

Updated Feedback and Assessment policy - June 2022

NGHS and DSFC recognise that:

- Effective assessment is an ongoing process and has a significant positive impact on student learning ([+0.77 on Hattie's effect size index - 52nd out of 252](#))
- It is neither possible nor useful to mark every piece of work in the same way
- Students need to do something with Feedback for it to be effective.
- Peer assessment and self-evaluation are valuable techniques and, if used effectively, can make a considerable contribution to learning

Feedback: General Principles

The following principles of effective feedback, [taken from research by the EEF](#), should underpin our approach to feedback and assessment: -

- The timing of feedback should be considered carefully, and feedback should focus on moving learning forward
- From the start of a learning task students need to be clear about the type of feedback they will receive and how it will be used to improve their learning.
- Written and verbal feedback are both effective approaches to providing feedback. Careful consideration should be given to when and how each is used.
- Dedicated time for acting on feedback must be built into lessons. This is where students are given time to read comments/ feedback and respond in some way to the feedback.
- Marking less, but making marking higher quality when completed, has a higher impact on students progress and development.

Key Terms: -

Feedback – any form of information that students receive regarding their learning and their work

Formative Assessment - monitoring of student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning

Summative Assessment - evaluating student learning at the end of an instructional unit by comparing it against some standard or benchmark

Feedback: Implementation:-

As our Learning Cycle states, feedback is not always teacher marking. There are lots of different Feedback and Assessment strategies, and choosing the most appropriate approach is an important decision.

Assessment and feedback approaches may include: -

- Assessing against external criteria
- Internal tests or examinations as a checkpoint in the course
- Whole class feedback
- Initial marking of drafts
- High challenge, low stake quizzes
- Skim marking (to check for completion and acknowledge effort)

Feedback will often fall into one of two categories: -

Feedback = students are given advice on how to improve a piece of work they have already completed. They use the comments to improve the work.

Feedforward = students use comments about previous work to plan how to complete a future (similar) task to a higher standard. Also can be used to describe Formative Assessment.

A common approach to Feedback and Assessment.

Each subject area will have its own Assessment and Feedback policy, which is based on research and best practice in the subject area. As students benefit from a consistent approach, every subject will incorporate the following practices: -

- All assessment by the teacher will be undertaken using a blue/black pen or pencil.
- Students self-assess and respond to feedback in green pen. Peer assessment is also in purple.
- Teachers should use their Verbal Feedback stamp to indicate where verbal feedback has been given. Students should write a brief summary of the feedback next to the stamp, and there should be evidence of students responding to this feedback.
- Teachers will ensure that a dedicated time for responding to Feedback is built into lessons. Where Feedforward advice has been given, time should be given at the start of a new task to reflect on the advice they need to use.
- In a situation where most of the class has performed poorly in a particular question or assessed task, it is important to provide time to re-teach this information in a different/more appropriate way
- To support students' literacy needs, teachers will ensure that key language errors are addressed.
- Use of the whole-school merit system to acknowledge achievement/progress.

Tracking Progress - students and teachers

Each subject will have a tracking sheet in place which records summative progress data from standardised assessments across each key stage, as well as any other key progress data (eg KPI progress in KS3).

Subjects who use online programmes for students to complete work (eg Seneca/GCSEPod, subject-specific sites) should download student progress data from the programme at agreed points in the year as a record of progress.

Progress in KS3 is measured against subject KPIs, which need to be in books or folders to allow students to refer to them regularly. All progress at KS4/5 is quoted in terms of grades; GCSE 9-1, A level A*-E, BTEC & OCR Technicals Dist-Merit-Pass.

Students need to have a place in their books/folders/ that allows them to keep track of their key assessment results (KS4/5) or KPIs (KS3). Students should be given regular opportunities to update their tracker so that they are able to explain the progress they have made and what their Next Steps are.

Further Guidance:

- **High challenge, low stake quizzes**

Quizzes are a good way of recapping learning and drawing out strengths and target areas for groups and individual students. By making them low stakes, students are more likely to engage and be motivated to participate. The challenge comes in the questions themselves, which could include recall, interleaving and addressing common misconceptions. Feedback could include an overall score, as well as questions or topics that need re-visiting- either for individual students or groups. Online Learning Platforms

- **Written comments/advice:**

The key reasons for offering written feedback/advice are to encourage students to reflect on their learning and to advise on next steps or improvement. The target audience for written feedback is the learner. Written feedback is often called “formative assessment” – but it cannot be formative if no action is taken. If feedback is to have any value it should lead to action by the learner by providing:

- Clear targets for improvement or prompt questions for students to reflect on areas for improvement themselves
- Time to reflect on the feedback and ask for further explanation
- Correction or redraft time
- Opportunities to demonstrate progress in subsequent work/assessments

Note: where appropriate, students respond in a different colour so they can see where they have made improvements

- **Verbal Feedback/Learning Conversations:**

- Assessment made through dialogue can be built into questioning strategies used within the lesson, where strategic and targeted questioning draws out understanding, addresses misconceptions and challenges all students to extend their learning.
- Verbal Feedback can be indicated on the work (this can be recorded in writing or by using a stamp.) Points arising should be noted on the work by the learner for future reference (“I must remember to...”). This

feedback is undertaken either as a one-to-one in the classroom, during the lesson, to small groups or to the class as a whole. As with written comments, it is the gradually accumulating nature of the learning relationship, built around effective feedback, that is critical to effective learning.

Peer-to-Peer Assessment:

Peer assessment will not be successful unless the learners have been thoroughly prepared beforehand, over time, to take on the responsibility. Learners who are to assess each others' work need to:

- Feel safe in the classroom
- Be respectful of each other
- Be confident when interacting with their peers. Peer assessment is only effective where pairs and groups are used to interacting in a positive and supportive manner. Where learners are not used to working in pairs or groups, peer assessment should not be introduced
- Understand the criteria for assessment
- Recognise the duty of care that accompanies the assessment of another learner's work
- In some circumstances, a specially designed sheet will be used to record students' assessments and is attached to the completed work
- It is the teacher's role to coach students to engage effectively with Assessment for Learning.

Whole-Class or Group Assessment:

The types of assessment activity that can be addressed by groups could include:

- Developing assessment criteria together/developing the language of learning or assessment
- Use mark scheme or criteria to assess anonymous work
- Grade or level work with evidence
- Oral presentations

Feedback can also be provided at whole class level, so that the teacher identifies common strengths and areas for development. Students are then guided to reflect on their own work in relation to this whole-class feedback and identify for themselves where they have met the criteria or where they need to make improvements. This type of feedback encourages the student to reflect on their work at greater depth and to begin to develop agency in their own learning. Using whole-class feedback in this way can be a good foundation for effective self-assessment.

Self-Assessment:

For self-assessment, students will, once again, need to have a knowledge of the task, including an understanding of the criteria for the specific task in a manner appropriate to their needs.

There will need to be opportunities built into the process for:

- sharing and developing an understanding of the success criteria
- a conversation about how the students can meet these criteria i.e. knowledge of the strategies that they need to apply to be successful.
- explicit modelling of the task, including the strategies used to successfully complete it.
- time to reflect on performance against the criteria both during and at the end of the task
- modelling of the self-assessment process of identifying success and areas for improvement- this might be through assessing a model response as a class or be scaffolded through whole-class feedback

Self-assessment should therefore be developed through explicit teaching of metacognitive regulation, including monitoring and evaluation. Self-assessment can be a powerful tool in developing students' knowledge of self, but appropriate time and training needs to be built in to make it effective. Teachers will need to guide and coach students to reflect on their knowledge of the task and use of appropriate learning strategies, until they are able to do this more independently.