

All Saints' Catholic Academy

Policy Document

Policy: Feedback & Assessment Policy
Prepared for: All Saints' Catholic Academy Trust

Approval

Approved by	Approval date	Review Date
Governors	Sept 2019	Sept 2020
Governors	Sept 2020	Sept 2021
Governors	Sept 2021	Sept 2022
Governors	Sept 2022	Sept 2023
Governors	Sept 2023	Sept 2024
Governors	Sept 2024	Sept 2025
Governors	Sept 2025	Sept 2026
Governors	Sept 2026	Sept 2027

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1 Policy aims

This policy applies to all students and staff; it serves to provide a common framework for assessment and feedback so that All Saints' students understand the strengths in the work they produce; their areas for development and the actions required in order to make excellent levels of progress. It is also mindful of teacher workload and the frequency of minimum expected feedback has been reduced in order to provide students with sufficient guidance on their work, whilst supporting staff well-being. The policy promotes student progress through adaptive, responsive, and reciprocal teaching practices, as outlined in Section 4.

2 Assessments

Students should be assessed at different intervals across the academic year so that both they, and their teachers, have a clear understanding about current levels of progress. The **minimum** expectations regarding the **regularity** of assessments, which will require feedback from class teachers, should meet the following expectations:

	Term 1	Term 2	Term 3
Key Stage 5	For Year 13, two summative assessments, which are graded, with a personalised written or typed WWW and EBI comment from the teacher. One should be the November mock exams, where appropriate, and one must take place in half term one. For Year 12, one teacher marked formative assessment within term one.	For Year 13 one summative assessment, which is graded, with a personalised written or typed WWW and EBI comment from the teacher. For Year 12, there should be one summative assessment. Year 12 have examinations and Year 13 have a mock examination in Term 2, which would in most cases provide summative assessment feedback. However, NEA / Coursework may also contribute to the suite of assessed work, if appropriate.	For Year 13, there should be one teacher-marked formative assessment within term 3 and this should be completed in half term five. For Year 12, there should be one summative assessment. The summative assessment can be the Year 12 Mock.
In terms two and three, Year 12 students should also complete formative assessments where feedback can be provided through means including whole class feedback, teacher verbal feedback, sample marking with verbal feedback to students or through student self or peer assessment supported with teacher guidance.			
Key Stage 4	For Years 9 and 10, one summative assessment, which is graded, with a personalised written or typed WWW and EBI comment from the teacher. For Year 11, there should be two summative assessments (one can be the November mock exams) and one must take place in half-term one.	For Years 9 to 11, one summative assessment, which is graded, with a personalised written or typed WWW and EBI comment from the teacher.	For Years 9 and 10, one summative assessment, which is graded, with a personalised written or typed WWW and EBI comment from the teacher.
Key Stage 3 (Year 7-8)	One summative assessment, which is graded, with a personalised written or typed WWW and EBI comment from the teacher.	One summative assessment, which is graded, with a personalised written or typed WWW and EBI comment from the teacher.	One summative assessment, which is graded, with a personalised written or typed WWW and EBI comment from the teacher.

Formative assessment at Key Stages 3 and 4	Students in Year 7 to 10 will receive teacher-led written feedback using approaches including whole class feedback sheets or code marking to a minimum of one formatively assessed piece during an academic year. This could take place in term 1, 2 or 3, depending on where it best supports the progression of students. This assessment will be identified on the assessment calendar for each individual subject. Formative assessment and feedback will also take place in each subject using approaches including verbal feedback, whole class feedback sheets, sample marking or peer/self-assessment, but teachers will only be expected to provide written / typed feedback to students on a minimum of one formatively assessed piece.
It will be at the discretion of the Curriculum Leader (or Senior Line Manager, where appropriate) to allocate the tasks above, taking into consideration the frequency of teacher contact time with particular groups.	
Formative assessment: This can be completed through different methods including whole class feedback sheets (including feedback actions relevant to the individual student), code marking and annotations on student work. Where indicated in the grids above, students must be provided with written or typed feedback by the teacher for a minimum of one formatively assessed piece. This can be agreed upon by the SLM, CL and teaching staff to best meet the needs of the staff and students. Feedback must always be actionable, and a student response should be evident. If code marking is used, students must have a copy of the target codes and feedback should clearly identify where students should improve their work within the assessed piece.	
Summative assessment: Summative assessment feedback should consist of personalised written or typed WWW and EBI comments from the teacher. These pieces need to be graded, and those grades communicated to students. The teacher may return the summative assessment feedback in a staggered fashion, encouraging the student to engage with the information provided by the teacher through marginal and/or closing WWW and EBI comments and then in a subsequent lesson, provide the relevant grading. If using whole class feedback sheets, code marking or other means for summative assessment feedback, it is imperative that the teacher has provided <u>personalised</u> WWW and EBI comments for each student and identified in the body of work where the specific actions for improvement need to be taken.	
NEA / Coursework: If a subject is using NEA/ Coursework as one of their formative or summative assessment pieces in Year 9 or 10, this policy states that students should have had the opportunity to action feedback in response to teacher comments and therefore this should be explicit in the assessment process. Curriculum Leaders should also consider exam board stipulations regarding the nature of feedback in these assessments to ensure the pieces are being administered correctly.	
Student response: Following all summative and formative assessments, it is expected that students are given time in class to respond to their feedback. Student response can involve refining or re-drafting responses, attempting further practice questions or feedforward activities. It is also expected that the student response to formative and summative assessment should be evidenced in their books or folders in green pen, surrounded by a yellow highlighter box. Students should be provided with specific time to do this on the curriculum statement of intent, and this should be as close to the time of the completion of the assessment as possible. Where homework is set for students to respond to feedback, through means such as feedforward activities, this should adhere to the expectations outlined in the school homework policy.	
Grading: All graded work should be recorded on Go 4 Schools. Teachers are encouraged to include relevant formative assessments, if graded, on Go 4 Schools, to increase the body of evidence available to assess student performance.	
Log of Progress: Every student should have a log of their assessment grades on the front or inside cover of their exercise book or folder. This should clearly indicate the progress a student is making in relation to their target grade and the improvement targets provided by their teacher after formative and summative assessment, to allow students to return to their targets and show evidence of reflection and improvement over time. When a student starts a new exercise book, they are to take the assessment tracker from their old book and transfer it to their new book so an ongoing chronology of student feedback and response can be maintained.	

Where mock examinations are being used for summative assessments, it is imperative that the exam papers are within the student's book or folder. Curriculum Leaders need to ensure that staff have access to the materials required to ensure that the assessments, which are not directly written into exercise books, are securely attached to the book / within the folder and located sequentially within a scheme of learning. For subjects where assessments are carried out on computer, feedback should be printed and placed in their exercise books or folders to allow them to reflect on and respond to the feedback provided.

The **minimum** expectations regarding the **formatting** of written feedback should meet the following expectations.

WWW	Summative assessment feedback must contain a personalised written or typed WWW (What went well...) comment outlining the strengths of the student's work. These can be identified throughout a body of work, in the closing comments, or on whole class feedback sheets with a space for individual feedback comments. Positive comments should be skill and / or content orientated; at KS4 and 5 there should be clear links back to the relevant assessment criteria from the related specification but those comments need to be accessible to the students reading them and evidence of praise and celebration must be evident. For formatively assessed pieces, methods including whole class feedback sheets and code marking may be used to provide comments on the minimum of one formative assessment with teacher written / typed feedback. For other formative assessments, self and peer marking and live marking using the visualiser will supplement the aforementioned approaches as means of providing positive comments at a class or individual level. Evidence of praise and celebration must be evident.
EBI	For summative assessments, there must be at least one personalised written or typed EBI (Even better if...) comment regarding how a student can develop their work and make additional progress. Targets need to be specific and actionable. If teachers wish to pose a question or response task as a means of getting students to develop their work and make additional progress, this would be entirely appropriate. Teacher written or typed feedback can be identified throughout a body of work, in the closing comments, or on whole class feedback sheets (if personalised EBI comments have been provided). At KS4 and 5 there should be clear links back to the relevant assessment criteria from the related specification.
Pens	Students should complete both day-to-day work and assessed work in blue or black pen. Students should complete improvement or self/peer-assessment in green pen. Students should use a yellow highlighter to indicate where they have responded to their EBIs. Teachers may mark in any other colour than those stated above; crucially feedback should be clear and legible.

3 Assessment calendars:

- Each department has produced an assessment calendar to outline the format of both formative and summative assessments across the academic year.
- The assessment calendars can be found on the school website under the 'Subjects' section under the Curriculum heading.
- Assessment calendars outline where formative and summative assessments occur and the approach to assessment in each subject. The weeks where student work will be moderated and standardised to ensure consistency and quality in departmental assessment procedures, are also clearly labelled on the calendar.
- The frequency of summative and formative assessments shown on the calendar match the whole school expectations on the frequency of assessment outlined in section 2 of this policy.
- School Quality Assurance procedures, including work scrutiny and student voice, led by both Senior Leaders and Curriculum Leaders, will be used to ensure that the quality and frequency of feedback and assessment match the expectations outlined in section 2 of this policy.

4 Approach to assessment:

- The school realises the need for students to have a sound knowledge base in each subject they follow, to allow for further learning to take place. To this end, students will be frequently set knowledge and retrieval activities linked to their All Saints' Absolutes, to develop their core knowledge for each subject. Teachers are

expected to use this formative assessment in order to be responsive to student need and adaptively teach. The frequency of retrieval activities being set is monitored through school quality assurance processes including work scrutiny and student voice.

- Regular quizzes, retrieval activities and formative assessments will be used in lessons to measure student learning gains and provide information for students and teachers on where students need to develop their knowledge and understanding.
- Students will have regular low-stakes quizzes on recent and more historic subject content, to help ensure that knowledge is secured over time.
- Other methods of formative assessment will be used (e.g. approaches including mini-whiteboards for 'show me' activities) to check whole class understanding on topics. Verbal feedback during learning reflections may also be used to give students guidance on how to progress further, as outlined in section 5.
- Summative assessments have been planned to support the principles of spaced practice and interleaving, where examinations and larger assessments address content taught over a wider time frame. This is to encourage students to revise recent, and historic, subject content and address content areas across the whole of the curriculum for a given subject.
- Teachers use reciprocal teaching methods of I/we/you modelling to build up to the summative assessments, adapting support and increasing independence to match the needs of the students.

Feedback in Art and Design.

- Feedback in sketchbooks addresses the success criteria of the activity set. It is important to note that feedback comments may not be written on the artwork itself but on a post-it note, on feedback forms or additional sheets.
- Formative verbal assessment provides in the moment feedback to pupils. It supports pupils in the immediate task and allows pupils to check whether they have applied the skills they have learned. It also allows teachers to assess which component knowledge and skills have been acquired.
- Summative feedback at the end of a unit of work focuses on quality improvement and 'next steps' in a pupil's learning journey. It summarises the skills learned over the course of a term and praises pupils' creative work, whilst also identifying areas of development moving forward.

5 Feedback and Improvement:

Types of feedback

In addition to written or typed teacher feedback, in the WWW and EBI format, given after each summative assessment, as outlined in section 2, students may receive feedback using other means, including the methods outlined below -:

Verbal feedback- This is the most frequent type of feedback students will be given. Teachers will circulate during lessons and provide responsive feedback based on what is observed. Verbal feedback should be evidenced in books under the heading 'Verbal feedback', and there may be times when students are asked to write down prompts based on the verbal feedback.

Code Marking- feedback is coded (numbers, letters etc.) and written up on a sheet which is given to students. The feedback on the sheet must be actionable. The teacher will write codes on students' work, in the specific place where improvements are needed, and ensure they have a copy of what the codes mean. Students should have a physical copy of the codes in their books/folders and should not copy their feedback down from the board. Students then act on the codes during a 'Feedback and Improvement' lesson or as part of re-drafting or re-editing homework.

Sample Marking- used for formative assessments, a teacher will review the work of a small sample of students (around 5-10 pieces of work). The teacher will select these students as they are representative of the entire group. The teacher will read through the work and identify strengths and areas for development to inform future lessons. All students will receive the feedback based on the sample, in the form of verbal feedback or class feedback sheet, and will complete 'Feedback and Improvement' work. The teacher could provide the feedback via a whole class feedback sheet or through feedback activities. They may choose to give written feedback to the books from the sample, but that is at the teacher's discretion.

Feedback Models- the teacher creates models for students to demonstrate how to avoid mistakes that are evident in their work- these could be informed by any form of assessment. The teacher will then guide students through why the model represents a high-quality answer and the students will compare their own work to the model. Based on the model, students will improve their own answer. Students would normally be given a physical copy of the model to annotate or respond to in their books and teachers must ensure time is provided to allow them to guide the students and question them about the model answer.

- Teachers will provide written or verbal feedback to pupils offering guidance with a view to improving or enhancing the future performance of pupils. Opportunities should be given to allow students to demonstrate a response to the feedback provided.
- Students will keep track of formative and summative feedback targets in the front of their books. Feedback given will support students in improving over time.
- Departmental statements of intent should have time allocated to lessons which will allow students to respond to feedback. Where students complete work of this nature, it should be clearly titled with the following information: 'Feedback and Improvement.'
- Students' attempts at addressing their EBIs will be written in green. During the feedback lesson, or when the teacher is next marking, they will visually check the "green pen work" but only need to comment on it if they feel it is appropriate.
- It would be entirely appropriate for a teacher to have looked through a set of books or folders and make no written commentary but offer verbal class feedback, which students need to record in green pen. This should be clearly signalled through the title: 'Feedback and Improvement' and dated.
- Pupils are expected to respond in writing, or in a domain specific format for practical subjects, in response to the guidance given by teachers and this should happen each time they are given teacher feedback; in written work, this should be clearly marked with a yellow highlighter box surrounding the green pen work.
- Improvement marking should be supplemented with peer and self- assessment. Given the knowledge curriculum within the school and the fact that the majority of lessons should feature a form of retrieval on All Saints' Absolutes or prior knowledge, it would be entirely appropriate to see a high concentration of self/ peer assessment via green pen as students mark/ edit any misconceptions within their work.
- It should be clear that students are editing and correcting misconceptions or checking and adapting work based on teacher feedback under the title 'Feedback and Improvement'.
- Students will be encouraged to reflect on teacher and peer assessed targets. These targets should be logged in student books and students will be asked by their teacher to revisit targets and show evidence of improvements actioned as a result of the feedback.

6 SPAG/ Literacy

All subject areas have a responsibility to teach literacy and monitor the quality of spelling, punctuation and grammar. All departments should be actively incorporating proof-reading time into their assessments, to ensure that students have read through and corrected any initial errors before work is submitted. There is a SPAG self-assessment slide

incorporated into the All Saints' lesson slide set which help students make appropriate checks to their own work to support the accuracy of SPAG. Where it is evident that students have not taken time to check through their work before submission, teachers will return the work without providing any form of feedback until the student has appropriately reviewed the quality of their work.

It is the responsibility of **all staff** to help students to improve their literacy; All Saints' wants to produce eloquent and highly literate students and to do this, we all must work together to support accurate verbal and written literacy. When providing feedback on work, staff should use the school's literacy policy including the use of five codes.

Marking Abbreviation	Explanation	Formatting
NP or //	Use new paragraph	In the body of the text.
CL	Capitalisation incorrectly used	Circle error and/or place CL in margin.
P	Punctuation needed/incorrect	Circle error and/or place P in margin.
SP	Spelling error	Underline and/or place SP in margin.
? / EXP	Unclear expression	Wavy line underneath unclear expression and/or ? in margin.
V	Vocabulary error or needs improving	Circle the word and/or place V next to the word or in the margin

All students should be informed about the meaning of the codes and have easy access to them. It is expected that at least the termly summative assessments receive teacher feedback on the accuracy of spelling, punctuation and grammar using the codes outlined above.

7 Standards

- Written work should be presented neatly with dates and titles underlined.
- Homework should be located in the back of student exercise books and should be clearly labelled 'H/W'.
- Graffiti will not be accepted and any work which has been defaced, will be removed from the exercise book. Students will then be made to re-complete the work.
- Where work is of an unsatisfactory standard, including from a literacy viewpoint, rewriting an improved piece is an acceptable strategy to help students make progress and raise standards.
- There should be no loose sheets in a student's book.
- If any improvement work is not completed by the deadline set by the class teacher, students will be given an after-school detention to ensure it is completed.

8 Dyslexic students

Students' work must be marked based on their knowledge, rather than poor spelling. Areas for development should reflect the skills and content issues in the child's work, rather than focus on spelling. Key terms/ subject specific language should be corrected. This will be to a limit of 5 key spellings, so not to make the process too onerous for the student. Where students' work is marked and a teacher is concerned there may be dyslexic tendencies or traits, they should make a referral to Learning Support and ensure they are explicitly drawing attention to different spelling strategies of subject specific words.