

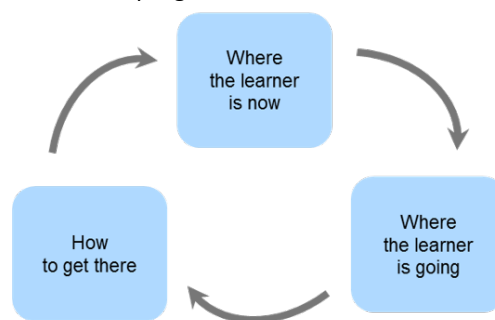
### Assessment and Feedback procedures

Teachers monitor the quality of pupil’s work regularly through a **variety of Assessment for Learning strategies** which should be conducted on a regular basis through methods such as verbal feedback, peer and self-assessment.

**Assessment of learning** should consist for a more detailed assessment of work with specific feedback for improvement provided to students. **This should take place regularly and be acted upon by pupils in order to support progress.** Feedback recorded should be clearly visible to aid **pupil progression**.

#### Assessment for learning

Assessment for learning is one of the main means by which a learner’s needs can be identified and her/his learning personalised. Assessment for Learning helps pupils to take control of their learning by identifying where they are in their learning and how to progress further.



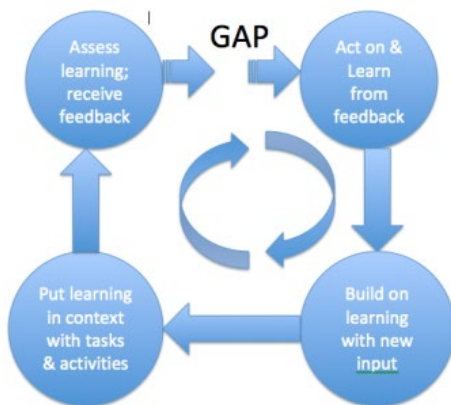
#### When using verbal feedback, peer or self -assessment teachers should follow these clear steps:

- Spend time with pupils modelling high quality work and outlining clear high expectations
- Create collaborative success criteria with pupils and encourage pupils to use to reflect on their progress
- Ensure pupils provide W3 and EBI feedback as part of the process; pupils must then respond in order to make further progress.
- It is encouraged that staff use whole school teaching resources outlined in the teacher toolkit to support this process.

#### In approach to written feedback teachers must:

- Use W3 and EBI to provide specific feedback; ensure EBI comments are progress related.
- Make links to current learning or success criteria given. For example, “A good selection of words to describe the extract” and must not be generalised with comments such as “well done for completing the worksheet”.
- Provide pupils with additional, ‘close the gap tasks’ (e.g DIRT), that require action for progression and challenge them.
- Support the development of literacy skills by identifying SPAG errors (see fig. 1) and apply the ‘Power of 3’ literacy improvements.





### Dedicated Improvement or Close the Gap marking.

The feedback process should be a cyclical process (see fig.2) that gives pupils an opportunity to use or **act upon** the feedback in order to support their progress. They should also be given time to **reflect upon** any given aspect of their learning following their teacher's feedback and their improvement time. All schemes of work should include allocated lessons for IMPROVEMENT.

### PUPIL RESPONSE TO TEACHER FEEDBACK

Each faculty has produced their own policies with regard to pupils responding to teacher feedback. The following provides a summary of faculty by faculty procedures. Please refer to individual faculty policies for more detailed guidance. Teachers are encouraged to use a variety of approaches linked to each faculty in order to support pupil progress.

#### MATHS and SCIENCE FACULTY

Feedback in the Maths and Science Faculty will be regular and timely, including all different types of assessment for learning (AfL) in lessons and assessment of learning (AoL) at timely points across the year. All feedback (AfL or AoL) provided will allow students to show progress in their learning. All AoL will follow the whole school policy of 'WWW', 'EBI' and providing 'Dedicated Improvement and Reflection Time' where pupils act upon feedback in order to make progress.

#### FACULTY OF ARTS

The various subject areas within the faculty believe that pupils should respond to feedback and have the opportunity to make the necessary improvements following on from any period of feedback from the class teacher. There is an expectation that pupils in all areas will be provided with dedicated improvement and reflection time on a frequent basis as a part of the agreed scheme of work and subject area.

#### COMMUNICATIONS

In order for students to improve and progress within the many areas of the faculty, there is an expectation that students in all areas will be provided with dedicated improvement and reflection time on a frequent basis as part of the agreed scheme of work and subject area.

#### HUMANITIES

The faculty passionately believes that all pupils should have a full understanding of where they are in the learning, what they need to do to progress and given the opportunity and guidance to close the learning gap. Consequently, the faculty uses a blend of verbal, written, individual and whole-class feedback to assess and aid pupil progress. All types of feedback are guided by the whole-school policy of 'WWW', 'EBI' and providing 'Dedicated Improvement and Reflection Time' (DIRT).

#### WHO IS THIS POLICY FOR?

- **Pupils-** to ensure that the feedback they are provided with enables them to make progress
- **Staff-** to enable them to use their professional judgement in how best to provide feedback to their pupils
- **Leaders-** to ensure that pupil outcomes are protected
- **Parents-** to support them in understanding how feedback is provided to their children