

# Stretford High School



## Feedback and Assessment Policy

**2021-2024**

<b>Ratified by the Governors T&amp;L Committee</b>	<b>December 2021</b>
<b>Review Date</b>	<b>December 2024</b>

## **Feedback and assessment policy**

The underlying approach to feedback:

We will know effective assessment and feedback is taking place when pupils can answer the following two questions independently:

- *What are you doing well in this subject? What are your strengths?*
- *What do you need to do to improve your work in this subject? What is your EBI?*

If pupils can answer these questions accurately, using subject-specific detail, (or there is clear evidence in the book that supports that the teacher has planned for this and is supporting the child to be able to do this) the school is confident that they are receiving effective feedback.

For marking and feedback to be effective it needs to be matched to the subject, class and individuals within that class. Different students require different approaches. Nevertheless there are minimum expectations for all teachers, regardless of subject or personally-preferred approaches. This feedback and assessment policy sets out the minimum expectations for all teachers at Stretford High School.

To enable pupils to answer the above questions; teachers:

- lay the foundations for effective feedback through regular use of assessment for learning strategies to check for progress, address misconceptions and assess learning gaps
- Plan lessons that build on prior learning and cumulatively build on knowledge and skills to ensure pupils can make progress over time
- Use a range of feedback techniques including: verbal, written, self and peer

Informed by their knowledge of students' learning assessment tasks should be planned strategically to ensure feedback provided is appropriately timed.

Planning for how students receive and use feedback is crucial to its success.

For this reason, staff will assess using the following structure:

	<b>When</b>	<b>Task expectations</b>	<b>Marking expectations</b>
<b>Baseline</b>	At the start of a topic or unit*	Department preference – the task could be a five minute hinge question or AfL technique, a low stakes quiz or an extended assessed piece.	Department preference: Must be teacher marked but can be verbal feedback, whole class feedback or a summative grade. MUST be used to inform planning.
<b>Review</b>	In the middle of the topic or unit*	A longer piece that assess the key skills or knowledge the unit of work aims to deliver.	Individual written feedback – a strength and an EBI that clearly communicates what the pupils is doing well (skills, knowledge or self regulation) and what they need to do to make

			further progress. This should be followed up with an <b>action</b> that gives the student an opportunity to bridge the gap between where they are and where they need to be (to achieve their target). Should also include literacy marking (see appendix 1).
<b>Summative</b>	At the end of the topic or unit*	A longer piece that assess the key skills or knowledge the unit of work aims to deliver.	Department preference: Must be teacher marked with a summative grade. The teacher may wish to give formative feedback i.e. str/target however, there is no expectation to do so.

Departments create their own timetable regarding when and where feedback is provided  
 \*(minimum once per term for KS3 non - core subjects, once per HT for core subjects– NOT for every unit or topic if they are very short. Once per half term for all subjects in KS4. Specific to EE across all year groups – 4 marked pieces per year (a review and summative per unit) with STR/EBI and action with time to respond to feedback in addition to baselines.

All feedback should focus on moving *learning* forward; targeting the specific learning gap identified by the teacher and facilitating the student to improve. High quality feedback can focus on:

- The task: the outcomes of the task linked to the success criteria regarding knowledge and skills with advice on how to improve that specific type of task
- The subject: the transferable skills students use that can be applied to other tasks in the future
- Self-regulation: how students plan, monitor and evaluate their work.

\*See appendix 2 for guidance of effective feedback

### **Verbal feedback:**

Verbal feedback can be delivered in a variety of different ways. It can be pre-planned and highly structured, such as whole-class feedback or a structured one-to-one discussion; alternatively, it can be instantaneous and spontaneous, such as quick prompt task advice or to address misconceptions ('you could do with more detail in that answer'). It can be directed to an individual pupil or a specific group with shared learning needs. On the other hand, it could be offered to a whole class. It can accompany written feedback, whether that be comments, marks, or grades, or it can stand alone.

Regardless of how it is delivered, it is crucial to note that verbal feedback is not simply an 'easy' alternative to written feedback. While it may offer a time-efficient alternative to some forms of written feedback, careful thought and consideration is still required when delivering it. As with written feedback, verbal feedback should be timed appropriately, it should focus on moving learning forward, and teachers should plan for how students receive and use it.

### Best practice verbal feedback:

- Is targeted around the learning intentions or success criteria. Verbal feedback is most effective when it explicitly uses the language set out in the learning intentions and success criteria and directs student's attention back towards them.
- Allows time and opportunity for student action to utilise the feedback given and improve their work accordingly.

### Self and peer assessment:

As with verbal feedback, self and peer assessment should be planned for and appropriately timed to enable students to be effective assessors of their own and their peers work, and able to have time proceeding the feedback to act upon it to make improvements in their work. It is a key part of effective ongoing AfL that is central to this policy and as such should feature at least once a term.

Explicit instruction and clearly communicated learning intentions and success criteria will enable pupils to make meaningful comments about the strengths and targets of their own and their peers work.

Peer and self-assessment can be verbal or written and if written should be completed in purple pen and should be validated by a teacher comment to assess the students' understanding where there is a margin for error which can be verbal or written. This can be done as 'live marking' within the lesson if appropriate.

### Planning for receiving and using feedback:

Particularly for the 'review' assessment teachers should build in **dedicated lesson time**, or entire lessons, **for feedback**.

This includes activities such as working from prompt sheets, peer marking, analysing model examples, working through sample questions as a class, and self-correction.

Feedback lessons are planned for student response in which the teacher **could** build in opportunities to:

1. Give students time to reflect on their performance using metacognition reflection questions
2. Address common mistakes or misunderstandings
3. Give students time to identify these in their own work
4. Celebrate good work completed and/or display examples of best work on the board or visualiser
5. The teacher highlights the good aspects of the work to the whole class
6. Next, the teacher shows an (anonymised) piece of work that needs some improvement - where possible – may not be suitable for practical subjects or models /gives specific examples of the work with most common errors the class have made.
7. The teacher, with class input, corrects mistakes and makes changes in front of the class
8. The class then spends 10 minutes working in mixed-ability pairs to review and improve their work and make edits as necessary. Alternatively, they may work in groups to assess a model piece of work

9. The class then works on a task that may be specific to the individual or to groups – that gives them time and opportunity for focused reviewing and improving of their work. This involves the student rectifying their individual EBI's and moving their work to the next level
10. Give students time to reflect on their performance using metacognition reflection questions for next lesson/ time the skill or content is used

**Feedback lessons must contain the following:**

- Student reflection on performance in the assessment completed
- Teaching to address misconceptions/ highlight WAGOLL
- Student improvement time
- Final reflection on how work has been improved
- Students should respond to feedback in purple pen
- Teachers should validate the response to feedback using the school to stamp to indicate 'Smashed it' 'Got it' 'Nearly there' or 'Not yet'.

If the teacher judges a pupil to be 'nearly there' or 'not yet', they should adjust planning so that the pupil's progress is supported for next assessment. If this isn't possible due to curriculum constraints further feedback should be given to the student (verbal or written) to move their response to 'got it' or 'smashed it'.

**Quality assurance of policy:**

- Informal drop-ins to lessons from senior leaders or line manager. These findings are not used for performance management, but as a way to monitor marking throughout the school and provide support where needed
- Student voice as part of the T and L quality assurance process
- Termly reviews of pupils' work by the SLT/middle leader during T4T, using proformas designed specifically with workload in mind
- Observations of other teachers' and senior leaders' lessons to see the methods in practice. This reassures teachers that less marking is OK, and they are still good at their jobs even if all pages of students' books aren't written on by the teacher and standardises practice.

**T4T guidance for reviewers:**

- Evidence of baseline, review and summative assessments indicate regular teacher marking that makes productive use of assessment to inform planning - this is underpinned by regular progress checks and verbal feedback in lessons
- Meaningful STR/targets clearly communicate to students how to improve and are linked to WALT
- Students acquire knowledge and understanding appropriate to their starting points and beyond and engagement with teacher marking further improves progress
- **Students can articulate what they need to do to improve their progress (this is a limiting factor - cannot be 'got it' or above if students cannot articulate what they need to do to improve)**  
**Best practice will enable students to answer the following;**  
*What are you doing well in this subject? What are your strengths?*  
*What do you need to do to improve your work in this subject? What is your EBI?*

- Evidence of embedded self and peer assessment showing student understanding of how they are assessed and independent identification of areas to improve — misconceptions addressed by the teacher
- Student response to self/peer or teacher marking shows students use feedback meaningfully to make relevant improvements to their work
- Teachers identify and acknowledge where an action has been met using school stamp and identifying opportunities for further progress if/when necessary
- Literacy is addressed using the school marking codes (dept specific codes for MfL) and students address errors (Mid-point only)
- Presentation meets learning wall requirements

## **Appendix 1: Marking for Literacy**

<b>Code</b>	<b>Meaning</b>
Sp	Teachers circle the misspelled word and write 'sp' to indicate the spelling mistake. Good practice – where possible will include writing the correct spelling of the word and encouraging students to use 'look-cover-write-check' to write the correct spelling of the word three times. Students must correct the spelling mistake as part of their response to marking and write into their spelling log.
//	New Paragraph
C	Teachers circle an incorrectly used capital letter and label 'C' – the student should correct the letter in purple pen as part of their response to marking
P	<p>Punctuation mistake (the teacher circles error or omission and corrects if appropriate) and writes 'p' to indicate the error. (Basic punctuation includes: commas, full stops, question marks, apostrophe, speech marks and capital letters. More advanced punctuation includes: colons, semicolons brackets and exclamation marks)</p> <p>Where the teacher has circled a punctuation error and not corrected it, it is the responsibility of the student to make the correction. (Maths - check the calculation)</p>
PR	Proof Read – students should reread their work and ensure it makes sense – used where sentences are grammatically incorrect or a student has used informal or Non-Standard English.

## **Appendix 2: The content off effective strengths and targets**

	<b>Task</b> Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning	<b>Subject (skills)</b> Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.	<b>Self-regulation</b> Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.
<b>KS3 example</b>	In computing, pupils have been asked to complete a series of sums where they add together two binary numbers. The teacher reviews the work and informs each pupil how many they have got correct. She asks them to revisit the questions, work out which are incorrect, and correct them.	A maths teacher notes that many pupils are not ordering their operations correctly, which they need to do across the subject. She selects an example problem to complete as a whole class before asking pupils: 'Find the problems from the last lesson where you incorrectly ordered your operations and correct them.'	Pupils in PE are trying a shot put. One throws a personal best but her following effort only reaches half the distance. The teacher asks her: 'Why do you think that attempt was less successful? What should you do differently next time?' The pupil identifies that she was holding the shot put in the base of her middle fingers for her better attempt, rather than her palm. She is asked to try again and monitor the difference
<b>KS4 example</b>	In English literature, a teacher has read pupil essays on An Inspector Calls and reflected that many pupils are not including enough evidence to support their points. She shows pupils an example of a former pupil's work featuring a paragraph lacking in evidence, and another paragraph with sufficient evidence. She feeds back: 'Review these paragraphs. Can you notice the difference? Now, revisit your work, and add in evidence where you think it is necessary.'	A German teacher is reflecting on the oral mock exam that pupils have just undertaken. Some pupils failed to use the correct grammatical gender when speaking, which is required across the subject. He feeds back to some pupils: 'You need to use der, die, or das in the correct places. For the first ten minutes of this lesson, practice speaking about your part time job with your partner and correct each other when you use the incorrect der, die or das.'	A geography class are approaching their exams. They created individual revision plans at the start of term but, having just marked pupil mock papers, the teacher suspects that some pupils may only be revising the topics they are already strong in. She feeds back to one pupil who is struggling: 'Review which questions you struggled on in the mock exam. Amend your revision plan to give more priority to your areas of weakness.'