

Assessment & Feedback Policy

Policy

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Principles and Purpose of Feedback

- The aim at Al Islah Girls High school is to provide high quality feedback for students that enables them to make rapid and sustained progress. Feedback also:
- Ensures that students know their current standard of learning, what they are doing well and know what they need to do next to improve
- Ensures that students receive personalised support to meet the demands of the curriculum
- Provides feedback for the teacher so that they know how to adapt their planning and the department's curriculum to best suit the student/s
- Creates a dialogue between teacher and student about learning
- Ensures students become takes more responsibility for their learning and therefore becomes more independent

Feedback for Students

There are many different types of feedback. All types of feedback aim to enhance student progress.

These are used in a variety of ways by teachers and can include day to day Assessment for Learning strategies, formative assessment or summative assessment. Students may be assessed and have feedback on in-class learning activities, exercise books, homework tasks, tests or examinations.

Students engage with their own assessment through Directed Response Improvement Time (DIRT), self-assessment and peer assessment. Whenever students are assessed by the teacher, feedback will be

- verbal, written, electronic/online or a combination.

The quality of this feedback is essential in helping students to make progress. The primary way in which the quality of feedback can be demonstrated by teachers, is how students tackle subsequent learning.

All feedback should be in the form of What Went Well (WWW) and Even Better If (EBI)

WWW should ensure that there is praise for the student, there is a reward if appropriate and the student should be acknowledged personally.

A tangible target should be set as part of the EBI feedback. This could be in the form of a question or a task that supports the EBI target. Students should be given DIRT to complete this and to allow them to be active in and engage with their progress. EBI feedback should be personal to the needs of the student. It could be written by them as part of DIRT. It should be used by the student and teacher for future learning.

Marking

Marking is one type of feedback that teachers should be providing for students.

Marking should be subject specific, but all departments should follow these generic guidelines for all year groups.

Marking should be 'meaningful, manageable and motivating'.

Written feedback

Written feedback by the teacher should include comment marking in the form of WWW and EBI.

Comment marking could be summative or through annotations throughout the response.

When the teacher is giving verbal whole feedback, common mistakes should be established and feedback to students, to avoid repetition of similar written comments on all students' work. Students should capture this. This could include aspects of the WWW and EBI process.

There should be evidence of the Literacy Policy being followed. This should include Spelling, Punctuation and Grammar (SPAG) marking, however this is most realistic when done as part of focused comment marking.

Frequency of marking

The frequency of teacher marking will be reflective of the different subjects, age ranges and quantity of lessons per week.

As a guide, this will be once a half term for subjects that see students once a week for lessons and twice a half term for subjects that see students twice (or more) a week for lessons.

Implementation

Teachers should:

- Ensure that the learning objectives and intended learning outcomes provide the focus for feedback given
- Share learning objectives and success criteria (e.g. bands or mark schemes) with students
- Provide written feedback to students, in line with the frequency of marking expected
- Provide feedback on SPAG and literacy during written feedback, and where appropriate
- Use the full range of assessment methods and feedback strategies to support their teaching and aid learning

Students should:

- Ensure they know the assessment objectives, intended learning outcomes and the success criteria.
- Engage fully with their own progress, feedback and the WWW and EBI process
- Respond to the teacher verbal feedback and written feedback
- Use DIRT effectively
- Engage fully with self and peer assessment

All teachers should:

- Support students in understanding their role in feedback
- Support parents/carers in understanding their role in feedback • Liaise with teachers as necessary in support of student progress.

Monitoring and evaluation

The effectiveness of assessment and feedback will be monitored in a number of ways:

- Student outcomes
- Student progress over time through teacher mark books, students books or folders, SAMS, reports
- teachers evaluation of the effectiveness of assessment practices within their department
- Quality Assurance processes, including Lesson Observations and Progress and Feedback Checks
- Reports

The Senior Leadership Team is responsible for ensuring that this policy is implemented across the school.

They will focus on student outcomes in their department and progress as a result of quality feedback, and the Quality Assurance processes that we have in place.

The Assessment and Feedback Policy links to the OFSTED Quality of Teaching, Learning and Assessment and Teacher Standards including:

- Teacher Standard 2 – Promoting good progress and outcomes by pupils
- Teacher Standard 5 – Adapting teaching to respond to the strengths and needs of all pupils
- Teacher Standard 6 – Make accurate and productive use of assessment

Marking

Work should only be marked for a purpose and some work will intentionally not be marked. Comments on the work should relate to the objectives of the lesson. The school implements a next step marking approach and may use **what went well (WWW)** and **even better if (EBI)** which will allow students to understand their achievements and what they must do to improve further. For some students the school may wish to adopt a visual assessment approach. When marking work it is important for students to have the opportunity to make corrections and this should be done in another colour. For example

- work completed in black
- Teachers mark in red
- Students make corrections in green during DIRT
- Students peer mark in purple

Related Policies

This policy should be read in conjunction with:

- Behaviour for Learning Policy
- Curriculum Policy
- Examinations Policy
- Homework Policy
- Teaching and Learning Policy