



**St Cecilia's**  
R. C. High School

*Discover • Develop • Rejoice*

# Assessment & Feedback Policy

## Marking and Feedback Policy

***“The first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor” Dylan Wiliam***

Improving learning through assessment relies upon the provision of effective and responsive feedback to students. Effective marking and feedback improves learning, develops confidence, raises self-esteem, promotes resilience and provides opportunities for self-assessment. Crucially, pupils themselves acting upon this quality feedback is essential to address misconceptions and improve understanding.

## Feedback

Feedback has a number of purposes including (but not exclusively):

- to aid students' future learning
- to indicate areas of success in students' work
- to indicate areas for future improvement
- to scaffold pupils' efforts towards such improvement
- be a response to pupils' work that directly relates to the learning goal
- ensure pupils understand a clear purpose or goal of what they are trying to achieve
- to provide students with next steps advice allowing them to close gaps in knowledge and understanding and advance progress
- to allow pupils to gain self-confidence and sense of pride
- to allow students to take control of their learning and act to improve the quality of their work
- to inform students of their progress over time
- to recognise the importance of errors as part of the learning process and become resilient
- to encourage students to become reflective learners
- to improve in spelling, grammar, and punctuation

## Formative Assessment

In Paul Black and Dylan Wiliam study *Inside the Black Box*, they explain assessment is only formative when:

- it is an integral part of the learning and teaching process.  
**and**
- assessment evidence is actually used to:
  - modify teaching to meet the needs of pupils
  - improve learning
  - allow additional opportunities to practice and resubmit work.

At St. Cecilia's, formative assessment is used of day-to-day, often informal, assessments to explore pupils' understanding and offer them opportunities to improve upon their work. It enables our teachers to decide how best to help pupils develop that understanding.

We use a variety of formative assessment methods within lessons, whilst pupils are engaged in learning, that involves the feedback loop of teachers gathering evidence about pupils' learning by observing, listening, questioning, checking for understanding, discussing and reviewing their work in progress.

Our formative assessment is intended to inform changes our teachers can make to the sequence of instruction so that their lessons are more effective. At the same time, our teachers provide feedback to our pupils to identify progress and gaps in learning (including individual support needs, and misconceptions).

It also gives pupils an active role in the assessment process. Pupils work with the teacher to determine what is being learned and to identify the next steps.

There are a large range of formative assessment methods available. These include:

- questioning, both open and closed
- cold calling
- use of whiteboards
- low stake testing and quizzing-multiple choice
- homework exercises
- retrieval practice

written questions / exercises with short, extended or multiple-choice answers.

The feedback to these activities will often be verbal.

### **Verbal Feedback as Formative Assessment**

Verbal feedback is the most valuable of all feedback- and the most frequently acted upon. Pre-planned one-to-one conversations are very powerful. Verbal feedback should allow students to reflect on their learning and then develop into an open dialogue between teacher and student. The feedback should be informative where possible given during as well as at the end of a piece of work/learning and, wherever possible, should inform T&L in this way, which may be possible to reshape future learning episodes.

### Using Green Pen to Respond To Feedback

When responding to any feedback, including verbal feedback that improves pupils' written work, pupils may mark, improve, correct their work using a green pen. This will ensure that a) when their work is being used as a learning tool at a later stage, they are not committing incorrect information to their long-term memory and b) a visual reminder of what is needed to improve upon in any similar work.

### Peer Feedback

When pupils' are feeding back to their peers the following should apply:

- Peer assessments should be conducted in purple pen
- Peer feedback may include praise comments, but all peer assessment should justify why the action has been given. This will ensure that students giving feedback are also consolidating their own understanding.
- Pupils can find it difficult to formulate feedback using appropriate language for learning. Teachers can provide question stems and feedback sentence starters to help to make peer assessment more meaningful.

### Written Feedback of Assessment by the Teacher

Written feedback by a teacher for assessed pieces of work will be **once per half term (or equivalent)** and be for a that allows the most effective feedback to be made. That is:

- Allows students' the opportunity to demonstrate their understanding of a combination of knowledge and skills related to the unit of study (composite ideas), therefore allowing for valuable feedback to be given.
- Allows opportunity for pupils to improve their work to such a degree that further learning can be demonstrated
- Give specific actions that pupils must take in order to do this.

This links to our whole school assessment policies and departmental assessment procedures.

Feedback leads to action; it is imperative that time for feedback and action is built into lesson planning and the curriculum. This may take the following forms:

Allowing appropriate time for pupils to use green pens to improve work

Reteaching a particular component

Addressing a common misconceptions/errors

All feedback will need an example of success criteria or modelling of excellent practice – this could be in the form of reteaching, video demonstrations or listening exercises. Visualisers are an excellent way to do this, as is using pupil examples and questioning them on their methodology.

As a school we use the following in our marking (see appendix A):

**Successes:** This should reinforce and affirm work which demonstrates a secure understanding. Where possible, the feedback should reference the component or disciplinary knowledge and skills developed.

**Actions:** This is specific feedback to move the pupils' learning forward

Examples of feedback could include:

### **Redraft or Re-do**

- This will allow pupils to redraft their work or certain sections of their work with specific advice on how to improve their answers. It may be whole questions or sections of questions. Examples could include essay plans with specific structure, scaffolded questions that will allow pupils to reach conclusions, or an opportunity to add more detail.
- Examples of this kind of feedback could include:
  - 're-draft question 2 using the essay plan I have given you'
  - 're-do your paragraph on x making sure you include the following key words...'
  - 're-draft your paragraph on x making sure you use some more adjectives and adverbs in your description.'
  - 're-do section 2, this time using the correct formula'

### **Rehearse or Repeat**

- This will allow practice of specific skills. It could be a practical task or a specific skill within a more theory-based topic.
- Examples of this kind of feedback could include:
  - 'Practice the C Major pentatonic scale on the guitar. Listen to and watch the example of how it should sound and where your fingers need to be, start slowly and gradually increase your speed when you have mastered it'.
  - 'Practice your number bonds to 100 with these questions.'
  - 'Practice balancing equations with these questions.'
  - 'Practice annotating these sources and picking out inferences and examples to back them up.'
  - 'Practice using adjectives and adverbs by improving these sentences...'

### **Revisit and Respond**

- This will allow pupils to go back to basics and correct misconception on hinge questions or knowledge. This could include key words and Tier 2 or 3 vocabulary. It ensures that answers to reach a higher level of understanding can be scaffolded and all pupils are able to achieve.
- Examples of this kind of feedback could include:
  - 'What does Source A suggest about x? How does it do this? What does Source B suggest about x? How does it do this? How does the interpretation in Source A differ to Source A?'
  - 'What is a number bond? Give 3 examples for number bonds for 10.'

- 'What three parts is an atom made from? Which part is in the nucleus? Which part surrounds the atom in shells?'
- 'What does the word 'democracy' mean? What morphemes are included in the word? What are the related words in this topic? What is the opposite of democracy?'

### **Re-learn and Re-test**

- This allows pupils to practice retrieval of a specific bite-sized chunk of knowledge, determined by the teacher for a small re-test. It will give pupils an opportunity to reflect on methods they have already used, what went well and what they struggled with and use a more suitable method of retrieval if appropriate. This should not be issued as a punishment or completed in a detention but be used as a motivational tool to show pupils they are capable of achieving.
- Examples of this kind of feedback could include:
  - 'Re-learn the equations for weight, work done and force for a re-test in x weeks. Use the knowledge organiser provided.'
  - Re-learn the short-term causes of the French Revolution in chronological order. Use the timeline of events to help you.'
  - 'Re-learn the key words: monophonic, polyphonic and homophonic.'
  - 'Re-learn the quotes about Scrooge's character from staves 1 and 2.'

### **Research and Record**

- This allows pupils to enhance their knowledge and gives them a chance to show a deeper insight and use wider references. Teachers will specify where to get information and give a set of questions that will help hone pupils' research.
- Examples of this kind of feedback include:
  - 'Visit x website and find out the following...'
  - 'Use the case study from page x to find out the following...'
  - 'What would happen if x was changed? Use the following web page to help you with your answer.'

SPAG and Presentation Instruction....

### **Pupils' Responding to Written Feedback**

The written response to actions should demonstrate improvements to pupils' work and improved understanding as a result. A response to feedback should not be a 'next time I will revise more' style answer.

Pupils will respond to the RAG grade by utilising the descriptors to improve handwriting, presentation, spelling, punctuation, and grammar (see appendix B)

These improvements are then written in green pen by the pupil.

**Monitoring, Training and Evaluation**

- As part of ECPD and Curriculum Leader sessions throughout the year
- As part of drop-ins, book scrutiny and curriculum days

**Appendix A – Feedback Sticker**

Presentation (Tick)	Green	Yellow	Red	SPAG (Tick)	Green	Yellow	Red
<b>Successes:</b>							
<b>Specific Actions:</b>							
<b>Improve your written work by completing the actions given by your teacher in green pen, improving presentation and responding to SPAG instruction.</b>							
<b>Discover, Develop, Rejoice</b>							

## Appendix B – Handwriting and Presentation, and SPAG Descriptors

### Presenting Work Expectations

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#### Handwriting and Presentation Descriptors

Green	Amber	Red
Books are neatly presented, with no graffiti, and backed in clear plastic	This is applied inconsistently	This is rarely applied
<b>All</b> words and numbers are written neatly in a <b>black pen</b> , improvements are in <b>green pen</b> and peer marking is in <b>purple</b>	This is applied inconsistently	This is rarely applied
<b>All</b> diagrams drawn in <b>pencil</b> and are fully labelled.	This is applied inconsistently	This is rarely applied
All <b>titles</b> and <b>dates</b> are written out in <b>full</b>	This is applied inconsistently	This is rarely applied
<b>Homework tasks</b> are clearly labelled	This is applied inconsistently	This is rarely applied
A <b>ruler</b> is <b>always used</b> for underlining titles and sub-headings, drawing tables and graphs and crossing out mistakes	This is applied inconsistently	This is rarely applied
<b>Handwriting</b> is <b>consistently</b> reflecting your best effort	This is applied inconsistently	This is rarely applied
<b>Tipex</b> is <b>not used</b>		Tipex is used
<b>Action from pupil:</b> no action required	<b>Action from pupil (in green pen):</b> find errors highlighted	<b>Action from pupil (in green pen):</b> find errors highlighted by your

#### Spelling, Punctuation and Grammar

Green	Amber	Red
All Tier 2 and 3 vocabulary is spelled correctly.	Spelling is inconsistent	Spelling is poor
Punctuation is all correct.	Punctuation is inconsistent	Punctuation is poor
Sentence structure is correct and flows well.	Sentence structure is inconsistent	Sentence structure is poor
Paragraphs are used correctly all the time.	Paragraphs are inconsistent	Paragraphs are poor
<b>Action from pupil:</b> no action required	<b>Action from pupil (in green pen):</b> find errors highlighted by your teacher and correct as appropriate	<b>Action from pupil (in green pen):</b> find errors highlighted by your teacher