



## Whole school assessment and feedback procedures September 2024

### Intent

- To ensure consistent feedback opportunities across all lessons so that all students make further progress, increase knowledge and develop skills through their responses.
- To ensure our assessment and feedback procedures allow for a flexible approach so that a range of needs can be met effectively.
- To ensure our policy is research informed by drawing on the EEF's guide [‘Teacher Feedback to Improve Pupil Learning’ 2021](#).
- To ensure **manageable, realistic practices** for teachers that recognise the potential inefficiencies of ‘over marking’. To do this we have drawn on the [NEU's Checklist for Marking Policies 2021](#)

### Types of Assessment

Assessment will be present in many forms throughout each phase of the SWR lesson. Broadly speaking, there are 3 key types of teacher assessment however these are not necessarily distinct from one another.

1. **Diagnostic Assessment**- This is the most common assessment used and allows teachers to identify where students are with their learning at any given point in a lesson. There are likely to be several phases of diagnostic assessment throughout a single lesson, whether in the REVIEW of prior learning or The EXPLORE phase of learning. Much of this will be tied to the ‘Big Question’ that is being explored and it could take the form of low stakes quizzing on prior learning, mini whiteboard activities, live marking, group or whole class discussions. Feedback from this type of assessment is likely to be verbal (See Types of Feedback below) and lessons will often be adapted dependent on the findings from such activities.

In addition to regular, ongoing diagnostic assessment, Subjects have identified key ‘formal assessment’ pieces for each unit in their Schemes of learning and these can be found in their Curriculum Maps. Every subject has at least 1 key assessment per unit of work. These will likely be;

2. **Formative Assessment** – This type of assessment is used to inform the students how well they are doing and what they need to do to improve further and is an essential tenet of the REVIEW phase of the SWR lesson.
  - a. Each assessment has a clear set of success criteria that the students will be assessed against and this is shared with students prior to the assessment.
  - b. Following the assessment, students will be given next steps to focus on and there may be a period of teacher input (I explore) to address any gaps in knowledge or model any skills that need developing.
  - c. It is likely that prior to a formal assessment, students will have completed a smaller, ‘practice task’ and received formative feedback on this to support their final assessment.
3. **Summative Assessment**- End of unit tests and exams provide ‘final’ outcomes for students. However, wherever possible, these outcomes are used to further inform next steps and are revisited over time to allow students to reflect on their progress.

### Peer and Self-Assessment

Alongside teacher assessment, students will regularly engage in Peer Assessment and Self-Assessment and for some assessed tasks, this will replace teacher feedback altogether. Peer and Self-Assessment help to develop metacognition and self regulation, skills that have been identified to significantly increase the progress made by students. [EEF ‘Metacognition and Self-Regulated Learning’ 2021](#)

- Teachers will model effective assessment of work during the ‘I explore’ phase in lessons before students engage in Peer and Self-assessment in the ‘We Explore’ and ‘You Explore’ phases. This will ensure student feedback and assessment is meaningful and impactful.

### Feedback

#### Types of Feedback

Students will regularly receive feedback on their learning, and this will take many forms

- **Verbal**: student, group of students or whole class will be given instruction on how to improve. Teachers will not write in student books at this point but students will make a note of key points IN GREEN so they can easily refer to them at a later date.
- **Whole Class Written Feedback**: For identified pieces, teachers will provide feedback linked to assessment criteria and provide next steps that need to be covered to improve further.
  - Teachers will use whole class feedback sheets to provide an overview of strengths and areas for development and direct individual students to the next steps most appropriate to them.
- **Individual Written Feedback**: It may be appropriate for teachers to provide written feedback individually to students, but this is not expected to be the norm.
  - Written feedback will be concise and where possible coded to minimise the need for lengthy instructions.
- So that **teacher feedback is easily identifiable, teachers will write in Red/ Pink Pen or use Pink paper**

- Teachers may also use a highlighter to highlight specific parts of a student's work that needs improving.
- **Live Feedback** : For some tasks, teachers may provide individual written or verbal feedback as a student carries out a piece of work. The focus of this will be putting a student back on track or challenging them to aim higher.
  - Teachers will write in red so that it is easily distinguishable from the students' work.
  - Written feedback will be concise and where possible coded to minimise the need for lengthy instructions.
- **Lesson based**: Feedback may also take the form of lesson planning; if assessment shows a whole class area of weakness or misconception then the class teacher may choose to adjust their lesson planning because of this.
- **Peer or Self formulated**: Self- reflection of their own and other's work is a crucial skill for any learner. As such teachers will regularly facilitate Peer and Self-Assessment to ensure students are able to identify strengths and weaknesses in their work and more importantly act on these.
  - When self/ Peer assessing, students will write in Green so that it is easily distinguishable from Teacher feedback. They will make it clear this is Peer or Self Assessed by adding a PA/SA to the margin.
  - Students will mirror the feedback given by teachers by referring to 'Next steps' when assessing their own or a peer's work and providing feedback.

### Implementation

**Frequency** - Students will regularly receive feedback in the lead up to a key assessed piece using a combination of the approaches outlined above.

- Students will receive at least one piece of written formative feedback from their teacher per unit of work following a key assessed piece.
- The key pieces for this will be identified in each Subject's curriculum Maps.
- The pieces identified in the schemes of learning must be marked by teachers to ensure consistency between classes. No other pieces are expected to be marked but there may be occasions when a teacher feels additional marking is needed – for example to assess whether an identified gap has successfully been closed.

**Location of Feedback** – Most subjects will use an exercise book as a record of all learning and both feedback and student responses will be evident in these. Some subjects use folders or a combination of the two and in these subjects, teachers will ensure students are clear on where their feedback is so they can refer to it over time.

#### **Format of written Feedback – NEXT STEPS:**

- Teacher feedback following a key assessed piece will take on a range of forms and departments will decide on the best approach to provide effective, clear next steps for students. Common approaches will be whole class feedback sheets or coded marking. (See appendix for examples)
- Any written comments in books from teachers will be concise and codes may be used to minimise the need for lengthy explanations.
- Students should be informed of What they've done well but the focus should be on further improvements.
- **The phrase 'NEXT STEPS' will be used to ensure there is a focus on moving forwards** when providing feedback. It is intentionally phrased as an action for the students to carry out to ensure that engaging with and capitalising on feedback is not seen as optional. This could be a short-term Next step E.g. 'Next steps- Focus on your explanation of... and look to develop it by adding...' or one that requires development over time 'Look to develop your use of ... as we move through this unit and demonstrate your progress in your final piece.'
- Teacher feedback will be linked to clearly communicated success criteria that is consistent across all classes for that assessment (Phrases like 'Try harder' will only be used in conjunction with precise next steps)
- Teacher feedback will be adaptive to the needs of each learner to ensure each student is being suitably challenged and supported. For example, it may be necessary to provide further worked examples for some students whilst for others it may be appropriate to challenge them to respond without this extra support.

**Student Response to Feedback- GREEN PEN** – Students are expected to act on all feedback given so that they make further progress. This includes feedback from peer and self-assessment.

- Following feedback (Both written and verbal), students will be given time to respond and act on their NEXT STEPS – this may not be immediately after assessed work is returned as it may require further teaching for a student to demonstrate their improvements.
- Any student response to feedback – for example redrafting or adding to a response, will be completed in GREEN PEN. It may be appropriate for students to highlight or underline specific parts of their Green pen work to identify exactly where they have addressed the previous feedback.
- Green pen responses will focus on improving and moving forwards and should move beyond simply ticking or crossing out answers wherever possible. Whilst there are times when students self- marking is useful, they will be given frequent opportunities to show what they have learnt from this self- assessment.

- Students will use the same format to respond to any Peer/ Self-Assessment that occurs to reinforce the value of such practices.
- Where appropriate, students will revisit previous Next steps over time to ensure that the improvements they make are sustained. Having teacher feedback in red/ pink will allow them to look back through previous feedback easily.

**Acknowledgement and closing the assessment loop** - Following student responses to feedback, the teacher should acknowledge that the Next Step has been attempted to the teacher's satisfaction. This acknowledgement will probably be verbal but could be written or delivered at a whole class level.

- **The work is not being marked a second time, nor is this an indication that the response is totally correct**, merely that the student has given an appropriate degree of effort and time to the Next Step tasks.
- If a student has not responded appropriate to their Next Steps, the student should be asked to spend more time on their Green Pen response.
- Ongoing Teacher Assessment at this point will shape future lessons to address any ongoing misconceptions and areas of weakness as appropriate.

**Monitoring of Books/ Folders** – Whilst only key pieces should be formally assessed, teachers will monitor books for literacy errors, levels of engagement and pride in work. Teachers are encouraged to do this whilst circulating the classroom wherever possible. Areas of concern will be addressed either with the individual verbally or during whole class feedback.

#### **A note on practical/ creative subjects:**

For some subjects, practices such as green pen responses may not be appropriate. In these instances, evidence of students responding effectively to feedback will come from lesson drop ins and pupil voice. Teachers of these subjects will make it clear to their classes how feedback is given and how they are expected to respond.

### **Impact**

The impact of the effectiveness of this Assessment and Feedback policy will be monitored in several ways:

- 1. Lesson Drop in** – The observer will be able to see verbal and written feedback happening in lessons, peer and self-assessment will also be present and time to respond to feedback should be present.
- 2. Book Looks**– Books will be looked at as part of lesson drop ins but also in regular whole school book looks. These should show Feedback being given as outlined above and students responding to feedback (teacher, peer and self) regularly.
- 3. Pupil voice** – Students will recognise and understand the rationale behind this policy and although they might not necessarily recognise every piece of feedback they should understand that they are part of the process. Students will be able to articulate their learning journey, what they are doing well and the next steps for them to make further progress.
- 4. Data analysis** – Data analysis will be used to feed into all of the above and will be used to moderate target setting and assigning Individual Projection grades or Pathways.
- 5. Staff wellbeing** – Assessment and feedback must not create an unnecessary burden on teaching staff. Staff voice should not indicate assessment and feedback to be a cause or unnecessary workload and if this is the case we will look to adapt our procedures accordingly.

### **A summary of the key principals**

- Assessment and feedback will be happening regularly across all lessons in a range of ways- it is crucial we make this explicit to students, so they listen and act on it.
- Written feedback: Once per unit minimum- all assessed pieces to be agreed in department and consistent across classes.
- Clear criteria
- Whole Class feedback/ Use of highlighted criteria grids to keep teacher workload to a minimum and ensure next steps are immediately clear to students.
- No expectation to mark all work in books.
- Red/ Pink for Teachers
- Term 'NEXT STEPS' to be used when providing feedback.
- More Green than Red- students should be regularly responding to all manner of feedback, not just written feedback.

- Green Pen responses from students- not just corrections but attempts at moving their learning on by practicing/redrafting.
- Revisiting of previous next steps over time if appropriate (Linked to key concepts)