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WEST LANCASHIRE COMMUNITY HIGH SCHOOL

KEY STAGE 3 FEEDBACK AND ASSESSMENT POLICY

**KS3 FEEDBACK AND ASSESSMENT POLICY**

**The School's Vision and Values**

**Our vision**

* To ensure that all our students receive the highest quality of education, achieving the very best that they can in a supportive and vibrant school community.
* West Lancashire Community High School is a place of high expectations where everyone is challenged and supported to flourish and fulfil their aspirations.

**Our mission**

* The highest quality of teaching and learning experiences for all students
* A curriculum that meets the needs and aspirations of all students
* The highest standard of care, support, and guidance to allow every student to achieve success

**Our values**

* **Respect**

We are proud of ourselves and our school. We treat all people with respect and in a way that we wish to be treated ourselves

* **Achieve**

Develop each child’s academic learning capacity to the optimum in line with the National Curriculum.

* **Success**

Give each child the opportunity to transfer their learning to everyday life and events to prepare them for community living.

* **Friendship**

Develop a child’s capacity to have relationships with peers and adults, showing empathy, co-operation, care, and respect for others.

Key Stage Three is the ‘Gateway to West Lancashire Community High School’. It is the starting point of their secondary learning journey and provides the foundation for all to come in Key Stage 4 and 5. Each learner will engage in high quality teaching and learning to allow them to thrive and grow as individuals and unique learners and reach their potential and aspirations. This policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF). Research into practice shows that feedback is effective when:

* It re-directs or re-focuses either the teacher’s or the learner’s actions to achieve a goal.
* It is specific, accurate and clear.
* It encourages and supports further effort.
* It provides specific guidance on how to improve and not just tell children when they are right or wrong.
* Effort and resilience are reinforced by feedback.

***Our Feedback Policy has these core principles:***

* The sole purpose of feedback is to further pupils’ learning.
* Feedback is given as close as possible to the learning episode, preferably in the lesson or in the following day’s feedback session.
* Timely feedback is more powerful than that of a later date.
* Feedback is provided both to pupils and to teachers as part of the assessment process in the classroom and takes many forms.
* Feedback is part of West Lancashire Community High School’s Key Stage 3 assessment process which aims to provide the most appropriate level of challenge in lessons, allowing pupils to make good progress.
* All pupils’ work should be reviewed by teachers at the earliest opportunity so that it will impact on future learning. This should be acknowledged individually, whole class and evidenced through books.

**OBJECTIVES OF FEEDBACK AND ASSESSMENT**

* To monitor, evaluate and review learners’ current stages of progress, and identify their next steps for progress and improvement.
* To give learners accurate feedback on their progress and achievement.
* To promote a positive self-image for learners, in accordance with the school aims, and, through this, encourage them to value and take pride in their work.
* To celebrate and reward learners’ achievement and progress.
* To agree and set appropriate challenges that lead to improvement.
* To standardise the marking procedures used across Key Stage 3.
* To enable learners to self-evaluate their work and take responsibility for their own targets.
* To provide evidence for assessment, recording and reporting.

***What types of feedback do we expect at West Lancashire Community High School?***

|  |  |  |
| --- | --- | --- |
| **Type of Feedback** | **What it looks like** | **Evidence (for observers)** |
| **Immediate** | Verbal from teacher, TA, peers  Gestural, high fives, fist bumps etc  Think About’s/marking codes in books  Awarding coins for effort and Key Stage expectations.  Class talks around new learning/success outcomes  Q&A and response feedbacks  Peer contributions. | High quality questioning from teacher, TA  In session dynamic feedback  Pupil demonstration of concept or skill |
| **Summary** | Takes place at the end of a lesson, activity, or unit  Can involve groups or whole class  Provides the opportunity to evaluate learning in the lesson  May take the form of self or peer assessment against success criteria  End of unit assessments with immediate verbal feedback  Will inform teachers, TAs, and pupils of next steps in learning  Informs future planning.  Students begin to take control of misconceptions by revisiting errors. | Lesson drop-ins, observations, learning walks  Self/peer assessment in books/verbal  feedback symbols in workbooks  Revisited Amber work/ |
| **Red and Amber Reviews** | Takes place away from the point of teaching  Involve teachers looking at books and identifying strengths, basic errors, presentation issues and common misconceptions.  Informs a whole class feedback session at the start of each lesson.  Provides opportunities for the teacher to assess understanding/skills gained  Leads to adaptations of future lessons  Can lead to new targets set for pupils  Can result in a task for the pupil to respond to in the next lesson  Learning Conversations in designated time Setting homework linked to next steps | Acknowledgement of work completed (ticks)  Verbal feedback acted upon by children  Adaptation to teaching sequence when compared to planning  Annotations on plans with changes  Moving pupils to new groups |

**FEEDBACK/ASSESSMENT STRATEGIES**

Assessment for Learning (AfL) provides the backbone for feedback in Key Stage 3 and runs alongside high-quality planning for learning journeys and high-quality teaching within the classroom. Knowing where the student is now, where we want them to go and how to get there are the fundamental principles for effective feedback in classrooms.

**FORMATIVE ASSESSMENT IN THE CLASSROOM**

**Individual Feedback**

* High praise of effort, achievements, and success for all. (High fives, verbal feedback, thumbs up etc)
* ‘Think About’ – Students should be given something to strive for or focus on. The wording of think about removes immediate time constraints and acts as a point of reference for assessment and review.
* Basic skill errors e.g., capital letters, times tables- these errors are not linked to the specific ‘New Learning.’
* Marking in students’ books will be kept to a minimum with only RAG rating (in the top corner of the page), Think About and support indicators used. Gold stars will be used to indicate exceptional progress where the student has touched on outcomes from the next stage of learning.
* Stamps and stickers can be used to offer immediate praise.
* Re-visits will take place where corrected misconceptions can be re-assessed by RAG rating in the bottom corner.

**Whole Class Feedback**

An example of the structure of a feedback session is as follows:

* Work to praise/share where teachers will spend time sharing good work and discussing why it has been a good example.
* Basic skill errors- any basic skill errors that have been common (e.g., a spelling rule) should be recapped, practised and then the children are given an opportunity to edit this in their books where appropriate.
* Common misconceptions - Specific feedback based around the previous ‘New learning’ is given, an example is modelled and then the children given the opportunity to check they have been successful in their work or to edit.
* Where possible mid-lesson oral feedback should be given to provide on-going assessment of learning
* Dedicated time across a unit of learning is also set aside for Learning Conversations between teachers and pupils.
* Students should always participate in this process so that there is a shared perspective on feedback and marking, and target setting.
* Immediate verbal feedback is the most effective methodology. Markings in books will support the summative assessment process at the end of unit.
* All pupils will be involved in peer assessment at an appropriate level.

**SUMMATIVE ASSESSMENT PROCESSES**

**Moderated Work/End of Unit Assessments.**

* At the end of subject learning journey’s formative assessment RAG’s (Red, Amber, Green) are collated.
* Some work will be marked deeper for assessment and moderation purposes to ensure quality of teaching and learning is in line with planning.
* All assessments are given back to subject leads.
* Subject leads use information to further develop teaching and learning in their subject areas to ensure misconceptions and gaps are covered within the Long-Term Planning of their respective subjects.
* All summative assessments inform future teaching and learning.

Feedback and assessment in Key Stage 3 forms a cycle of improvement in teaching and learning ensuring that we are constantly monitoring and updating our planning to reflect the learning needs of our students.

**OUTCOMES**

* Marking and feedback will be carried out professionally and learners will benefit from its high quality.
* Marks in books will be based on the formative assessment and feedback given in the classroom and will support classroom teams to complete summative assessments for subjects at the end of term.
* It will be used to encourage and celebrate learners’ achievement and progress. It will be used to underpin clear and accurate feedback to learners and parents.
* The KS3 Feedback Policy will be reviewed on a regular basis by all staff to ensure that it is effective and workable.
* The marking policy will be monitored through work scrutiny, lesson observations and feedback book monitoring.

**SUPPORTING MATERIALS**

***Graphical user interface, application

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***Graphical user interface, application, Word

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***Prompting and Types of Prompts***

Types of prompts are important as they will assist in the assessment and measure of progress. In order to standardise the vocabulary and ensure consistency, if you are recording support methodology, please used the following.

|  |  |  |
| --- | --- | --- |
| **Code** | **Full Heading** | **Explanation** |
| VP | ***Verbal Prompt*** | Any form of modelling or scaffolding being used during independent tasks.  Any form of verbal guidance to think about next steps or verbal sequencing. |
| VS | ***Visual Support Prompts*** | Any form of reference materials that support independence from adult support. |
| GP | ***Gestural Prompts*** | Any hand gestures or non-v verbal prompts that lead to the students complete a set tasks or sequence of learning steps. |
| PH | ***Physical Prompts*** | Any form of hand over hand for writing or practical tasks. Any form of hand guides, especially for communication. |

***Example of annotated work***

**RAG the work based on the outcome of the session based on the visual prompts in the classroom. Use the stars to indicate the level of support as per the guidance in the appendices.**

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**Think About should relate to a misconception or setting a challenge to apply the knowledge and skill further.**

**Acknowledge success through symbols such as ticks. DO NOT use crosses. Use a (?) Question Mark as this will relate to Think Abouts.**



**Think About? Write 2 examples of your own sentences using a coordinating conjunction.**

