ability to plan, monitor and evaluate their learning.)</li> <li>• Feedback that focuses on a learner's personal characteristics or feedback that offers only general and vague remarks is less likely to be effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be given at least one episode of detailed feedback per term</li> <li>• More regular verbal feedback will be given throughout each term</li> <li>• In coursework units detailed feedback will be given on each unit holistically</li> <li>• The timing of the feedback will be determined by the size of the unit</li> <li>• Assessment for practical coursework should, where possible, take place in live marking cycles</li> <li>• During live marking cycles targets set should be SMART</li> </ul>

<p>Staff will plan for how pupils will receive and use feedback</p>	<ul style="list-style-type: none"> <li>Careful thought should be given to how pupils receive their feedback. Pupils' motivation, self confidence, their trust in the teacher and their capacity to receive information can impact feedback effectiveness. Teachers should therefore implement strategies that encourage learners to welcome feedback and should monitor whether pupils are using it.</li> <li>Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.</li> </ul>	<ul style="list-style-type: none"> <li>In examination units feedback on work will primarily be via exam style questions and assessments</li> <li>In coursework units feedback will primarily be in the form of strengths and targets for improvement</li> <li>Feedback will allow students to identify and correct areas of misunderstanding unique to them and close their own loop</li> <li>The vast majority of feedback will be formative verbal feedback based upon improving skill development, skill application and analysis of skills and understanding</li> <li>Feedback will be concurrent and delivered on an individual, group and whole class basis to facilitate self/peer analysis and improvement</li> </ul>
<p>Formative and summative assessment will be used throughout the year</p>	<ul style="list-style-type: none"> <li>Following any assessment the students will record the outcomes to ensure progress can be tracked.</li> </ul>	<ul style="list-style-type: none"> <li>In examination units assessment will be carried out at least once per half term</li> <li>This will be used to inform tracking and pupil progress</li> <li>Summative assessment will be used when specifically required (end of coursework units, trial exams)</li> <li>Students will be provided with feedback and be able to improve areas of misunderstanding</li> <li>Pupils will also be provided with the opportunity to improve/act upon areas of misunderstanding/weakness</li> <li>Verbal feedback will be the most common form of feedback and will be given during every practical lesson</li> <li>There will also be opportunities for self and peer to peer feedback during skill evaluation</li> <li>Summative feedback will be given at the end of each block of work</li> </ul>
<p>Staff will carefully consider how to use purposeful and time efficient written feedback</p>	<ul style="list-style-type: none"> <li>Written methods of feedback can improve pupil attainment and progress. However care must be taken to ensure positive effects, by making the feedback specific and relevant to the quality instruction that the pupils were given.</li> <li>Written feedback should not</li> </ul>	<ul style="list-style-type: none"> <li>In examination units most episodes of written feedback will be based on exam style questions and will follow the red - purple - green pen policy (teacher marks paper in red; student makes corrections in purple; teacher re-marks in green to ensure appropriate</li> </ul>

	<p>overly impact on teacher workload and this must be monitored.</p>	<p>progress has been made)</p> <ul style="list-style-type: none"> <li>● Due to exam board protocols coursework/practical assessments will be documented on either: <ul style="list-style-type: none"> <li>○ formal assessment and feedback sheets for holistic assessments and general feedback</li> <li>○ post-it-notes when feedback is related to a specific piece of work within a coursework portfolio</li> </ul> </li> </ul>
<p>Staff will carefully consider how to use purposeful verbal feedback</p>	<ul style="list-style-type: none"> <li>● Verbal feedback can improve pupil attainment and is more time efficient when used appropriately compared to written feedback.</li> <li>● Staff should realise the effects of verbal feedback can vary and the method of delivery is not as important as having the above principles in place.</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal feedback will be evident in all/most lessons</li> <li>● Verbal feedback will be concurrent (during a task) or can be terminal (once the task has been completed)</li> <li>● A range of strategies will be used</li> <li>● Q&amp;A will be personalised to suit the ability of the student(s)</li> <li>● Individual, pair and group verbal feedback will also be used to support progress</li> <li>● Precise verbal instructions on how to improve technique and application of skills will be given to individuals, small groups and the whole class</li> <li>● Verbal feedback can be concurrent (during performance of a skill) or terminal (after the completion of a skill)</li> <li>● Key terminology will be used when giving verbal feedback as this will support evaluation and analysis</li> <li>● There will be regular opportunities for peer feedback during each lesson; pupils will evaluate/analyse and justify their comments using key terminology</li> <li>● There will also be opportunities for self evaluation to support skill development and application</li> </ul>

English Faculty

What must happen	What this means	How will individual schools and faculties do this?
<p>All staff will lay the foundations for effective feedback</p>	<ul style="list-style-type: none"> <li>• Before providing feedback teachers should provide high quality instruction including the use of formative assessment.</li> <li>• High quality initial instruction will reduce the work that feedback needs to do.</li> <li>• Formative assessment strategies are required to set learning intentions (which feedback will aim towards) and assess learning gaps (which feedback will address)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be made aware of which area of the curriculum they are studying and how they will be assessed at the beginning of each unit of work; this will link to departmental curriculum intent sheets and students will be reminded of these as the unit progresses.</li> <li>• Homework tasks may be electronic or handwritten; assessment criteria and expectations will be outlined with the task</li> <li>• Some lessons will allow for self and peer assessment to take place; this may include highlighting their own/partner's work or a tick/cross depending on the task and assessment criteria issued by the teacher</li> <li>• Students may be given a checklist or success criteria to support with self and peer assessment</li> <li>• Examination style questions will be used to monitor and develop pupil progress; this will be a combination of existing examination questions provided by the exam board as well as some teacher made examination 'style' questions</li> <li>• Students will be given a timely opportunity to respond to their feedback in purple pen</li> </ul>
<p>All staff will deliver appropriately timed feedback that focuses on moving learning forward</p>	<ul style="list-style-type: none"> <li>• There is not one clear answer for when feedback should be provided. Rather teachers should judge whether more immediate or delayed feedback is required considering the characteristics of the task set, the pupil and the collective understanding of the class.</li> <li>• Feedback should focus on moving learning forward targeting the specific learning gaps the pupils exhibit. Specifically high quality feedback may focus on the task, subject and self regulation strategies. (improving the learners own</li> </ul>	<ul style="list-style-type: none"> <li>• For full examination responses, students will be provided with a mark scheme for the specific question they are studying/focusing on; the mark scheme will be highlighted to show strengths of response, gaps in the highlighting will show areas for development or targets to work on; the colour of the highlighter will vary for each assessment so clear progress can be shown</li> <li>• Fully assessed work will be marked in red pen by the teacher and responded to by students in purple pen</li> <li>• Classwork will be marked in red</li> </ul>

	<p>ability to plan, monitor and evaluate their learning.)</p> <ul style="list-style-type: none"> <li>• Feedback that focuses on a learner's personal characteristics or feedback that offers only general and vague remarks is less likely to be effective.</li> </ul>	<p>pen with any specific areas for improvement highlighted in yellow; students then respond to their yellow highlights in purple pen</p> <ul style="list-style-type: none"> <li>• Merits and praise will be awarded and indicated on the marked piece of work</li> </ul>
<p>Staff will plan for how pupils will receive and use feedback</p>	<ul style="list-style-type: none"> <li>• Careful thought should be given to how pupils receive their feedback. Pupils' motivation, self confidence, their trust in the teacher and their capacity to receive information can impact feedback effectiveness. Teachers should therefore implement strategies that encourage learners to welcome feedback and should monitor whether pupils are using it.</li> <li>• Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback will allow students to identify and correct areas of misunderstanding individual to them</li> <li>• Model answers may be used as part of the feedback in order to show and demonstrate how students can make progress - these may be existing or part of the teacher-led process</li> <li>• Students will be given enough time in lessons to respond to feedback</li> </ul>
<p>Formative and summative assessment will be used throughout the year</p>	<ul style="list-style-type: none"> <li>• Following any assessment the students will record the outcomes to ensure progress can be tracked.</li> </ul>	<ul style="list-style-type: none"> <li>• A summative assessment will be carried out at least once per half term</li> <li>• This will be used to inform tracking and pupil progress</li> <li>• Summative assessment will also be used when specifically required (end of unit tests, trial exams or to address any misconceptions)</li> <li>• In both cases students will be provided with feedback and be able to improve areas of misunderstanding as well as work on areas for development</li> <li>• Students will also be provided with the opportunity to improve/act upon areas of misunderstanding/weakness</li> <li>• Ongoing formative feedback (Q&amp;A, quizzes etc) will be throughout appropriate lessons to check for areas of misunderstanding</li> </ul>
<p>Staff will carefully consider how to use purposeful and time efficient written feedback</p>	<ul style="list-style-type: none"> <li>• Written methods of feedback can improve pupil attainment and progress. However care must be taken to ensure positive effects, by making the feedback specific and relevant to the quality instruction that the pupils were given.</li> <li>• Written feedback should not</li> </ul>	<ul style="list-style-type: none"> <li>• Student completes assessment</li> <li>• Teacher marks in red and makes appropriate highlights</li> <li>• Assessment is returned</li> <li>• Student makes corrections in purple</li> <li>• Extensive purple pen (such as re-writing a paragraph) work from a student will be</li> </ul>

	<p>overly impact on teacher workload and this must be monitored.</p>	<p>re-marked by teacher</p>
<p>Staff will carefully consider how to use purposeful verbal feedback</p>	<ul style="list-style-type: none"> <li>• Verbal feedback can improve pupil attainment and is more time efficient when used appropriately compared to written feedback.</li> <li>• Staff should realise the effects of verbal feedback can vary and the method of delivery is not as important as having the above principles in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal feedback will be evident in all/most lessons</li> <li>• Verbal feedback will be during teacher explanations, discussions, during a task or once the task has been completed</li> <li>• A range of strategies will be used but the most evident will be Q&amp;A between teacher and student as well as Q&amp;A between students</li> <li>• Q&amp;A will be personalised to suit the ability of the student(s), disadvantaged and non disadvantaged</li> <li>• Individual, pair and group verbal feedback will also be used to support progress</li> </ul>

Humanities and MFL Faculty

What must happen	What this means	How will individual schools and faculties do this?
All staff will lay the foundations for effective feedback	<ul style="list-style-type: none"> <li>• Before providing feedback teachers should provide high quality instruction including the use of formative assessment.</li> <li>• High quality initial instruction will reduce the work that feedback needs to do.</li> <li>• Formative assessment strategies are required to set learning intentions (which feedback will aim towards) and assess learning gaps (which feedback will address)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be informed about content and skills to be assessed prior to formative and summative assessments</li> </ul>
All staff will deliver appropriately timed feedback that focuses on moving learning forward	<ul style="list-style-type: none"> <li>• There is not one clear answer for when feedback should be provided. Rather teachers should judge whether more immediate or delayed feedback is required considering the characteristics of the task set, the pupil and the collective understanding of the class.</li> <li>• Feedback should focus on moving learning forward targeting the specific learning gaps the pupils exhibit. Specifically high quality feedback may focus on the task, subject and self regulation strategies. (improving the learners own ability to plan, monitor and evaluate their learning.)</li> <li>• Feedback that focuses on a learner's personal characteristics or feedback that offers only general and vague remarks is less likely to be effective.</li> </ul>	<ul style="list-style-type: none"> <li>• It is not expected that every piece of classwork will be marked or given feedback by staff</li> <li>• Pupils are entitled to feedback as a result of teachers' monitoring of learning during lessons; feedback may be individual, group or whole class; staff will provide regular feedback in a variety of forms including verbal and written</li> <li>• Written feedback will identify WWW and improvements will be written as EBI; this may be handwritten or on highlighted feedback sheets; EBI will also involve a question as appropriate</li> <li>• Marking for literacy will take place where appropriate</li> <li>• Pupils will be given time in lessons to respond to this feedback</li> <li>• Teacher feedback will be in green pen and any student response will be in purple pen</li> </ul>
Staff will plan for how pupils will receive and use feedback	<ul style="list-style-type: none"> <li>• Careful thought should be given to how pupils receive their feedback. Pupils' motivation, self confidence, their trust in the teacher and their capacity to receive information can impact feedback effectiveness. Teachers should therefore implement strategies that encourage learners to welcome feedback and should monitor whether pupils are using it.</li> <li>• Teachers should also provide</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit assessments will be kept in assessment folders</li> <li>• Assessment and feedback will inform future planning</li> </ul>



	<p>opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.</p>	
<p>Formative and summative assessment will be used throughout the year</p>	<ul style="list-style-type: none"> <li>• Following any assessment the students will record the outcomes to ensure progress can be tracked.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal feedback will be the most common form of feedback</li> <li>• 'Live' marking may take place in lessons</li> <li>• Both self and peer assessment opportunities will be given</li> <li>• Summative assessments will occur at the end of the unit</li> <li>• Formative assessments will take place throughout units of work</li> <li>• A range of formative assessments will be used</li> <li>• Outcomes of summative and formative assessments will be recorded by the teacher and inform termly tracking, monitor pupil progress and identify where intervention is needed</li> </ul>
<p>Staff will carefully consider how to use purposeful and time efficient written feedback</p>	<ul style="list-style-type: none"> <li>• Written methods of feedback can improve pupil attainment and progress. However care must be taken to ensure positive effects, by making the feedback specific and relevant to the quality instruction that the pupils were given.</li> <li>• Written feedback should not overly impact on teacher workload and this must be monitored.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Staff will carefully consider how to use purposeful verbal feedback</p>	<ul style="list-style-type: none"> <li>• Verbal feedback can improve pupil attainment and is more time efficient when used appropriately compared to written feedback.</li> <li>• Staff should realise the effects of verbal feedback can vary and the method of delivery is not as important as having the above principles in place.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Maths Faculty

What must happen	What this means	How will individual schools and faculties do this?
<p>All staff will lay the foundations for effective feedback</p>	<ul style="list-style-type: none"> <li>• Before providing feedback teachers should provide high quality instruction including the use of formative assessment.</li> <li>• High quality initial instruction will reduce the work that feedback needs to do.</li> <li>• Formative assessment strategies are required to set learning intentions (which feedback will aim towards) and assess learning gaps (which feedback will address)</li> </ul>	<ul style="list-style-type: none"> <li>• The KS3/4 maths curriculum is divided into resourced teaching units; students complete an end of unit assessment for each unit</li> <li>• Students are set weekly homework (Sparx Maths Y9-11, MyMaths Y7/8) in line with the scheme of work; 60% of questions target new topics and 40% retrieval of past topics; teachers check homework scores weekly and follow up missing, or below standard tasks</li> <li>• KS3/4 - prior to the termly progress test, students are provided with a checklist of topics; lesson time in the week prior to the progress test has built-in revision opportunities; homework in the weeks before the progress test is tailored to enable students to recall and revise topics from the checklist; this structure enables students to produce a best effort on the progress test</li> <li>• Y11 Feb-June - half papers are set on a weekly basis and completed in class; the warm up slide helps students to match prior learning with GCSE style questions</li> <li>• KS5 - consolidation work is set each lesson (purple book); a weekly formal homework provides exam standard practice of prior learning and also has focus questions on new learning</li> </ul>
<p>All staff will deliver appropriately timed feedback that focuses on moving learning forward</p>	<ul style="list-style-type: none"> <li>• There is not one clear answer for when feedback should be provided. Rather teachers should judge whether more immediate or delayed feedback is required considering the characteristics of the task set, the pupil and the collective understanding of the class.</li> <li>• Feedback should focus on moving learning forward targeting the specific learning gaps the pupils exhibit.</li> </ul>	<ul style="list-style-type: none"> <li>• KS3-4 - each end of unit assessment has an accompanying feedback sheet where teachers set targets for moving forward; pupils also identify areas where they have made progress and areas for improvement</li> <li>• KS3-5 - each termly progress test has a more detailed feedback sheet, where students perform a question by question analysis to identify where</li> </ul>

	<p>Specifically high quality feedback may focus on the task, subject and self regulation strategies. (improving the learners own ability to plan, monitor and evaluate their learning.)</p> <ul style="list-style-type: none"> <li>Feedback that focuses on a learner's personal characteristics or feedback that offers only general and vague remarks is less likely to be effective.</li> </ul>	<p>marks have been lost and gained; teachers set targets for moving forward, which might include specific Sparx or MyMaths tasks</p> <ul style="list-style-type: none"> <li>KS3-4 - liaison with the intervention teacher ensures that those who are not making the expected progress are provided with a small group opportunity to tackle their misconceptions and fill some of their gaps; the feedback sheet enables the most pertinent topics to be covered</li> <li>Y11 Feb-June - half papers are part marked in the lesson and then collected for teacher marking; papers are returned the next lesson; peer led purple pen followed by teacher modelling of tricky questions and common misconceptions</li> <li>KS5 - weekly formal homework has written comments and hints for corrections; students are invited to bring their work for further discussion at the Tuesday after school maths support club; half term tests and trial exams have a more detailed feedback sheet - exam wrapper</li> </ul>
<p>Staff will plan for how pupils will receive and use feedback</p>	<ul style="list-style-type: none"> <li>Careful thought should be given to how pupils receive their feedback. Pupils' motivation, self confidence, their trust in the teacher and their capacity to receive information can impact feedback effectiveness. Teachers should therefore implement strategies that encourage learners to welcome feedback and should monitor whether pupils are using it.</li> <li>Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.</li> </ul>	<ul style="list-style-type: none"> <li>KS3-5 - teachers routinely use lesson starters to identify strengths and weaknesses from previous learning; modelling of correct solutions from teachers and other class members enables progress</li> <li>KS3/4 - students are given lesson time to complete their self assessment and target setting sheets; teachers provide some scaffolding for the identification and setting of targets; students are given lesson time to read the teacher comments and the opportunity to ask questions; at this point they can collect rewards and record their scores on the assessment folder, reflecting on their progress across the unit tests to date (this applies also to termly progress tests)</li> </ul>
<p>Formative and summative assessment will be</p>	<ul style="list-style-type: none"> <li>Following any assessment the students will record the outcomes to ensure progress</li> </ul>	<ul style="list-style-type: none"> <li>K3-5 - every student has an assessment file where the unit tests, progress tests and</li> </ul>

used throughout the year	can be tracked.	feedback sheets are scored; students complete an assessment sheet where they record their scores; formal tracking is completed termly; students record their current grade from the tracking and compare this with their target grade for that year
Staff will carefully consider how to use purposeful and time efficient written feedback	<ul style="list-style-type: none"> <li>• Written methods of feedback can improve pupil attainment and progress. However care must be taken to ensure positive effects, by making the feedback specific and relevant to the quality instruction that the pupils were given.</li> <li>• Written feedback should not overly impact on teacher workload and this must be monitored.</li> </ul>	<ul style="list-style-type: none"> <li>• KS3-5 - teachers perform live marking during lessons; the majority of written feedback is via the unit test and progress test follow up; all staff use the same proforma which is printed on the back of the assessment sheet; work scrutiny and sharing of good practice ensures that the targets are specific and useful but not onerous</li> <li>• KS3/4 - feedback from Sparx or MyMaths homework is given as a specific comment on the platform or verbally in the lesson</li> </ul>
Staff will carefully consider how to use purposeful verbal feedback	<ul style="list-style-type: none"> <li>• Verbal feedback can improve pupil attainment and is more time efficient when used appropriately compared to written feedback.</li> <li>• Staff should realise the effects of verbal feedback can vary and the method of delivery is not as important as having the above principles in place.</li> </ul>	<ul style="list-style-type: none"> <li>• KS3-5 - verbal feedback is used alongside live marking; quick positive verbal feedback can be observed during lesson starters and exit tasks and during introductory whole class Q&amp;A</li> <li>• KS3-4 - students complete a presentation peer review half termly and give feedback to each other; verbal feedback is given when reviewing unit tests and progress tests</li> </ul>

PE and Health Faculty

What must happen	What this means	How will individual schools and faculties do this?
All staff will lay the foundations for effective feedback	<ul style="list-style-type: none"> <li>• Before providing feedback teachers should provide high quality instruction including the use of formative assessment.</li> <li>• High quality initial instruction will reduce the work that feedback needs to do.</li> <li>• Formative assessment strategies are required to set learning intentions (which feedback will aim towards) and assess learning gaps (which feedback will address)</li> </ul>	<ul style="list-style-type: none"> <li>• In <u>examination subjects</u> the primary source of assessment and feedback will be via examination style questions</li> <li>• In <u>coursework based subjects</u> the primary source of assessment and feedback will be via assignments</li> <li>• In <u>practical lessons</u> students will receive feedback on:               <ul style="list-style-type: none"> <li>○ the quality of their practical skills</li> <li>○ their ability to select and apply them with fluency and consistency</li> <li>○ their ability to analyse a skill and identify how to further improve</li> </ul> </li> </ul>
All staff will deliver appropriately timed feedback that focuses on moving learning forward	<ul style="list-style-type: none"> <li>• There is not one clear answer for when feedback should be provided. Rather teachers should judge whether more immediate or delayed feedback is required considering the characteristics of the task set, the pupil and the collective understanding of the class.</li> <li>• Feedback should focus on moving learning forward targeting the specific learning gaps the pupils exhibit. Specifically high quality feedback may focus on the task, subject and self regulation strategies. (improving the learners own ability to plan, monitor and evaluate their learning.)</li> <li>• Feedback that focuses on a learner's personal characteristics or feedback that offers only general and vague remarks is less likely to be effective.</li> </ul>	<ul style="list-style-type: none"> <li>• In <u>examination subjects</u>, students will be given at least 1 episode of detailed feedback (red - purple - green pen) per term; more regular feedback (red - purple pen) will be given throughout each half term</li> <li>• In <u>coursework subjects</u>, detailed feedback will be given on each assignment (via Google Classroom or written); the timing of the feedback will be determined by the size of the assignment</li> <li>• For <u>practical work</u> at years 8 and 9 students will use the Head, Heart, Hands (HHH) model at the start and end of each half term block; year 9, 10 and 11 students will be assessed against GCSE PE criteria at the end of each half term block</li> </ul>
Staff will plan for how pupils will receive and use feedback	<ul style="list-style-type: none"> <li>• Careful thought should be given to how pupils receive their feedback. Pupils' motivation, self confidence, their trust in the teacher and their capacity to receive information can impact feedback effectiveness. Teachers should therefore implement strategies that</li> </ul>	<ul style="list-style-type: none"> <li>• In <u>examination courses</u> feedback will primarily be via exam style questions and assessments; this feedback will allow them to identify and correct areas of misunderstanding unique to them and close their own loop; students will also receive</li> </ul>

	<p>encourage learners to welcome feedback and should monitor whether pupils are using it.</p> <ul style="list-style-type: none"> <li>Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.</li> </ul>	<p>personalised feedback via the EverLearner, which can be teacher or student directed</p> <ul style="list-style-type: none"> <li>In <u>coursework based subjects</u> students will receive feedback via Google Classroom on their assignment; this will be in the form of a feedback box alongside the appropriate section of their work</li> <li>In <u>all examination and coursework subjects</u> students will receive regular personalised reports via Pupil Progress format; these will include summative assessments (practical/assignment scores) as well as a forecast of their flight plan; the forecast tool allows them to see the overall outcome of improving one or more grades</li> <li>For <u>practical work</u> across both KS3 and KS4 the vast majority of feedback will be formative verbal feedback based upon improving skill development, skill application and analysis of skills and tactics; feedback will be concurrent and delivered on an individual, group and whole class basis to facilitate self/peer analysis and improvement</li> </ul>
<p>Formative and summative assessment will be used throughout the year</p>	<ul style="list-style-type: none"> <li>Following any assessment the students will record the outcomes to ensure progress can be tracked.</li> </ul>	<ul style="list-style-type: none"> <li>In <u>examination classes</u> summative assessment will be carried out at least once per term; this will be used to inform tracking and pupil progress; summative assessment will also be used when specifically required (end of unit tests, trial exams) and in both cases, students will be provided with feedback and be able to improve areas of misunderstanding</li> <li>In <u>coursework based lessons</u> summative assessment will be used at the end of each assignment; this feedback is recorded on Google Classroom in the comments sections to the side of the students' as a reference and action points; pupils will also be provided with the opportunity to improve/act upon areas of misunderstanding/weakness.</li> <li>For <u>all KS4 examination and</u></li> </ul>

		<p><u>courses</u> classes students will receive formative feedback and summative feedback via 'Pupil Progress' student report; ongoing formative feedback (Q&amp;A, quizzes etc.) will be throughout each lesson to check for areas of misunderstanding</p> <ul style="list-style-type: none"> <li>• In <u>practical lessons</u>, verbal feedback will be the most common form of feedback and will be given during every practical lesson; there will also be opportunities for self and peer to peer feedback during skill evaluation; summative feedback will be given at the end of each block of work (HHH for year 8 and 9 and GCSE PE grades for years 9, 10 and 11)</li> </ul>
<p>Staff will carefully consider how to use purposeful and time efficient written feedback</p>	<ul style="list-style-type: none"> <li>• Written methods of feedback can improve pupil attainment and progress. However care must be taken to ensure positive effects, by making the feedback specific and relevant to the quality instruction that the pupils were given.</li> <li>• Written feedback should not overly impact on teacher workload and this must be monitored.</li> </ul>	<ul style="list-style-type: none"> <li>• In <u>examination classes</u> most episodes of written feedback will be based on exam style questions; summative assessments/exam papers (once per term) will follow the red - purple - green pen policy (teacher marks paper in red; student makes corrections in purple; teacher re-marks in green to ensure appropriate progress has been made); other summative assessments will follow red - purple pen policy (work is marked by teacher or pupil in red; corrections made in purple)</li> <li>• <u>All KS4 examination and coursework</u> subjects will be provided with an individual report via our Pupil Progress system; this will have a mixture of summative assessment grades as well as forecast outcomes, and allows them to see the overall outcome of improving one or more grades</li> <li>• <u>All forms of summative and formative assessment</u> mentioned above will be used to inform students' tracking reports which will be sent on a termly basis</li> <li>• In <u>practical lessons</u>, at years 7 and 8 HHH feedback is given on the final lesson of the block; students' initial self assessment and teachers' pre unit grades are compared to students' final</li> </ul>

		<p>self assessment and teachers' summative assessment to show/highlight progress; at years 9, 10 and 11 limited opportunities will be available for written feedback although GCSE PE students will receive regular Pupil Progress reports that will include their practical scores</p>
<p>Staff will carefully consider how to use purposeful verbal feedback</p>	<ul style="list-style-type: none"> <li>• Verbal feedback can improve pupil attainment and is more time efficient when used appropriately compared to written feedback.</li> <li>• Staff should realise the effects of verbal feedback can vary and the method of delivery is not as important as having the above principles in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal feedback will be evident in all/most theory lessons and will be concurrent (during a task) or terminal (once the task has been completed); a range of strategies will be used but the most evident will be Q&amp;A between teacher and student as well as Q&amp;A between students; Q&amp;A will be personalised to suit the ability of the student(s) and individual, pair and group verbal feedback will also be used to support progress</li> <li>• In practical lessons, precise verbal instructions on how to improve technique and application of skills will be given to individuals, small groups and the whole class, and will be concurrent (during performance of a skill) or terminal (after the completion of a skill); key terminology will be used when giving verbal feedback as this will support evaluation and analysis of performance and tactics; there will be regular opportunities for peer to peer feedback during each lesson (pupils will evaluate/analyse their peer and justify their comments using key terminology) and for self evaluation (with IT) to support skill development and application</li> </ul>



Science Faculty

What must happen	What this means	How will individual schools and faculties do this?
All staff will lay the foundations for effective feedback	<ul style="list-style-type: none"> <li>● Before providing feedback teachers should provide high quality instruction including the use of formative assessment.</li> <li>● High quality initial instruction will reduce the work that feedback needs to do.</li> <li>● Formative assessment strategies are required to set learning intentions (which feedback will aim towards) and assess learning gaps (which feedback will address)</li> </ul>	<ul style="list-style-type: none"> <li>● Strong foundations for effective feedback in Science will allow pupils to:               <ul style="list-style-type: none"> <li>○ see where they currently are and specifically what they need to learn in order to reach their individual potential</li> <li>○ inform the teacher of where a pupil is and to inform the planning of their teaching.</li> </ul> </li> <li>● This will be achieved in science through retrieval activities using white boards; low stakes quizzing and Q&amp;A will be used on a regular basis within lessons to assess students strengths and weaknesses</li> <li>● Learning intentions will be regularly shared with students along with modelling of subject specific content</li> </ul>
All staff will deliver appropriately timed feedback that focuses on moving learning forward	<ul style="list-style-type: none"> <li>● There is not one clear answer for when feedback should be provided. Rather teachers should judge whether more immediate or delayed feedback is required considering the characteristics of the task set, the pupil and the collective understanding of the class.</li> <li>● Feedback should focus on moving learning forward targeting the specific learning gaps the pupils exhibit. Specifically high quality feedback may focus on the task, subject and self regulation strategies. (improving the learners own ability to plan, monitor and evaluate their learning.)</li> <li>● Feedback that focuses on a learner's personal characteristics or feedback that offers only general and vague remarks is less likely to be effective.</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal feedback given so students can self and peer assess their work at relevant points during lessons</li> <li>● Exam style questions will be used to identify gaps and misconceptions in students' knowledge and understanding of science</li> <li>● Modelling of subject specific content and solutions will be provided on a regular basis</li> <li>● Written feedback is personalised to assist pupils in making progress; pupils will be given time in lessons to respond to this feedback</li> <li>● It is not expected that every piece of work will be marked or given feedback by staff</li> </ul>
Staff will plan for how pupils will receive and use feedback	<ul style="list-style-type: none"> <li>● Careful thought should be given to how pupils receive their feedback. Pupils' motivation, self confidence, their trust in</li> </ul>	<ul style="list-style-type: none"> <li>● Time is set aside in lessons for "purple" pen corrections</li> <li>● Pupils will be given time to reflect on WWW and what they</li> </ul>

	<p>the teacher and their capacity to receive information can impact feedback effectiveness. Teachers should therefore implement strategies that encourage learners to welcome feedback and should monitor whether pupils are using it.</p> <ul style="list-style-type: none"> <li>Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.</li> </ul>	<p>need to improve moving forward (EBI)</p> <ul style="list-style-type: none"> <li>Future activities will review this feedback in a timely manner e.g. tracking tests will include content and skills from across the program of study</li> </ul>
Formative and summative assessment will be used throughout the year	<ul style="list-style-type: none"> <li>Following any assessment the students will record the outcomes to ensure progress can be tracked.</li> </ul>	<ul style="list-style-type: none"> <li>Summative assessments will be carried out at least once a term and may include mocks/trial exams</li> <li>These will be used to inform tracking and pupil progress reports</li> <li>Following assessment or internal examinations pupils will fill in an assessment record sheet identifying what has been achieved, including the grade/score and areas they need to improve</li> <li>The record sheet will be kept in assessment folders as will all end of unit tests</li> <li>Students will fill out tracking sheets for key assessment tasks</li> </ul>
Staff will carefully consider how to use purposeful and time efficient written feedback	<ul style="list-style-type: none"> <li>Written methods of feedback can improve pupil attainment and progress. However care must be taken to ensure positive effects, by making the feedback specific and relevant to the quality instruction that the pupils were given.</li> <li>Written feedback should not overly impact on teacher workload and this must be monitored.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate exam style questions will be given at relevant topic points</li> <li>Following these assessments most feedback will be based on pupil responses to exam questions, but may be verbal or written feedback. Summative assessments like exam papers (once per term) will follow the red pen (staff) and purple pen (student) policy</li> </ul>
Staff will carefully consider how to use purposeful verbal feedback	<ul style="list-style-type: none"> <li>Verbal feedback can improve pupil attainment and is more time efficient when used appropriately compared to written feedback.</li> <li>Staff should realise the effects of verbal feedback can vary and the method of delivery is not as important as having the above principles in place.</li> </ul>	<ul style="list-style-type: none"> <li>Verbal feedback can be given as a whole class, small group and individual basis depending on need and may be concurrent (during a task) or can be terminal (once the task has been completed)</li> <li>Staff are considerate of individual needs of students and will adapt the style of feedback given where appropriate</li> </ul>

What must happen	What this means	How will individual schools and faculties do this?
<p>All staff will lay the foundations for effective feedback</p>	<ul style="list-style-type: none"> <li>● Before providing feedback teachers should provide high quality instruction including the use of formative assessment.</li> <li>● High quality initial instruction will reduce the work that feedback needs to do.</li> <li>● Formative assessment strategies are required to set learning intentions (which feedback will aim towards) and assess learning gaps (which feedback will address)</li> </ul>	<ul style="list-style-type: none"> <li>● Strong foundations for effective feedback in World Of Work subjects will allow pupils to:                             <ul style="list-style-type: none"> <li>○ see where they currently are and specifically, what they need to do to improve in order to reach their individual potential</li> <li>○ inform the teacher of where a pupil is to inform the planning of their teaching</li> </ul> </li> <li>● With examined units of work the primary source of assessment and feedback will be via examination style questions and papers; exam board examination papers and mark schemes will be used to provide feedback</li> <li>● In vocational coursework based units of work the primary source of assessment and feedback will be via assignments; assignment feedback will be given following the exam board guidelines and grading structure e.g. Pass, Merit or Distinction in BTEC and Cambridge Technical subjects</li> </ul>
<p>All staff will deliver appropriately timed feedback that focuses on moving learning forward</p>	<ul style="list-style-type: none"> <li>● There is not one clear answer for when feedback should be provided. Rather teachers should judge whether more immediate or delayed feedback is required considering the characteristics of the task set, the pupil and the collective understanding of the class.</li> <li>● Feedback should focus on moving learning forward targeting the specific learning gaps the pupils exhibit. Specifically high quality feedback may focus on the task, subject and self regulation strategies. (improving the learners own ability to plan, monitor and evaluate their learning.)</li> <li>● Feedback that focuses on a learner's personal characteristics or feedback that</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils are entitled to feedback as a result of teachers' monitoring of learning during lessons; this can be verbal feedback and may be individual, small group or whole class</li> <li>● Feedback can be verbal or written and should provide pupils with clear instructions as to how they can improve</li> <li>● Detailed written feedback will provide an area for improvement to assist pupils in making progress; pupils will be given time in lessons to respond to this feedback</li> <li>● Teacher feedback will be in red pen and any student response will be in purple pen</li> <li>● Staff will award merits and praise for good effort when giving feedback</li> </ul>

	<p>offers only general and vague remarks is less likely to be effective.</p>	<ul style="list-style-type: none"> <li>• Feedback will be understandable and precise so pupils can act upon it</li> <li>• Feedback should help a pupil do a better job next time</li> <li>• It is not expected that every piece of work will be marked or given feedback by staff</li> </ul>
<p>Staff will plan for how pupils will receive and use feedback</p>	<ul style="list-style-type: none"> <li>• Careful thought should be given to how pupils receive their feedback. Pupils' motivation, self confidence, their trust in the teacher and their capacity to receive information can impact feedback effectiveness. Teachers should therefore implement strategies that encourage learners to welcome feedback and should monitor whether pupils are using it.</li> <li>• Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.</li> </ul>	<ul style="list-style-type: none"> <li>• For all feedback/marking in a year approximately 25% will be in detail and done by the teacher; 25% of work will be skim marked;</li> <li>• 25% self-assessed with teacher monitoring; and 25% peer assessment</li> <li>• By 'detail' we mean staff will give developmental comments identifying what pupils need to do to improve a piece of work; they will then respond to the advice; detailed marking will also include any marking for literacy where appropriate; typically the end of unit assessments and examinations will be marked in detail</li> <li>• Following any assessment or examination pupils will fill in an assessment record sheet identifying what has been achieved, including the grade/score and areas they need to improve. the record sheet will be kept in assessment folders as will all end of unit tests</li> <li>• The type of developmental feedback will be specific to each individual pupil in World Of Work subject areas</li> </ul>
<p>Formative and summative assessment will be used throughout the year</p>	<ul style="list-style-type: none"> <li>• Following any assessment the students will record the outcomes to ensure progress can be tracked.</li> </ul>	<ul style="list-style-type: none"> <li>• In examined units of work summative assessment will be carried out at least once per term</li> <li>• This will be used to inform tracking and pupil progress</li> <li>• Summative assessment will also take place when specifically required e.g. in end of unit tests or trial exams</li> <li>• In all cases pupils will be provided with feedback and be able to improve on any areas of misunderstanding</li> <li>• In coursework based units of work summative assessment will be used at the end of each assignment</li> </ul>

		<ul style="list-style-type: none"> <li>• This feedback is recorded on tracking sheets with feedback comments; pupils can view this feedback via individual staff Google Classrooms</li> <li>• Pupils will also be provided with the opportunity to improve or act upon areas of misunderstanding or weakness</li> <li>• Throughout the year for both examination units and coursework units, ongoing formative feedback (Q&amp;A, quizzes, homeworks, mini tests etc) will take place throughout the year to check for areas of misunderstanding</li> <li>• Verbal feedback will be the most common form of feedback and will be given during most/all lessons</li> <li>• There will also be opportunities for pupils to self feedback and do peer to peer feedback throughout the year</li> <li>• Generally summative feedback will be given at the end of each unit of work and formative feedback will be ongoing throughout the year</li> </ul>
<p>Staff will carefully consider how to use purposeful and time efficient written feedback</p>	<ul style="list-style-type: none"> <li>• Written methods of feedback can improve pupil attainment and progress. However care must be taken to ensure positive effects, by making the feedback specific and relevant to the quality instruction that the pupils were given.</li> <li>• Written feedback should not overly impact on teacher workload and this must be monitored.</li> </ul>	<ul style="list-style-type: none"> <li>• Following assessments most written feedback will be based on pupil responses to exam questions</li> <li>• Summative assessments like exam papers (once per term) will follow the red pen purple pen policy (the teacher marks the paper in red pen and the paper is returned to the pupil; the pupil makes any corrections or comments with a purple pen); this detailed feedback is recorded on an assessment sheet and added to the pupil's assessment folder</li> <li>• Written feedback should provide pupils with clear instructions as to how they can improve</li> <li>• All KS4 and KS5 coursework subjects will follow the exam board guidelines and provide a summative report with a tracking record to show progress through each of the tasks making up a unit; specific written, verbal or developmental feedback is not permitted for examined</li> </ul>

		<p>coursework</p> <ul style="list-style-type: none"> <li>• No specific feedback, guidance or coaching can be given to learners during the assessment phase of BTEC or Cambridge Technical coursework</li> </ul>
<p>Staff will carefully consider how to use purposeful verbal feedback</p>	<ul style="list-style-type: none"> <li>• Verbal feedback can improve pupil attainment and is more time efficient when used appropriately compared to written feedback.</li> <li>• Staff should realise the effects of verbal feedback can vary and the method of delivery is not as important as having the above principles in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal feedback will be evident in almost all lessons; the exception being in lessons where assessment is taking place</li> <li>• Verbal feedback will be concurrent (during a task) or can be terminal (once the task has been completed)</li> <li>• A range of strategies will be used but the most evident will be Q&amp;A between teacher and student as well as Q&amp;A between pupils; Q&amp;A will be personalised to suit the ability of the pupil</li> <li>• Individual, pair and group verbal feedback will also be used to support progress</li> <li>• There will be regular opportunities for peer to peer feedback during each lesson; pupils will evaluate/analyse their peer and justify their comments using key terminology</li> <li>• Verbal feedback should provide pupils with clear instructions as to how they can improve</li> </ul>