



Twyford
CofE
Academies Trust

Document Title	Assessment Policy
Committee Responsible for Policy	Curriculum Committee
Review Frequency	Annually
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Policy Author	Executive Head teacher and Associate Head teachers

Assessment of the Impact of a Policy on Equality and Diversity

Policy: Assessment Policy	
Impact assessed by: R Lane	Date: 22/4/2022
1. What is the potential for this policy impacting a person or group with a protected characteristic differently (favourably or unfavourably) from everyone else? Significant. Students from protected groups could receive lower grades than the general student population.	
2. How would this be evidenced? By close monitoring of assessment results for different groups.	
3. Is there evidence that the operation of the current policy might impact a person or group with a protected characteristic differently from everyone else? The policy is formulated to stress that all assessment designed and delivered by the school is formative. The policy may identify underachievement of an individual with a protected characteristic in which case it is the schools responsibility to target this underachievement with affirmative action.	
4. If the answer to 3 is 'Yes', please provide details and evidence. 	
5. How might the new policy change this? 	
6. Are there any other changes to the policy which might impact a group with a protected characteristic differently from everyone else? No.	
7. If the answer to 6 is 'Yes', please provide details and evidence. 	
8. Policies are required to reduce or eliminate inequality and disadvantage and promote diversity. Does this assessment indicate that the Policy passes or fails this test? Pass.	

Assessment Policy

Values:

The schools assessment policy supports the 10:10 ethic of the school. Effective assessment allows students to know when and how they have done well, it identifies areas of weakness and supports students to know where they have got to improve. Wherever possible, it should encourage students to extend themselves to achieve more highly.

Definitions:

It is helpful to think of assessment using the following terminology.

Formative Assessments: These are assessments designed to support a student's formation and inform their progress. Formative assessments are frequently used to give on-going feedback during a course. Typically they may take the form of a marked piece of work or a mini test. Formative assessment may relate to only some of the skills or criteria from the course overall. All assessments set by the school are designed as part of a feed-back loop and should be regarded as formative.

Summative Assessments: These are assessments which sum up how well a student has done on a course or unit overall. They usually come at the end of the unit or course and are graded using the same criteria as applies to that unit or course. GCSE and A-level exams which mark the formal end of a course are examples of summative assessments. Within the school's internal assessment system some formal assessments (for example twice yearly school exams and particularly the Year 11 and 13 mock examinations) are designed to reflect the nature of summative assessments, in order to give students appropriate practice of this style of assessment.

Criteria Referenced: This is a system of assessment in which grades have specific criteria. Any work which meets these criteria is awarded this grade. This system aims to sustain a common standard irrespective of how many students reach it. School examinations are criteria referenced in order to give students the best insight into why they achieved the mark they did.

In contrast, norm referenced assessment works around the assumption that there is an expected standard at a particular stage. Grading is based on the level of understanding or recall compared with others (either now or historically). Grades are often allocated proportionally. This applies in external summative assessment only.

Assessment Objectives: Each course will have overarching objectives which summarise the skills covered or the handling of content which is involved. In most cases there is continuity of assessment objectives between GCSE and A-Level. The internal school assessment system has integrated assessment objectives so that students can be aware of and consciously work on the different strands of content and skills within the subject /course. The internal school system uses the same objectives from Year 7 to Year 13 so that students can build the habit of subject specific self-review as a continuous process from KS3 to KS5.

Grade Descriptors: Grade descriptors break down the assessment criteria and summarise the standard of skill and application of knowledge required to achieve a particular grade.

Lesson Objectives: Each lesson has a specifically defined aim which the student is asked to write in his/her book in order to have a clear understanding of where the lesson fits within the unit.

Learning Outcomes: All lessons have three differentiated outcomes (labelled Gold/Silver/Bronze) at KS3 and KS4. These allow the students to have a high ownership of his/her learning and a sense of purposeful progression. Learning outcomes frequently use the language of the assessment criteria and are an essential element of the metacognitive framework. They are also used by the teacher to assess the progress of the class throughout the lesson and by the students for focused self-review.

Feedback and Marking: The way students receive feedback on completed work, including the purpose and regularity of feedback. (Details of the Trust's approach to Feedback and Marking are found in the section appended to the end of this document).

Principles

The following principles inform the Trust assessment system

- Curriculum and Assessment should be planned in tandem, as assessment is a highly effective element of the learning process.
- Assessment is fully integrated into the curriculum and gives definition to the standards expected.
- The school system is entirely formative as all assessments is designed to be diagnostic for both the students and the teacher – providing feedback on areas for improvement.
- Formative assessment is used very extensively in every lesson to inform the teacher's pace & delivery.
- Regular low stakes assessment and self-review is an essential element of the schools approach to student directed learning, metacognition and self-improvement as it helps students retain and retrieve knowledge.
- All assessment is based on clear and specific criteria.
- A single set of grade criteria is used across all of the Trust schools.
- The assessment outcomes, grades and grade criteria are standard from Year 7 – 13 in order to support continuity of progression for students.
- The assessment system for the Trust is standard, however resources used within the curriculum in each school may differ according to the curriculum model / timetable of each school.
- Students are encouraged to take a high level of ownership over self-review and see both grades and feedback as essential checkpoints, helping them pace and plan their learning journey.
- Students receive a termly grade so that staff and students can measure progress and accustom students to retaining content and skills, carrying these forward

beyond the secure context of a lesson to apply in unfamiliar contexts or make links with new content.

- Two termly assessments per year are structured as formal exams. For Years 7-10 and 12 these are at the end of the Autumn Term and Summer terms. For Years 11 and 13 these are at the end of the Autumn and Spring terms.
- School exams are designed to closely replicate summative assessments in order to help students build experience and develop appropriate techniques.
- Key examinations are also used to allow individual students to make relatively accurate judgements about course/pathway choices at transition to GCSE in Year 10 and to post-16 courses.

Trust Assessment Systems

The Trust has a well-structured curriculum with integrated assessment. Organisationally, the curriculum is divided up into 4 sections referred to internally as quarters. Quarters 1 and 2 are subsumed into the Autumn term, Q3 referring to the Spring term and Q4 the Summer term.

Assessment expectations for each Quarter

Assessments in Q2 and Q4

- **Q2 and Q4** take the form of formal exams and should examine cumulative skill and content acquisition

Assessments in Q1 and Q3

- In Years 7 – 10 and 12, Q1 and Q3 are lighter touch (especially Q1) and do not need to be based on cumulative knowledge and skills, simply the work studied in that quarter.
- There should be no need for additional preparation for Q1 and Q3 aside from lesson level AfL and appropriate preparation tasks and lesson starters.
- In Years 11 and 13, whilst Q1 may be lighter touch, Q3 should be structured as formal exams and should examine cumulative skills and content acquisition (as in Q2 and Q4).

Expectations for teacher assessment at Q1 for years 7-9

- Q1 assessments will take the form of standardised assessments in Maths, English, Science and Languages (two skills only). In these subjects, there is no requirement for additional standardised assessments before Q1. Students prepare for assessments through strong lesson delivery and integrated retention and retrieval practice in high quality prep tasks.
- Q1 standardised assessments in Geography, History and RE. These may be done as homeworks or in class. They are graded and recorded on Go4Schools by the October half term and appear on the Q1 grade sheet.
- Art, Computing, Music and Drama – do not formally grade for Q1.
- The Q1 grade sheet sent home contains Q1 grades and effort grades for Maths, English, Science, Languages and Humanities.

Grading

The Trust uses a 9-step grading system, which aligns with GCSE grades in KS4. Each numerical grade is qualified with three levels – a very strong 4 is registered as 4+ and a weak 4 as 4-. Broadly, students are expected to make 2 sub levels of progress each year. End of year targets are therefore set and shared with each student in each of the facilitating subjects. In order to set consistent targets, all students sit CATs tests prior to entry as well as reading and spelling tests and these plus the primary school scores for English and Maths are used to set base line entry levels.

Each department has defined the grade descriptors, which inform each level, and these are used to set and grade formal assessments which take place four times per year

Current grades are awarded according to the assessment criteria/grade description for a task. In some cases, tasks may use some rather than all aspects of a grade descriptor. A student may therefore achieve a 'grade 7' in a formative assessment in Year 10 which focuses on one aspect of an assessment objective and later go on to achieve a 'grade 6' in a further assessment which focuses on a different aspect of the assessment objective which he/she finds more difficult.

On track indicator - students will also receive an 'on track indicator' with each termly grade sheet/report. Students are judged against an end of year target grade. In some subjects, where skills are developed over time, this may mean that a current grade is well below their target in an initial assessment. If over the course of the year a student is improving at the right rate to meet their end of year target they will receive an 'on track' mark. If there were concerns about the student making the required progress the report would show a 'not on track' mark.

Minimum expectations of number of Standardised Assessments (recorded on Go4Schools)

English, Maths, Science

Year	Autumn Term – Half Term 1		Autumn Term – Half Term 2		Spring Term		Summer Term	
		Q1		Q2		Q3		Q4
Year 7-9		Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades
Year 10	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades
Year 11	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades		

Modern Foreign Languages

All four skills are not assessed each quarter. (2) = 2 skills assessed, (4) = all 4 skills assessed.

Year	Autumn Term – Half Term 1		Autumn Term – Half Term 2		Spring Term		Summer Term	
		Q1		Q2		Q3		Q4
Year 7-9		Quarterly Assess. (2) Effort Grades	Standardised Assessment	Quarterly Assess. (4) Effort Grades	Standardised Assessment	Quarterly Assess. (2) Effort Grades	Standardised Assessment	Quarterly Assess. (4) Effort Grades
Year 10	Standardised Assessment	Quarterly Assess. (2) Effort Grades	Standardised Assessment	Quarterly Assess. (4) Effort Grades	Standardised Assessment	Quarterly Assess. (2) Effort Grades	Standardised Assessment	Quarterly Assess. (4) Effort Grades
Year 11	Standardised Assessment	Quarterly Assess. (2) Effort Grades	Standardised Assessment	Quarterly Assess. (4) Effort Grades	Standardised Assessment	Quarterly Assess. (4) Effort Grades		

Geography, History and Religious Education

The Q1 Standardised Assessment in Years 7-9 should be set and recorded on Go4Schools by, or shortly after, October half term.

At Twyford, RE is sat in Year 10 so follows the pattern of Year 10-11 in Years 9-10.

Year	Autumn Term – Half Term 1		Autumn Term – Half Term 2		Spring Term		Summer Term	
		Q1		Q2		Q3		Q4
Year 7-9		Quarterly Assessment Effort Grades		Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades
Year 10 <small>TWY RE: Year 9</small>		Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades
Year 11 <small>TWY RE: Year 10</small>	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades		

Electives and Options Subjects

The Q1 Standardised Assessment in Year 9 should be set and recorded on Go4Schools by, or shortly after, October half term.

Year	Autumn Term – Half Term 1		Autumn Term – Half Term 2		Spring Term		Summer Term	
		Q1		Q2		Q3		Q4
Year 7-8				Quarterly Assessment Effort Grades		Quarterly Assessment Effort Grades		Quarterly Assessment Effort Grades
Year 9		Standardised Assessment		Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades
Year 10		Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades
Year 11	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades		

All A Level subjects

The Sixth Form expectations for Standardised Assessment are no less than those for Year 11 – but are likely to be more frequent

Year	Autumn Term – Half Term 1		Autumn Term – Half Term 2		Spring Term		Summer Term	
		Q1		Q2		Q3		Q4
Year 12	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades
Year 13	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades	Standardised Assessment	Quarterly Assessment Effort Grades		

Curriculum Progression

Heads of Department have given careful consideration to the construction of the curriculum to ensure progression from Years 7 – 13.

From September 2016 students no longer arrive in Secondary school with KS2 data in its current form. Students will be given end of year number grade targets for each of the Years 7- 11. Students will aim to make two sub grades progress each year towards a GCSE number grade target. These GCSE targets will be based on prior attainment on entry. The chart below shows broadly what the expected progression towards GCSE number grades is currently.

	KS2 Entry grade	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Advanced +	118-120	6-	6+	7	8-	8+
Advanced	116-117	5+	6	7-	7+	8
	111-115	5	6-	6+	7	8-
	109-110	5-	5+	6	7-	7+
	107-108	4	5-	5+	6	7-
Higher	105-106	4-	4+	5	6-	6+
	103-104	3+	4	5-	5+	6
	102	3	4-	4+	5	6-
	100-101	3-	3+	4	5-	5+
	99	2+	3	4-	4+	5
	95-98	2-	2+	3	4-	4+
Core	92-94	1+	2-	2+	3	4-
	89-91	1	2-	2	3-	3+
Nurture	85-88	1-	1+	2	2+	3

Students who are at the top end of a grade boundary are clearly in a stronger position to achieve progression at this level and students at the lower end have more of a challenge to achieve the same progression rate.

In order to achieve consistent progression in grades it has been vital to achieve a consistent approach to both the curriculum and its assessment. The following principles apply to the curriculum design from Years 7-13. Although subjects differ in the nature of assessments – in all there are both **skills** to be acquired and **content** to be handled/learnt. The way these can be broken down for assessment purposes is captured in the Assessment objectives for that subject.

Where possible the assessment objectives are used through the entire subject from Year 7 – 13. Departmental Assessment Summaries will indicate the assessment objectives used in each case.

Years 7 – 9

The content within each subject has been designed to ensure that the core skills required by the assessment objectives are thoroughly taught in Years 7 - 8. This positions students strongly to embark on their GCSE courses. Year 9 is therefore used as a transition year to ensure skills acquired in Years 7 - 8 are fit for the demands of GCSE. Students are able to make informed GCSE choices based on their assessments in Year 9.

The content covered in Years 7 – 9 increases in complexity. In most subjects students are taught in sets and by Year 9 students will be handling GCSE content. They will have current grades recorded as the GCSE number grades. To access EBAC subjects in Year 10 students should aim to have achieved at least a grade 5- in Maths, English and Science at the end of Year 9.

Students will be made familiar with overarching assessment objectives and assessment criteria to achieve target grades within their lessons so that they can take ownership of the specific skill or area of content which they may need to improve upon.

Years 9 - 11

The curriculum delivery of GCSE courses is designed to allow students to mature in their skill acquisition while mastering the required content or knowledge. By using the Year 9 GCSE transition year skilfully, most subjects will complete the coverage of content between December and March of Year 11 in order to use the final half term/ term for recapitulation, revision and examination practice. From Year 10, shorter homework tasks will be taken from GCSE papers and graded accordingly as well as quarterly assessments. As mentioned above, these assessments have only partial coverage, but are graded using the GCSE criteria in order to give students a clear picture of how well they are currently doing against the GCSE standard. Comments made by teachers in marking or formal reports will indicate whether the grade represents good progress towards a student's final target or not. Formal exams in Year 11 are undertaken in December and March in order to maximise their preparation.

Years 12 and 13

A-Level courses follow a similar shape to GCSEs. Bridging materials (induction tasks) are made available in the summer term of Year 11 (after GCSEs) in order to ensure students have worked independently in preparation for the start of their A-Level programmes. At this level independent work habits are essential and students must have a very well developed understanding of the skills and content required to make good progress. It may often be the case that students are required to cover or review content outside of lessons in order to spend the quality lesson time on developing their skills/understanding concepts. As with GCSE, A level tasks set for students are likely to be taken from actual papers.

Whole school Summative Assessment points

Examinations at the Trust have been designed to prepare students for the style of summative assessment which they are likely to be tested by in the public exams at GCSE and A level. Students undertake 2 formal examinations per year. The first of these two assessments tests the work which has been undertaken by that point in the year, the

second is to test the whole year’s work. When students move into the second year of a course (KS3, GCSE or A level), assessments may also test material studied earlier on in the course. This is to practice the level of recall required in the public exams.

Exams take place as follows:

	Exam 1	Exam 2
Year 7	December: Covering Autumn Term content and skills	July: Covering work from the whole year
Year 8	December: Covering Autumn term content and skills	July: Covering work from the whole year
Year 9	December: Covering Autumn term content and skills	July: Covering work from the whole year
Year 10	December: Covering work to date on the GCSE course may include year 9 work	July: Covering work from the whole year, may include year 9 work
Year 11	December: Covering whole course to date	March: Covering whole course
Year 12	December: Covering whole course to date	July: Covering work from the whole year
Year 13	December: Covering whole course to date, will include year 12 work	March: Covering whole course

Formative Assessment

The delivery of the curriculum in all subjects allows for a range of assessment activities – from monitoring class discussions to marking exam questions.

All subjects have identified a number of standardised assessments per half term according to their timetable allocation, **which** ensure that common expectations are being set between the teachers in any one department. Marks for these assessments are maintained on the central school database (Go4Schools). Teachers will always mark these assessments and students will respond to the marking to be sure they have fully understood what they need to do to improve. Other, shorter, written tasks or exercises will be set for class or homework to reinforce the learning, which has taken place. These may be marked using peer or self-assessment (see whole school marking policy)

Self-Assessment

All students are expected to be able to undertake effective self-assessment based on the clear understanding of the course structure, assessment objectives and grade criteria, which they gain in class.

Students log their grades and note their areas for improvement on assessment trackers in their subject books.

Self-assessments will be reviewed by teachers regularly to ensure they are realistic and accurate. Students also undertake a termly self-review during tutor time which allows them to look at their progress across all subjects.

Assessment for Learning

The following systems are consistently used in all lessons:

- All lessons have differentiated outcomes which make simple reference to the assessment criteria by which the teacher will judge whether the lesson has been effective
- All students will be accustomed to reviewing their work and the work of others using consistent systems (highlighting strengths.... Green pen marking & commenting on EBIs etc.)
- All classrooms display the key criteria in simple form
- All teachers model answers of the expected standard

All teachers utilise strategies to ensure they can assess whole class progress rapidly & target support within lessons (e.g. mini whiteboards).

All students are able to explain the layout of their exercise books to show where they have covered content which requires revising and where they have practiced skills.

Additional tools which are regularly used in low-stakes assessment are:

- Mini whiteboards
- Green pens (used to distinguish student self-marking /correction from that of the teacher
- Visualisers
- Randomisers
- Visualisers
- Timers

Low-stakes assessment to support effective retention and retrieval

To ensure that pupils retain knowledge and skills in long-term memory departments use their schemes of learning to ensure low-stakes assessment opportunities allow pupils to regularly retrieve and therefore retain skills and knowledge. Examples of low-stakes retention and retrieval opportunities in lessons are multiple choice questions, use on mini-WBs to assess prior knowledge, quizzes, deconstructing model answers, opportunities to practice skills against criteria, live modelling, questioning to connect new knowledge/skills with previous schema of learning, etc.

Excellent lesson prep will particularly support learners to **retain** and **retrieve** information therefore strengthening long-term memory.

High-impact lesson prep will:	Less meaningful lesson prep will:
<ul style="list-style-type: none"> • Be precisely supporting a particular learning intention/assessment objective 	<ul style="list-style-type: none"> • Be vaguely linked to the learning intention/assessment objective
<ul style="list-style-type: none"> • Have clear success criteria incisive to enable simple assessment by pupil/peer/teacher 	<ul style="list-style-type: none"> • Lack clear criteria for success making assessment difficult to learn from
<ul style="list-style-type: none"> • Give a student/teacher rapid and precise feedback on progress made 	<ul style="list-style-type: none"> • Not inform students or teacher of progress made rapidly or precisely
<ul style="list-style-type: none"> • Support review of the lesson's work <i>or</i> preparation for the next lesson 	<ul style="list-style-type: none"> • Neither review material effectively nor prepare clearly for the following lesson's learning
<ul style="list-style-type: none"> • Not necessarily be a 'closed' task but if 'open-ended' must have clear criteria 	<ul style="list-style-type: none"> • Give loose, open-ended instructions such as 'research' or 'find 3 facts' or 'revise'
<ul style="list-style-type: none"> • Interleaves testing of knowledge/skills from a range of units of study 	<ul style="list-style-type: none"> • Never challenges students to retrieve information from previous units of study
<ul style="list-style-type: none"> • Direct specific revision tasks with clear criteria for success 	<ul style="list-style-type: none"> • Give general instructions to 'revise' which are open-ended and not effectively checked
<ul style="list-style-type: none"> • Focus on the cognitive impact of the task (how hard and what pupils will have to think about) 	<ul style="list-style-type: none"> • Sets a task without considering what it will make pupils think about
<ul style="list-style-type: none"> • Take no more than 15 minutes 	<ul style="list-style-type: none"> • Be overly ambitious for 15 minutes of work

Quarterly assessment grades

There are 4 points in the year where grades are reported to parents

	Q1 October ½ term	Q2 End of Autumn term (Dec/Jan)	Q3 End of Spring term	Q4 End of Summer term
Year 7 - 10 Students awarded a current working level grade 9- 1	Based on internal standardised assessments and setting tests	Based on December assessment week Results (covering all work to date)	Based on standardised assessments/ tests taken in the spring term	Based on summer assessment week Results (covering work from the whole course to date)
Year 11 Students awarded a current working level grade 9- 1	Based on internal standardised assessments and setting tests	Based on December assessment week Results (covering all work to date)	Based on march assessment week results. (covering all work to date)	<i>Public examinations</i>
Year 12 Students awarded a current working grade A*- E	Based on internal standardised assessments and setting tests	Based on December assessment week Results (covering all work to date)	Based on standardised assessments/ tests taken in the spring term	Based on summer assessment week Results (covering work from the whole course to date)

	Q1 October ½ term	Q2 End of Autumn term (Dec/Jan)	Q3 End of Spring term	Q4 End of Summer term
Year 13 Students awarded a current working grade A* - E	Based on internal standardised assessments and setting tests	Based on December assessment week Results (covering all work to date)	Based on Feb/March assessment week results. (covering all work to date)	<i>Public examinations</i>

Approach to Feedback and Marking

Aims

- To establish a consistent approach to the way students receive feedback
- To ensure students receive feedback which supports their progress, builds learning, addresses misunderstandings, and enables them make further improvement.
- To ensure all students have regular feedback to help them achieve their full academic potential.

Rationale

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. Twyford Trust recognises that critical assessment of students' work is a central function in the feedback process. Feedback is most effective when the student knows:

- The purpose of the task
- The criteria by which it is being assessed
- How far they have achieved this
- How to move closer towards their goal of learning

Feedback - self and peer

The majority of written feedback on classwork (i.e. not QAs and SAH) should come from students (self and peer assessment). This increases a student's ability to know and understand their progress, identify clearly strengths and weaknesses, and engage with the support they need to develop and improve (it also ensures that feedback is manageable for the teacher). Self and peer assessment can only take place effectively if:

- Success criteria have been clearly articulated and understood by the students
- Feedback is **diagnostic and formative**, e.g. in the form of WWW (what went well) and EBI (even better if)
- The WWW/EBI comments are **specific** – e.g. 'You have accurate evidence in a PEEL paragraph', not 'you have written a good paragraph'
- All WWW/EBI written by the student takes place in **green pen** so it is clear to the students and teacher.

Providing regular opportunities for feedback is the responsibility of all teachers. The form of feedback may vary depending on the type of task the feedback is being given on:

1. in-class activities
2. a prep task
3. an assessed homework task
4. a formal quarterly assessment

Some feedback will be oral. However, written assessment of work should take place in some form in every lesson. It should be colour coded in the following way:

- Student self- or peer-assessment or correction should be in green pen
- Teacher written feedback or correction should be in red pen

1. Feedback on in-class activities

There are a range of feedback techniques teachers can use every lesson which allow rapid diagnostic feedback for students on new learning they are developing in class.

- Mini-whiteboard tasks to check for understanding
- Targeted questioning to elicit and tackle misconceptions or lack of knowledge
- Live marking (teacher circulates with a red pen in their hand to correct and give feedback mid-task)
- Individual student marking (using a green pen)
- Peer assessment making use of clear criteria and exemplification (using a green pen)
- Use of visualisers to showcase and unpick students' written work and explore model answers

The lesson may need to be adapted if assessment of students' work indicates that there are misconceptions or gaps in understanding that need to be addressed immediately.

2. Feedback on a prep task

Every lesson must include a review of the previous lesson's prep task. In almost all cases this should be within the first 10 minutes of the lesson.

Before giving feedback, teachers should check that all students have completed the task.

Feedback could be given in one of the following ways:

- Quick quizzing using mini-whiteboards
- Model answers shared and students self-assess in green pen
- Students self-assess using clear criteria and exemplification (using a green pen)
- Students swap work and peer assess using clear criteria and exemplification (using a green pen)

The lesson may need to be adapted if assessment of students' work indicates that there are misconceptions or gaps in understanding that need to be addressed immediately.

3. Feedback on an assessed homework task

Assessed homeworks are set and marked in line with the department assessment calendar. They should be marked in line with the written feedback guidance below. A follow up lesson to an assessed homework should include:

- Time for the student to respond to their feedback – (see student response guidance below)
- Time for the teacher to immediately address any significant misconceptions/errors in students' understanding
- A follow up task/ prep that allows students to build on the feedback given

4. Feedback on a Quarterly Assessment

Quarterly assessments are set four times a year. They should be marked in line with the written feedback guidance below. A follow up lesson to a Quarterly Assessment should include

- Time for the student to respond to their feedback – (see student response guidance below)
- Time for the teacher to immediately address any significant misconceptions/errors in students understanding
- A follow up task or prep that allows students to build on the feedback given
- Time for students to update their progress tracker at the front of their books

Written Feedback by teachers

All Quarterly Assessments and standardised assessed homework tasks must have detailed and clear marking that enables students to act on the feedback and improve. Practical, project-based subjects also need to have regular marking, even if a whole project may extend over a period of time.

Teacher feedback and marking should:

- Be done using red pen so it is clear to students and not confused with peer/self-assessment
- Give a mark/grade
- be marked using the marking criteria of the examinations when they the work is a practice/mock exam
- Identify strengths of the piece of work. Marking should be as encouraging and positive as possible (e.g. what went well –WWW)
- Give improvements that can be used to raise attainment (e.g. Even better if EBI, or question prompting a student response)

Teachers should

- utilise standard codes across all subject areas including literacy across the curriculum. (see detailed guidance at the end of the appendices)
- correct important and significant errors, including the spellings of subject specific key words.
- identify late or copied work
- record SAH and Quarterly Assessment marks on the Go 4 Schools electronic mark book
- return work promptly to students
- ensure that students understand marking systems, both the criteria for marking as well the comments and grades or marks awarded
- ensure that students respond to the feedback (see *student responses to feedback* below)

Student response to written feedback

Feedback is only meaningful if the student receiving it acts on it. Lesson time or lesson prep time must be given to enable the following feedback routines to take place effectively.

Each student will:

- **Respond to** the peer/teacher feedback comments on a piece of work
- All written responses which students make to feedback will be in **green pen**
- Record grades and marks for key assessed pieces of work

Teachers will:

- **check the students' comments** and comment on them where needed, e.g. if the peer/self-assessment needs to be steered towards the correct diagnosis of WWW/EBI

Feedback and marking: Roles and Responsibilities

Role	Responsibility
Teacher	<p>Ensure work is marked according to the SAH and QA schedule laid out in the Dept handbook and school assessment calendar</p> <p>Provide students with feedback which supports them to make further improvement, builds learning, and addresses misunderstandings</p> <p>Ensure that students are provided time to consider and respond to the feedback they receive</p> <p>Ensure that students record their progress in their student tracker at the front of their books</p> <p>Ensure that students have the target level or grade clearly on display on the front inside cover of their exercise book.</p> <p>Share good practice in Feedback in meetings</p>
Heads of Department	<p>Ensure a common department approach to marking and providing feedback is understood and in place within the department.</p> <p>Establish a coherent and consistent approach to identifying learning milestones and key tasks to be marked and fed back in detail</p> <p>Plan and create regular opportunities to moderate key assessment activities to ensure consistency and quality of feedback</p> <p>Student progress trackers are provided to be stuck in the front of exercise books</p>
Teaching Assistants	<p>Be aware of feedback provided by teachers in order to guide any students they are working with in the class.</p>
Leadership Team	<p>Design a school feedback policy that prioritises and exemplifies the principles of effective feedback</p> <p>Monitor and evaluate the effectiveness of the feedback policy through work scrutiny and lesson sampling (learning looks)</p>
Students	<p>Under guidance from teachers, mark their own or another students work using green pen</p> <p>Read comments by teachers</p> <p>Respond positively to comments written by teachers</p> <p>When advised, self-assess work using criteria</p> <p>Write the target grade and record progress in student tracker at the front of exercise book.</p> <p>Put the best effort into all work and ensure book work is neatly presented</p> <p>Catch up on work after absence</p>
Parents	<p>To read through the comments written by teachers regularly</p> <p>To support the school in checking that students are organising their book work.</p>
Governors	<p>To be aware of the school approach to feedback</p> <p>To listen to feedback on the effectiveness of the feedback policy</p> <p>On visits to schools, sample work and feedback as appropriate</p>