ASSESSMENT and FEEDBACK POLICY

Contents

Appendices

a) Standards model
b) English
c) Mathematics
d) Science
e) Humanities
f) Art and Design
g) Modern Foreign Languages
h) Physical Education
i) Music
j) Drama

Principles of assessment

Assessment drives quality teaching and learning. This policy sets out to consolidate our understanding of what effective assessment is so that as a school we can continue to develop a consistent approach towards assessment, improve individual practice in the classroom and raise students' achievement and standards.

Aims

We believe that every student really does matter and that every individual is on their own learning journey. The ability to accurately assess what a student is achieving in relation to their prior performance and potential is the key to learning. Assessment drives teaching and learning; it is integral to planning the next steps in learning and judging progress is made. Involving students in the process empowers them to take ownership of their learning journey and involving parents/carers empowers them to be able to support their son or daughter effectively. This policy aims to explain how assessment at the Mary Webb School and Science College strives to involve all parties and make assessment the driving force behind quality teaching and learning.

The Role of Assessment

Assessment is one of the most powerful educational tools for promoting effective learning. Assessment of learning used to simply judge the learning that has taken place will not directly impact on learning unless it is used in a formative way. Assessment is a powerful way of raising students' achievement based on the principle that students will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). Assessment is not an add-on or a project; it is central to effective teaching and learning.

Research indicates that improving learning through assessment depends on five key factors
(Beyond the Black Box). These are:

- the provision of effective feedback to students which leads to students recognising their next steps and how to take them;
- the active involvement of students in their own learning;
- adjusting teaching to take account of the results of assessment;
- a recognition of the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning;
- the need for students to be able to assess themselves and understand how to improve.

Further to these, assessment that promotes learning:

- is embedded in a view of teaching and learning of which it is an essential part;
- involves sharing learning goals with students;
- aims to help students know and recognise the standards they are aiming for;
- is underpinned by confidence that every student can improve;
- involves both teacher and students reviewing and reflecting on assessment data.

Therefore, staff must be involved in gathering information about students' learning and encouraging students to review their work critically and constructively by:

- observing students, which includes listening to how they describe their work and their reasoning;
- questioning, using open questions, phrased to invite students to explore their ideas and reasoning;
- setting tasks in a way which requires students to use certain skills or apply ideas;
- asking students to communicate their thinking through drawings, artefacts, actions, role play, concept mapping, as well as writing;
- discussing words and how they are being used.

Once this information has been collected, it needs to be used in a way that promotes learning. This involves decisions and actions, decisions about the next steps in learning and action in assisting the students in taking those steps. But it is important to remember that it is the students who will take the steps and the more they are involved in the process, the greater will be their understanding of how to extend their learning. The action that is most likely to raise standards will follow when students are involved in decisions about their work rather than being passive recipients of judgements of it. Involving students in this way gives a meaning to 'feedback' in the assessment process. What needs to be fed back to students is a view of what they should be aiming for: the standard against which students can compare their own work. At the same time, our role is to provide students with the skills and strategies for taking the next steps in their learning.

Therefore, to be effective practitioners, staff are expected to:

- decide how and when to assess students' attainment as you plan work;
- be proficient in using a range of assessment techniques in the classroom;
- know what the standards are and have the ability to judge students' work correctly, making accurate assessments linked to standards[1]
- ensure that judgements are consistent and based on a range of evidence;
- providing focused assessments that enable barriers to student progress to be identified and use that information to plan and discuss the next steps in learning.

---

[1] For the current Year 7, descriptors are now age-related standards, following on from national reforms made to Key Stage 2 testing in 2016. The standards reflect continuity between the key stages and promote progression – the model can be seen as Appendix 1.

Assessment in Practice

It is expected that all assessments are planned and used formatively to inform planning for progression. Use is made of the three linked aspects of assessment: Transitional, Periodic and Day-to-Day.

- **Transitional Assessment**
  This is assessment data shared at key transitional points, such as end of key stage data as students move from one phase to another. This data may be derived from a single formal assessment or be the final judgment made based on a collection of evidence. Although seemingly summative, transitional data is used formatively to inform next steps and future end of key stage targets. Transitional assessment data is also used to judge progress made by the cohort / student groups / individual students, to quality assure the curriculum and identify areas of strength and development at school and subject level. The transitional assessment data held by school comprises student individual Key Stage 2 validated results, Key Stage 4 validated grades and internal Key Stage 3 standards (at the end of Year 9).

  Students arrive with their validated Key Stage 2 results[2]. These are used along with other indicators to set targets in all subjects at Key Stage 3. Key Stage 4 targets are also based on validated Key Stage 2 results along with other indicators but are reviewed in light of Key Stage 3 results.

  Final Key Stage 3 standards are awarded and moderated within subject areas and submitted into Assessment Manager. Subject areas are responsible for determining the evidence base on which the final assessment is made. Final Key Stage 4 grades are determined through the results of external examinations

- **Periodic Assessment**
  Periodic assessment data is derived from a bank of evidence generated by ongoing assessments within a key stage. This periodic review of evidence is used to track student progress towards their target and to inform and shape future planning, identify targets for improvement and initiate intervention where necessary. At a school level, periodic data is collected termly from subject areas in the form of standards 1-9 at Key Stage 3 and grades 1-9 at Key Stage 4 through Assessment Manager.

  Periodic assessment data is collected at the beginning of each term for the preceding term, ie Year 7 Spring Data will be collected at the beginning of the Spring Term in Year 7 so it will be the data based on evidence collected during the previous Autumn Term. Subject areas are responsible for determining the evidence base on which the standard/grade depends and moderating the standard /grades submitted. It is expected that the evidence base includes any internal examinations such as Year 10 and 11 mock examinations. Parents/carers receive a copy of the periodic data for their son or daughter.

---

[2] Key Stage 2 validated results are against age-related standards. Students have a test result giving them a standardised score in GVPS, Reading and Mathematics where 100+ is having met the standard, and a teacher assessment in Reading, Writing, Mathematics and Science as to whether the standard has been met or exceeded. Test results have been averaged to give an average standardised score from which targets are set.

Subject areas are responsible for using periodic assessment data in their own student tracking procedures amending curricular targets and initiating intervention *where necessary*. At Key Stage 3, the standard[3] entered into Assessment Manager is compared to the last standard entered, and against expected progress towards the final target. At Key Stage 4, grades are tracked on subject marksheets in Assessment Manager. An overall summary of performance across all subjects compared to expectations is analysed at cohort, subject, and student group level to identify issues and initiate intervention.

- **Day-to-Day Assessment**

  This is the ongoing assessment that takes place every day within the classroom. Targets, periodic assessment data and the outcomes from ongoing formative assessment, based on well-planned activities that take place during lessons along with marking and feedback, are used to shape the next steps in learning.

  Ongoing day-to-day formative assessment within lessons will be evident where strategies to regularly review the learning taking place has been a) planned for and b) capitalised upon when opportunity presents. Learning needs to be structured so that both the class teacher and the student can recognise the progress that they are making; questioning needs to be effective to illicit students' knowledge, understanding and skills.

  Day- to-day assessment at Mary Webb School and Science College includes retrieval practice, a short knowledge-based quiz at the beginning of each lesson. The questions will be taken from a range of topics that have been studied, not just the current unit of work. These will support the teacher to identify if the assumed prior knowledge needed for a lesson or unit of work exists. Also, to check that students are able to remember and apply what they have learnt from previous lessons. These tests are 'low stakes'. The results are not recorded, the students mark their own answers. When the teacher reviews the books, they can use this to identify gaps in knowledge, or areas that need to be revisited. The quizzes can also be used as an opportunity to question students to look for misconceptions or confusion which may require adaptations to the lesson or scheme of work.

  Reporting

  Assessment data will be reported to parents through annual reports, parents' evenings (two for Year 11 students) and periodic updates.

  The annual report to parents will inform parents for each subject what their child has achieved and can demonstrate alongside next steps for learning. There is also a comment on how parents can support their child's progress in each subject.

  The form tutor will have an overview of the report and will provide the parent with an overview of strengths and areas for development.

  The report will also provide attendance information for each student.

  The report provides parents/carers with an opportunity to comment on their child's progress and an opportunity to discuss their child's report with a teacher (if required)

  Training

  Leaders in school are responsible for disseminating information from awarding bodies to class teachers through department meetings.

  Regular opportunities to moderate and standardise work are calendared.

  Assessments and work are overseen by subject line managers in order to monitor standards across subjects.

  Leaders will ensure staff have a good understanding of assessment and assessment practices and that teachers have access to quality professional development on assessment.

---

[3] The Standards Model (Appendix 1) is used: staff make an evidence based judgement as to the standard a student is working at in relation to their age. The standard is recorded on Assessment Manager and tracked against the relevant target.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

Additional Assessment

- **Cognitive Ability Testing (CAT)**
  All of Year 7, and any student joining the school outside of Year 7, take the CAT within their first half term. The tests provide an opportunity to benchmark the cohort in terms of their reasoning ability against the national picture and moderate the Key Stage 2 results whilst providing further diagnostic feedback on an individual's strengths, areas to develop and learning preferences. Scores are generated in four areas along with their mean. The national average for each is 100.

- **Accelerated Reader**
  All Key Stage 3 students are enrolled onto Accelerated Reader. Quizzing provides students with a ZPD score which can is used to direct students towards appropriate reading material. Quizzes are taken to monitor progress.

- **Screening**
  All Key Stage 3 students are screened every other term using the New Group Reading Test. Students performing below the expected standard take a further Diagnostic Reading Analysis which directs intervention. The results of this testing inform Examination Concession applications.

  All Key Stage 3 students are screened every other term using a Diagnostic Spelling Assessment. Students performing below the expected standard take a further Spelling and Reading test, the outcome of which directs interventions.

  In English lessons, students complete diagnostic online literacy assessments to direct in-class support and focus on key readers.

  Further additional tests in areas such as processing are available and completed by individual need.

Principles of feedback

At Mary Webb School and Science College we recognise and understand the power of feedback and its impact on learning. As stated by the Education Endowment Foundation (EEF) It can have a *very high impact for very low cost based on extensive evidence- up to 6+ months.*
Feedback is part of a teacher's repertoire and should not be a burden, but a tool with which they use to inform future planning and students next steps. As stated by Dylan Wiliam; feedback should be the windscreen not the rear-view mirror.

It is stated in the EEF report that teacher should:
1. lay the foundations for effective feedback, with **high-quality initial teaching** that includes careful formative assessment;
2. deliver appropriately timed feedback, that focuses on moving learning forward; and, crucially,
3. plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

This is what feedback should look like at Mary Webb School and Science College.
There is no one type of feedback that is superior to another. At Mary Webb School and Science College we believe in using the most appropriate form of feedback.
- It must support teaching and learning
- It must help to close learning gaps
- It must be meaningful and manageable
- It must raise aspirations and encourage students to act on it

It is now accepted that there is not one correct timeframe for when feedback should be delivered. That will be according to the nature of the task and the students. This is also taking into account the demands on teacher workload and the acknowledgement of a marking/ planning balance.
Feedback can reference the task, the subject or the self-regulation of the student(s)
- **The task:** this will focus on improving a piece of work or task. It can comment on whether an answer is correct and offer advice on how to improve learning
- **The subject:** this targets the underlying processes in a task, which are used across a subject. This feedback can then be applied in other subject tasks
- **The self-regulation of the student:** aims to improve the learners planning, monitoring and their ability to evaluate their own learning.

However, we know that there are types of feedback that will be delivered throughout lessons and where more formal feedback will occur, this is alongside the work that students will be able to check themselves, their retrieval quiz questions for example.

	Type of feedback:	What it could look like:	Evidenced by:
Most frequent	Minute by minute	Happens throughout the lesson Teacher gathering evidence, retrieval quizzes, kahoots, quizzes etc… Feedback to individuals or groups Verbally with immediate response May redirect teaching or learning in lesson Could involve immediate use of marking code e.g. literacy correction	Learning walks Annotations/ literacy marking in books Student additions to work NB: This will happen throughout lessons and will not always be captured, this does not need to be captured
	Summary	Takes place at the end of a lesson or an activity Feedback to whole groups or class Evaluates learning in the lesson (Quick quiz questions) May involve self or peer assessment against criteria/ peer tutoring May guide next steps or use of review feedback	Learning walks Pre/ post lesson work Peer /self-review in books
Least frequent	Review	Takes place away from the point of teaching May involve written annotation Allows teacher to assess understanding Leads to adaptation of future lessons.	Written comments and evidence of responses (tick and target) This will be seen in response to an end of topic assessment (summative) key piece of work within a topic (formative)

Feedback will look different in different subjects. Feedback must be specific and clear. Tick and a target-principle with guidance on how to improve

Each subject will have an appendix in the following document outlining their rationale and feedback plan. This will outline what the expectations are for that subject. This will allow for development and monitoring throughout the department.

Literacy

Literacy is key to a student's success and at Mary Webb School and Science College we are all teachers of literacy.

Key words are displayed in lessons and so, when appropriate, if these are spelt incorrectly these should be highlighted. However, highlighting more than three incorrect spellings is not required as it will undermine confidence. Student should then correct these words in their book or on their assessment x3. There are high expectations of students to take responsibility for their work.

Literacy marking symbols

sp	Incorrect spelling- students to correct- if appropriate teacher to write the correct spelling for the student.
//	New paragraph needed
?	Check, does this make sense?
ww	Wrong word used
C	Capital letter required
V	Consider vocabulary choice
P	Check punctuation

Numeracy

The numeracy of our students is the responsibility of every member of staff. Where appropriate, staff have built in opportunities for numeracy in the curriculum. Where students have made mistakes, these will be highlighted and an opportunity for review and reflect is put in place. Some subjects have mathematical opportunities built in. The feedback for these will be reflected in their subject policy.

Presentation:

Using the 'visible consistency' slides students know the date, title and a cw/hw should be recorded in students' books and underlined. Following up on this is essential. This is something that can be achieved by checking students' books during a lesson. (If a student has not met the criteria, they should complete that requirement.) *This is not an expectation in a practical lesson where books are not being used.*

It is expected, when student's complete homework in their books they should review their work and complete their red pen reflection. Students should have their planners with them in lessons on the desks to be able to use the Red, reflect and review sheet to support them to check their work and respond to feedback.

Staff professional development

All teaching staff at Mary Webb School know the various forms feedback can take and that it is about the *most appropriate* form of feedback at the time.

Throughout lessons, as highlighted in the chart above, staff will be 'taking the temperature' and checking for understanding.

Staff know that feedback can take one of three forms and the most appropriate type of feedback for example when commenting on self-regulation, it is not appropriate say 'X you are a natural Mathematician' as this does not help the student improve.

Moderation

Departments will review and moderate assessments according to their own subject policies

Time will be allocated in each department meeting to look at books and/or assessments to see if department and whole school frameworks are being adhered too.

During the year there are three whole school moderation opportunities. Work will be examined in terms of quality; the progress being made. It is also an opportunity for staff to see feedback in other areas.

The Senior leadership team will review books during their meetings and line management meeting time will also be used to support subject leaders.

Quality assurance

Can include, but is not limited to:

- 'Book looks'
- Moderation
- Student voice

   This will be conducted termly through line management meetings, within departments subject time and as part of subject leader learning walks

Roles and responsibilities

Governors
Governors are responsible for:
- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

Headteacher
The headteacher is responsible for:
- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

Teachers
Teachers are responsible for:
- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

WIDENING HORIZONS · OPENING MINDS

The "Standards" Model

KS4

9

8

7

6

NOT GCSE 9-1: links old levels and new language. Links KS2 to KS4.

Numbers at KS3 for tracking purposes only: not to be shared with students.

- To make progress is to maintain the status quo
- Supports target setting at KS3/4
- Links KS2 language to KS4 numbers

| 85 | 90 | 95 |
| 89 | 94 | |

| 1 | 2 | 3 | | 95 | 100 | 105 |
| | | | | 99 | 104 | 109 |

| 1 | 2 | 3 | | 4 | 5 | 6 | | 110 | 115 | 120 |
| | | | | | | | | 114 | 119 | |

| 1 | 2 | 3 | | 4 | 5 | 6 | | 7 | 8 | 9 |

| 1 | 2 | 3 | | 4 | 5 | 6 | | 7 | 8 | 9 |

| 4 | 5 | 6 | | 7 | 8 | 9 |

You must be clear about what expected looks like.

These are NOT levels: the numbers have no relative ordinality but merely represent where a student is within the standard.

Maintains two levels of progress.

Maintains three levels of progress.

inspirational sparks

ENGLISH

Aims

- **To give feedback on work and set targets for next steps in learning**
- **To develop a dialogue between each individual student and their teacher**
- **To ensure that student progress can be monitored across the department**

Marking and Feedback

Students are assessed formally, once per half-term, using assessment booklets.
Progress is measured using the **Skills for Reading** and **Skills for Writing** assessment sheets.
Students respond to teacher marking and feedback using red pen, which is also used for proofreading and self-assessment.
Work is marked promptly in a variety of ways, as outlined below:

Key Stage 3

Books are marked and work acknowledged over a two-week period in class in *any* of the following ways:

- **desk to desk teacher checking and feedback**
- **verbal feedback from teacher**
- **students go through books with teacher**
- **self and peer to peer marking**
- **whole class feedback**

Students have an assessment booklet containing all of their formal assessments for the year.

- **Marked according to the Skills for Writing and the Skills for Reading feedback sheets**
- **Targets for improvement**
- **Marks recorded on Department Tracking Sheets**
- **Marks used to inform SIMS and reporting procedures**

Key Stage 4

Assessed pieces of work are marked against GCSE criteria and marks / grades are awarded for each Controlled Assessment.

- **GCSE Assessed work will be marked in green pen**
- **Exam-style pieces are likewise graded against AQA marking criteria.**
- **Marks are placed on GCSE excel tracking sheet and grades decided by algorithm based on most recent grade boundaries available**

A folder of GCSE evidence, including all mock exam papers is kept for each student in case it is needed for verification/ teacher assessed grades.
At both key stages, the levels / grades received to date are used to generate the required tracking data to contribute to the whole school data collection.

MATHEMATICS
Feedback Summary

Activity	Feedback
Classwork tasks (every lesson)	Teachers go through answers Students mark in red pen Misconceptions and errors in understanding discussed both individually and whole class.
Activity summaries	Discussion of mathematics with individual/ group/whole class Verbal feedback Applying learning to new question, discussing points raised in the lesson.
Teacher circulating around class	Verbal feedback given based on student questions and work seen in books/answers given previously in the lesson.
Books	Teachers review books to monitor student marking Address misconceptions and areas of difficulty.
KS3 End of unit assessments	Teacher marks tests thoroughly Lesson time for students to look through their test, analyse their marks, filling in a ticks and targets grid Teacher goes through the test explaining where the marks were allocated and where improvements can be made Students go away and address these targets for homework.
KS4 homework booklets/appropriate task	Homework marked and lesson time spent going through and explaining how to answer the questions and how marks are allocated.
KS3 homework	Homework marked and discussed in class. Key concepts and misconceptions highlighted. Follow up with intervention if necessary.
End of term/year assessments	Marked by teacher Review sheets used for students to identify their strengths and areas to focus on moving forward. KS4 MOCK test questions are used as starter questions to address areas of weakness. Intervention put in place if needed.

Appendix C

SCIENCE

Verbal feedback is given in all lessons, this could be whole class feedback to address a common issue or to help focus the class and provide motivation, or feedback to individuals offering more personalised advice.

Numeracy is a big part of science learning, especially the correct way to deal with calculation questions. Students work will be assessed against the following model. Students should highlight numbers and quantities given, underline what they are being asked to calculate, write out the equation (in words or using symbols), substitute in the values, rearrange and convert units if necessary, and then make the final answer clear.

Presentation; in addition to feedback on the presentation of written work, the standard of diagrams and tables should also be commented on. Diagrams and tables should be completed in pencil using a ruler, labels should be written in pen.

Marking for Y7 & 8

Units of work take approximately 6 weeks (18 lessons), within this time frame there are 2 key pieces of work that will be assessed, aiming to focus on students working scientifically skills and application of understanding from the unit of work. Feedback is given using a criteria sheet which highlights the strengths and an area to improve, exemplars of student work are shown to help give further guidance of the standard expected and how to achieve it. Students books are also looked at but there will be limited written feedback, predominantly ticks to show the work has been seen, literacy codes and comments on presentation or a more general comment about the standard of work.

At the end of the unit students sit a test paper, which the teacher will mark, and are given guidance to help them assess their own performance, identifying strengths and weaknesses and setting their own targets for improvement.

Teachers should ensure that a working scientifically grade and the end of unit test score are recorded on the departmental tracking spread sheet within a week of the unit being completed.

Making for Y9, 10 & 11

Units of work take approximately 5 weeks (15 lessons) in Y9 and 7 weeks (14 lessons) in Y10 & 11. Within this time frame the books should be taken in and marked twice. As for Y7 & 8 the majority of the work may a have a tick to show it has been looked at, but key pieces of work will be read in detail and feedback given using either:

- a tick, followed by a positive comment and a T, followed by a target comment or question to be answered.
  Or
- the teacher will identify strengths and weaknesses from the books they have seen and discuss this with the class asking the students to identify where in their books they have demonstrated the good practice or to use the advice on how to improve to make improvements to their work.

At the end of the unit students sit a test paper, which the teacher will mark, and are given guidance to help them assess their own performance, identifying strengths and weaknesses and setting their own targets for improvement.

In Y10 & 11 we are trialing providing students with an attitude to learning (ATL) score, using the same criteria as is used in the written reports. The aim is to make students reflect and take greater responsibility for their own learning. Students record their end of unit test scores and evaluations on a tracker sheet which is stuck in the students' books, so they have a clear record of their current performance relative to the their target grade.

Teachers should ensure that the test score is recorded on the departmental tracking spread sheet within a week of the unit being completed.

HUMANITIES

Marking, Assessment and Feedback

Marking, assessment and feedback are fundamental to effective teaching and learning in Humanities.

All assessment in Humanities follows the principle of providing effective, positive and constructive feedback to the learners to promote further progress, learning and enjoyment of the subjects. Learners are given time during lessons to reflect and act on feedback given. Feedback can take the form of both written and verbal feedback.

Staff will assess key pieces of work throughout each Key Stage, providing written feedback, including praise, set questions and targets for further progress.

Assessment and feedback will vary throughout the academic year and across the Key Stage.

These will be visible periodically – from day to day, lesson to lesson, week to week, half termly, termly (in relation to reporting and data points), progress evenings and in an annual report to parents/carers.

They can take a range of forms:
- Staff checking of the completion of tasks in books/worksheets/homework
- Verbal feedback, which is often the most powerful
- Tick and target for *key* assessments
- Review, Reflection and Next Steps sheets
- End of unit / year assessment review sheets
- Self and peer assessment and reviews

Some methods to be used in lessons:
- Sharing assessment criteria with students
- Starters and plenaries – visible consistencies
- Whole class feedback
- Live marking
- Verbal feedback to individuals
- Explicit feedback focusing on a particular skill
- The use of visualizers
- Using good and bad examples of work and learning
- Review, Reflection and Next Steps sheets

ART AND DESIGN TECHNOLOGY

KS3

Day to Day
- live marking in the form of verbal feedback, talking and listening to students as they are engaging in practical tasks
- targeted and whole class questioning supports students and teacher to benchmark learning, identify gaps in knowledge and inform planning.
- Formative verbal feedback as a whole class, small group or individual. Feedback focuses on progress and next steps.

Students are guided to reflect on their learning through:
- Peer and self-assess in relation to specific learning goals
- Practical response to verbal feedback
- Use of exemplar resources and worked models to make reasoned judgements about their progress and the standard at which they are working.

Food:
- Reflecting on success criteria to assess their own work
- Extended writing tasks that require reflection of previous learning.

Periodically
- Home learning is peer assessed or monitored to inform ongoing learning in the classroom.
- Summative assessment takes place at the end of a practical project, or rotation. This is in the form of written feedback and indicators of what they should do to improve performance.
- Exemplification of standards is used to benchmark, this is used to moderate and inform a current attainment grade across the discipline.
- The teacher refers to the learning intentions of the activity when giving feedback.
- Evidence and observations demonstrate the extent to which the student has achieved the required skills and knowledge.

MODERN FOREIGN LANGUAGES DEPARTMENT

Much of the feedback given to students in MFL is done live in the classroom.

Most frequently, the classroom teacher uses a variety of strategies to assess progress and provide **immediate** feedback to individuals or the whole class. Often there will be no evidence of marking or feedback in books, although there should be evidence of students having reflected on what the teacher has fed back and set themselves a personal target for improvement. ⓣ

These activities may redirect teaching or learning in the lesson:

Minute by minute, you would expect to see the following type of feedback in a language classroom.

- Vocabulary Learning – checking pronunciation
    Games, including:
        "repeat", where teacher listens to the whole class saying the key words against a 1-minute timer. If any mistakes are heard, class starts again at the beginning of the list.

        A pupil may be chosen at random from Class Charts and be given a speaking task/challenge.

- Vocabulary learning.

    Various games to check comprehension/language acquisition:
        Stop or drop
        Tick me quick
        Kahoots
        Vocabulary tennis

- Production of language.

    Students are encouraged when producing their own sentences to do so by thinking first then speaking. Again, a variety of strategies are used to give immediate feedback to students working in pairs or groups.
    Students may be asked to say a sentence out loud and another student translate it, allowing the teacher to assess content, accuracy and pronunciation and give immediate feedback. Other students may then "magpie" a correct answer to improve their own sentences. Often work is then written on mini white boards and checked for accuracy by the class teacher before students write the accurate version in their books.

- Reading and listening tasks will be marked in lessons by students using a red pen. Again, students are asked to evaluate their own performance and set targets for progress.

Summary

This type of feedback is constantly used in the MFL classroom and can be peer assessed or marked as a whole class, depending on the activity. Evidence will be red pen marking in books.

Examples of this type of activity may include:
        Dictations
        Delayed translations and reconstructions.
        Speaking activities set against criteria – peer assessed.

Review

In the MFL department, this type of feedback takes place less frequently, at the end of a module or for key pieces of writing or translating.

The class teacher will take in the piece of work **ON PAPER** produced by the student and provide a written, positive comment as well as up to three targets on how to improve.   Marking will be done in green pen.

Students glue these into the back of their books so that progress can easily be tracked.

Books are not collected in for marking, just the key pieces of work.

For key pieces of work, the teacher may provide whole class feedback on a proforma feedback sheet. It is often the case that students make very similar mistakes to one another. This proforma allows the teacher to highlight what the class did well as a whole, what common errors to look out for, and give everyone the opportunity to work on the common errors.

At this stage **modelling** of a "perfect" answer is a common strategy for students to know how to improve.

Students are expected to RRR all work given back by the teacher and respond to their written feedback. Time may be allocated in class for this, or students may be required to complete this type of activity for homework. There is no expectation that students' books will be taken in on a rota and every piece of work ticked by the teacher.

PHYSICAL EDUCATION

The Task
This will focus on improving a piece of work or task or in PE **the end performance result**. It can comment on whether an answer is correct and offer advice on how to improve learning. For example, when teaching the skills in Shot Put, comment on performance "Fantastic use of the glide technique phases of starting position to release of Shot Put, well done. Now to build upon this and throw further, try to use the non-throwing arm to generate better rotation and therefore greater throwing power". **FAME reference** – Visually the teacher can use a demonstration initially with **F**ading technique where skill is broken down to distinct phases. Then **A**lternation and **E**xplanation can be used to develop this further.

The Subject
This targets the **underlying processes in a task or in PE – the performance techniques**, which are used across a subject. This feedback can then be applied in other subject tasks. **For example**, when teaching the Shot Put Glide technique the verbal cues of "Clean Palm, dirty fingers" in terms of who to hold the Shot Put then Body action of "Low – High watch it fly"; culminating in "Chin – Knee – Toe – Push – Watch it Go"
FAME reference – visually the teacher can use a demonstration initially with **F**ading technique where skill is broken down to distinct phases. Then **A**lternation and **E**xplanation can be used to develop this further. Explanations with additional information can be shared once basic technique has been learnt.

The self-regulation of the student
This aims to improve the learners' planning, monitoring and their ability to evaluate their own learning. **For example**, when teaching the Shot Put Glide technique the teacher can share a simple visual with verbal cues on to allow students to self and peer assess against the criteria given. **FAME reference** – **F**ading technique can be used here where the resource is used less when skill/performance is to an expected standard. **A**lternation and **E**xplanation can be used to develop this further if necessary either to the class or individual. Explanations with additional information can be shared once the basic technique has been learnt to move learning further (ie. throw the Shot Put further). Mistakes – this can be done by the teacher on purpose once students have a firm grasp of the 'gold standard;' This gives students the opportunity to self-regulate and question errors and suggest corrections and improvements.

Ultimately, feedback in PE happens continually when teaching as a way to monitor and support moving forward students' learning. The intention of this document is to provide a basis with how effective feedback can work within practical PE lessons in line with the school's feedback policy. The techniques shared and used in PE will help use feedback to move student learning forward, ie. where the learner is now; where the learner is going and how best to get there.

MUSIC
The Rationale:
The purpose of feedback in the music department is to encourage and support further learning. To give specific guidance on how to improve for each individual student. To focus on students improving the quality of their work not necessarily the quantity. To ensure feedback is delivered in a variety of ways appropriate to how the work was submitted by the student. To allow students opportunities to self-regulate their own work.

Key Stage 3

Individual verbal feedback during the rehearsal and performance sessions	To help students rehearse on specific sections immediately as well as using for future rehearsals. *Self-regulation* strategy – How do you think that went today? Have you played it better than that before? Why?
Whole class feedback presented in a class discussion.	Opportunities for common errors to be identified – individuals are also given opportunities to recognise their own errors and set targets.
One to one feedback with students to discuss progress	Opportunities for in-depth feedback specific to their own progress. *Self-regulation* strategy – set own targets based on the feedback they received.
Peer feedback in rehearsal and performance time using WWW and EBI.	Encourages discussion using appropriate music vocabulary and builds students confidence by performing in front of each other regularly.
End of unit assessments to review their progress in rehearsal time.	Self-regulation task gives students opportunities to reflect on how their practice has gone and whether it was successful. As well as setting themselves targets.

All formative and summative assessment should inform progress and understanding. Strategies used in KS3 include differentiated questioning, verbal and written feedback, peer and self-assessment, exemplification and close reference to focused Learning Objectives.

Key Stage 4
Students' work should be marked in line with the specified assessment plan required by the exam board. Dates and deadlines for this will vary greatly when extended work on an assignment brief is taking place. Students should be given regular verbal and 'appropriate and acceptable' written feedback on their progress and suggestions for improvement. Excellent practice will be on a regular basis, providing specific advice and targets for improvement. Where appropriate feedback should be given using the assessment criteria set out in specifications and assignment briefs to indicate the grade which, work at this level, would be likely to gain. *NO FORMAL SUMMATIVE FEEDBACK IS PERMITTED AT ANY STAGE WHILST LEARNERS ARE INVOLVED IN PREPARING FOR A FINAL ASSIGNMENT.*
Strategies used in KS4 include differentiated questioning, verbal and written feed-back, peer and self-assessment, exemplification and close reference to focused Learning Objectives. Each student will receive a formal summary of attainment shortly after submission of each task highlighting how awards have been arrived at. There are strict guidelines to which staff must adhere relating to feedback in order to comply with the regulations of the awarding body.
In Year 11 written feedback will be provided when teaching unit 1. Feedback will be concise and to diagnose problems, difficulties and areas for development. It will be used to set manageable and

developmental learning target and to provide specific methods for improvement and progress. This is intended to motivate students and create an achievement culture.

Drama

Drama is a performance subject at Key Stage 3. Feedback is given through ongoing teacher observation of practical work (rehearsal and performance) Whole class, small group and individual feedback will be given at appropriate times and students will have the opportunity act on their feedback during rehearsal.

At the end of each unit of work, students will have a summative assessment to assess their knowledge of a particular topic. The students will peer assess these assessments and they will be overseen by the teacher. The students will know the areas of strength and weakness to focus upon. At the end of instructional units of work students will be set a task that will allow them the opportunity to demonstrate their learning.

Information on student performance is continuously collected through the iDoceo app. This allows the teacher to track students against the standards in Drama (at Key Stage 3 and 4) This information directly relates to student reports.

The intention is to share this information with students through email so they can access their feedback post performance and in preparation for their next assessment. This work is in progress.

At Key Stage 4 work is assessed in line with the GCSE Specification - skills-based assessment continue to prepare for the performance aspect of the course. Student's written work is comprised of their portfolio of supporting evidence and preparation for their written examination. All portfolio and examination preparation work is marked in accordance with the literacy policy.