

## FEEDBACK, ASSESSMENT, RECORDING AND REPORTING POLICY

Policy first adopted	29/06/2010
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**To be reviewed 3 yearly**

Reviewed	25/06/13
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Reviewed & Revised	11/02/14
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Reviewed	27/03/18
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## 1. Principles and Purpose

A system of assessment, recording and reporting should endeavour to meet the following general specification:

- To provide meaningful feedback to all students, so that they know and understand what is needed for them to make progress.
- To provide students, parents and teachers with clear and concise information about student progress, highlighting particular areas of success and areas for improvement.
- To represent a manageable workload for all staff in the school.
- To contribute to whole school improvement.
- To provide a bank of data to facilitate tracking of individual and groups of students.

Feedback, assessment, recording and reporting can be divided into four elements which are closely linked and overlap:

1. Regular verbal feedback to be given to students to promote classroom dialogue about how to improve (assessment for learning)
2. Grading of assessments once a half-term (yr 9 options and separate sciences once a term)
3. Recording this grade on G4S for students, parents and other staff to see.
4. Reports produced formally by the data team from G4S for Parents' Consultation Evenings.

### Relationship to other policies

This policy should be read in conjunction with our policies on Target Setting, Curriculum, Presentation and Homework policies.

### Who will be consulted about this document?

All staff, governors, students and parent representatives were consulted during the production of this policy.

## 2. Feedback Policy on Students' Work

### Aim

1. Teachers to use the assessment and checking of student work to inform the planning of lessons.
2. To establish a consistent approach to the way the learner's work is checked and assessed, so that students feel valued and have a clear understanding of how well they are doing.
3. To ensure all students have their work checked and assessed regularly to help them reach their academic potential.

### Rationale

'Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there.' (J.Rowe)

At Ferndown Upper School we recognise that teachers' assessment of students' progress and attainment and students' reflection on their own progress and attainment are central functions in the learning process. The focus here on **verbal feedback** and **student directed reflection** is helping students gain a clear understanding of how well they have gained knowledge, concepts and skills and to inform teacher planning of lessons.

Feedback is most effective when the student knows:

- The purpose of the task
- How far they have achieved this

- How to move closer towards their learning goal.

The implementation of this policy is the responsibility of all teachers.

**Verbal Feedback should:-**

- Be predominately encouraging, constructive and positive.
- Specifically target skills or knowledge that the group on the whole need to improve.
- Individuals should also be spoken to where there are significant gaps in the knowledge and skills aside of the group targets.
- Relate to lesson objectives and learning outcomes.
- Take a new approach to **'re-teaching'** content or skills to allow the students to improve independently.
- Challenge the students to reflect on what they need to do to improve (DIRT - Dedicated Improvement and Reflection Time).

**Feedback:-**

**At Ferndown Upper School we emphasise feedback and not 'marking'. Teachers are asked to give timely verbal feedback during feedback lessons in which students reflect upon their homework, classwork or assessments. We want our teachers to use their time to plan effective feedback lessons rather than on writing comments on student work. Whilst 'feedback' still takes place in that grades are given once a half-term, the emphasis is on the assessment for learning process and not on the grade itself. We recognise that the more specific the feedback the more effective it becomes.**

- Should inform teacher planning.
- Must be regular, kept up-to-date, and promptly returned to students.
- Students need to understand feedback systems, both the criteria for assessments as well the comments and grades or marks awarded.
- Each subject leader should determine the frequency of feedback on regular tasks (recommended frequency is three times per half term including book checking and assessments). The frequency of feedback determined by Faculties/Departments will vary greatly due to the differences in frequency of teaching different groups.
- Departments should have a common approach to feedback which should be discussed at faculty meetings.
- Students should be directed to reflect upon their work, writing in comments about how to improve and correcting errors using a purple pen.
- Teachers should maintain records of feedback given in a 'pink folder'. This folder should have sections for each class. Within each class there should be a seating plan (which marks out key information about students PPG, G&T, SEN), recent assessment data printed from G4S and RSPs – reflections sheets. Whilst we do require teachers to reflect we accept that teachers have developed different reflection sheets to suit their subject requirements. The emphasis is on reflection of pupil work to inform planning.
- Classwork, homework or assessments that is copied or is inadequate in quality or quantity should be sanctioned using the C3 system.
- Classwork, homework or assessments that are praise worthy should be recognised in front of the class (possibly using a visualiser) and on G4S using praise points. P1-4 should be given for small pieces of work, P5 postcards should be sent for larger pieces of work or significant effort. Praise should be given for effort as well as achievement.
- Practical, project-based subjects need to have regular feedback, even if a whole project may extend over a period of time.
- Assessment marks should be recorded once a half-term on G4S (except for year 9 options subjects and separate sciences which have one assessment recorded once a term).

- If teachers grade work, then students should record their own reflective comments during a feedback lesson. Some students may require support. Simply grading student work can have a negative effect on its own. Teachers should allocate DIRT activities during a feedback lesson.
- Peer marking is a valuable aspect of student learning and should be a regular assessment activity.
- Homework will be regularly set and timely verbal feedback will be given. Homework should be checked and returned, ideally, before another homework is set. There is no expectation for written comments to be given as we do not consider this an effective use of teacher time.
- Students who do not complete their homework on time or who hand in homework that shows inadequate effort should be set a C3 on G4S and the student should be spoken to.

### **Types of Verbal Feedback**

- Verbal feedback can take many forms.
- It could be simply circulating the room speaking to individual students about how to improve whilst they work on an independent task.
- It could be a more formal process of teacher directly telling students how to improve after a significant assessment, homework or piece of classwork.
- There is no need to mark in a book that verbal feedback has taken place. We will be able to see if the feedback is effective as progress will be clearly demonstrated in the students' work or in their grades in the pink folder. We understand that it is easier to demonstrate progress visually in subjects like art and English. It is more of a challenge to visually represent progress in maths and Science so here we expect the grades to be clearly tracked on the book or the assessment folder.

### **Feedback Lessons**

- Formal feedback lessons are good practice. They should take place following a formal assessment.
- Basic outline – staff do not have to follow this:
- Common errors/spellings highlighted
- Two new learning objectives recorded in purple pen by students
- Re-teaching of misconceptions
- Students directed to complete DIRT in purple pen. This may be improving their work or it may be working on an activity that will help develop their understanding of their misconceptions identified.

### **Pink Folder**

Should include as a minimum:

- Dividers for each class
- Seating plan – with groups clearly marked – PPG, G&T, SEN.
- Recent print out from G4S showing the grades for the group
- ALPS what if sheet for sixth form
- RSP sheets – these can be adapted for subject specialisms but must identify the group of students who need intervention and support. Any SOL adjustments that are going to take place should also be identified.
- Show evidence of the group progressing

### **Use of Purple Pen 'DIRT'**

Teachers are asked to encouraged to ask students to reflect and improve their work using a purple pen. Some subjects lend themselves more to this form of reflection than others (creative subjects may find them hard to use but here other forms of reflection such as redrafting, redrawing are encouraged).

Purple pen tasks could include:

- Making corrections

- Redrafting an answer
- Completing an activity to gain new skills, understanding or concepts
- Writing a reflection on how to improve

### Assessment

- Assessments should be complete once a half term (except for yr 9 options subjects and separate sciences).
- Staff are expected to ensure assessments are set up fairly and that processes before, during and after are consistent for each class in a year group:

Before	During	After
<ul style="list-style-type: none"> <li>• No access to the test questions</li> <li>• Same lesson content delivered to all groups</li> <li>• Students know when the test will be</li> <li>• Students given access to independent materials to prepare properly</li> <li>• Students given time to review last assessment DIRT work</li> </ul>	<ul style="list-style-type: none"> <li>• Controlled conditions</li> <li>• No talking</li> <li>• No notes</li> <li>• No support from teacher</li> <li>• Seating</li> <li>• Reduction in question numbers for those with extra-time OR extra-time</li> </ul>	<ul style="list-style-type: none"> <li>• Michaela mark DIRT work</li> <li>• Feedback lessons</li> </ul>

- After an assessment verbal feedback will be given that explains what has been done well and what still needs to improve. The aim of feedback lessons is to reteach concepts, knowledge or skills to students to show them how to improve their performance and move them on in their learning.
- Over the course of a term when work is returned to a class, time should be set aside to allow each student to record general and individual comments and improve their understanding (DIRT/Feedback lessons).
- Students' work for external examinations should be assessed using the feedback criteria of the examinations. It is good practice to share these criteria with students.
- Internal moderation may be needed to produce consistent standards between different teachers.

### Frequency of Verbal Feedback

The type and extent of verbal feedback will vary from subject to subject. Wherever possible, this should take place three times per half-term.

### Target Level

All books or folders should have the grading criteria and the students target level or grade clearly written on the front inside cover. These should be placed on the students' books and folders during target grade week.

### How student work should be assessed

At the end of every half term for the work that is assessed, teachers need to give:-

- A level or grade (depending on key stage).
- Work at KS4 to have a GCSE grade (9-1) for key assessment points e.g. end of topic assessments, coursework, Year 10 exams and GCSE mock exams.
- BTEC/OCR courses at KS4/5 to have a Pass, Merit or Distinction grade.

- Work at KS5 to have an A\* - U grade for key assessment points e.g. end of topic assessments and coursework. A minimum of two pieces per half term, per course, should be graded in this way and recorded on G4S.
- Key assessments as identified in schemes of work to be recorded half termly on G4S to facilitate analysis and dissemination of data as required and secure record keeping.

### **Written Comments**

- **We do not expect staff to give any written comments on student work.**
- Having said this, we recognise that certain subjects need some form of marking – for example in languages corrections to students work are quite important as students are less able to amend their work as they are learning the language for the first time. In the creative area good use is made of written comments on post-it notes and tutorial records in portfolios to enable students to improve.
- We also recognise that sixth form students respond well to written comments and so a formal written comment may be seen more often at KS5. We ask teachers to link these comments to assessment criteria. Best practice here is to use a consistent top sheet to feedback to students with. Top sheets should provide space for students to reflect upon their work (or the work of another student), again using a purple pen.
- Whilst written comments are not expected if they prove to be impactful then they can be meaningfully used. The key focus is that students make progress as a result of the feedback given.

<b>Roles &amp; Responsibilities</b>	<b>Responsibility</b>
<b>Teacher</b>	<p>Ensure work is checked or assessed at least three times per half term.</p> <p>Award students a level or grade for the section of work in their books once a half-term (except yr 9 options and separate science which will do this once a term).</p> <p>Advise students verbally on how to improve the level or grade for the section of work in their books/ folders.</p> <p>Ensure that students have the target level or grade clearly on display on the front cover of their exercise book or folder.</p> <p>Ensure that students are provided DIRT time to consider verbal feedback comments and plan for improvement.</p> <p>To share good practice with book feedback in team meetings.</p>
<b>Heads of Dept/Faculty</b>	<p>To regularly discuss at department/faculty meetings feedback within the department checking that it reflects the whole school feedback policy albeit personalised for their learning area.</p> <p>Heads of department/faculty to check that verbal feedback is having impact and that the work in books/folders demonstrates that students are making progress as do the grades on G4S.</p> <p>Ensure department has a coherent and consistent approach to identifying learning gaps and identify key tasks for improvement.</p> <p>Department feedback is planned over an extended period of time so that a clear evaluation of student's strengths and weaknesses can be given verbally in class.</p> <p>Planned opportunities are created each term to moderate key assessment activities to ensure consistency (such as mock exams or coursework).</p> <p>Level and grade descriptors are provided to be stuck in next to formal assessments.</p>
<b>Teaching Assistants</b>	<p>To listen to verbal feedback given by teachers in class in order to guide any students they are working with in the class. To speak to the teacher, or to check their pink folder, to see which students need to be intervened with.</p>
<b>Senior Leadership Team</b>	<p>Devise and implement a programme to monitor the implementation of the Whole School Feedback Policy. Carry out work scrutiny exercises.</p>
<b>Students</b>	<p>Under guidance from teachers, regularly reflect on verbal feedback given or offer advice to another students work. Use verbal questions, comments and exemplars given by teachers to reflect meaningfully on how to improve (DIRT). Complete purple pen work where possible.</p>

### 3. Progress Reports

Parents, students and teachers can actually access a live set of progress data at all times of the academic year through G4S live reporting system.

Progress Reports will also be issued to students at key check points (refer to school reporting calendar);

- Parents will meet with class teachers on consultation evenings as calendared.
- School progress reports will be issued to all students three times per academic year for Years 9, 10 and 12 and twice per academic year for Years 11 and 13 indicating teachers' assessment of current and target grades (generated using prior attainment data).

#### Parents' Consultation Evenings (Teacher)

There will be an opportunity each year for parents to meet with subject staff. The dates for these evenings will be published in the school calendar. The focus of these evenings is to;

- Share successes and concerns both from the school's perspective and that of the parent.

- Indicate to parents how the student can make (better) progress by setting and communicating current attainment grades and targets grades.
- Respond to parents' or student concerns.

### **School Assessment Reports**

Reporting will:

- Provide information about student progress against targets determined by national contextual data. At Key Stage 4 targets will be based on student prior attainment at KS2 and current grades will be based on recent assessments carried out in class. Post-16 students will have their target A Level grades based on their average GCSE points score using the ALPS targets generated for each subject and student. Current grades will again be based on recent assessments carried out in class. Where possible these will be exam style assessments.
- Be accurate and of consistent content and presentation.
- Be easy to understand.
- Be readily available and explicable to a variety of audiences.
- Be issued to parents/guardians prior to a parent' consultation evening wherever possible.
- Be printed from the G4S live system which parents have access to all year round.
- Provide a data starting point which enables formative discussions and targets to be discussed during the following parent consultation evenings with teacher.
- Meet statutory obligations.

See the staff handbook for schedules and detailed instructions.