



St Bede's

Roman Catholic High School

WHOLE SCHOOL ASSESSMENT & FEEDBACK POLICY

RATIONALE

High quality curriculum planning and delivery has the greatest impact on student progress. Teachers' valuable time is best directed towards planning and delivering high quality lessons as part of their curriculum, as opposed to spending time on marking, which due to the onerous nature of the tasks, can result in delayed feedback which has limited impact on progress.

This whole school Assessment & Feedback policy aims to ensure the planning, delivery and assessment of our curricula is tailored to each subject and ensures student progress in all areas. The feedback pupils receive from assessment should be designed around each subject's curriculum demands and assessment types. Therefore, each subject has its own bespoke Assessment and Feedback policy to allow for variation due to the nature of each curricula.

Assessment and Feedback in all departments should allow teachers an in-depth understanding of the progress their students are making; to assist the planning of future lessons in their learning series; provide timely feedback to pupils to allow further development, and to create a regular dialogue between teacher and student to best identify areas of success and development.

ASSESSMENT

Assessment within each subject's Assessment and Feedback Policy should be specifically designed to match the planning, sequencing and delivery of the curriculum, and how to best assess student's progress based on this. However, common practices which will be seen across most departments as forms of assessment:

- Formative assessment is the on-going process used by teachers and students on a lesson-by-lesson basis; to evaluate students' knowledge, understanding and potential misconceptions. This ongoing assessment for learning then informs subsequent planning of future learning in the sequence. This may include low-stakes quizzes, use of mini-whiteboards, strategic questioning strategies for AfL, group or classroom discussions.
- Summative assessment which is devised by academic leaders and cohesively delivered at specific points during the academic year, as determined by the academic leader and whole school assessment calendar.

TEACHER FEEDBACK

Our Feedback policy focuses on meaningful marking and feedback which will move learning forward and is worthy of the teacher's time. There is no prescribed method of teacher feedback across every departments of the school. Departments are supported within their own Assessment and Feedback policy to decide their own methodologies which effectively link any assessments and feedback to the sequencing and delivery of their curriculum. Teachers are given the professional judgement to decide the type and timing of the feedback, which is most suited to the task, the make-up of the class and the point students are in their learning journey.

We aim to remove any unnecessary marking, to ensure any feedback given by teachers is purposeful, yet manageable within their workload. In addition to this, we believe as much feedback which can be given at the closest point to the action as possible, is where the greatest opportunities for progress lie. Therefore, many strategies employed by our departmental teachers are ones which take place during the lesson.

Methods

- Verbal feedback - allows instant individual or group feedback which is delivered during or immediately following task completion. Delivering this feedback closer to the point of action can be much more effective than written comments received much later in the learning journey. There is no requirement to record when verbal feedback is given.
 - Live marking - immediate form of feedback which allows instantaneous information for pupils to assess their own work and understand how to move their own learning forward
 - Modelling and examples - use of exemplar pieces of work to model the high expectations of task completion and demonstrate in real time how to improve work recently completed. In many subjects, this is effectively implemented with the use of visualisers to share model pieces of work
 - Self- and peer-assessment - students are given regular opportunities to self- or peer-assess work completed in lesson to get a more in-depth understanding of success criterion and areas to develop their own work to reach higher levels of success.
 - Green pen responses - in written subjects, students will evidence the improvements they have made based on teacher feedback with green pen edits
 - Written feedback - no type or frequency is prescribed for this in the whole school feedback policy. Any written feedback should be purposeful and selective. Each department will have their own methodologies which are tailored to their curriculum, the tasks students complete and how best to progress student learning.
 - Whole class feedback - in some subjects, this may be an alternative to written individual feedback for every child. Class teachers will regularly read through students' work and instead of writing individual comments, they use a whole class feedback pro forma to make notes on common misconceptions, errors and knowledge gaps, and students who may need specific help. This can then shape whole class feedback to guide students towards success.
 - Summative assessments - marked by the class (or other specialist) teacher. Whole class feedback given (as described above) to underpin common areas of success and development. Summative assessment marks are collected by the class teacher, department and feeds into whole school data collection.

IMPACT ON PROGRESS

- Teachers are more focused on regular, timely feedback in lessons which can move students' learning forward with immediate effect
- Students are more actively engaged in evaluating their own work and motivated to improve based on regular lesson feedback
 - Students become more self-directed learners, better able to identify their own areas of strength and development based on assessment against criteria
 - Teachers' written marking is specifically planned into a series of learning to be more selective and meaningful. Therefore, this reduces the onerous time teachers spend on marking and can be redirected to producing high quality curriculum planning and delivery, which has the greatest impact on student progress.

QUALITY ASSURANCE

Quality Assurance of the use of the Departmental Assessment and Feedback Policies will take place throughout the year in a number of formats:

- Informal departmental processes where peer book looks* are used to observe best practice and collaborated on shared strategies which could be employed in lesson feedback processes.
- Book looks will then be carried out in a more formal format once per half-term, where academic leaders will review the application of their departmental policy for Assessment and Feedback. Best practices can be taken and shared with the department, along with areas to develop, during departmental SDS time.
- Academic leaders will review the effective implementation of departmental Assessment processes through department level data collection and analysis.
- Curriculum Leaders and Senior Leaders will also review the use of the departmental Assessment and Feedback policies through the use of Curriculum Reviews of subjects at several points planned in during the academic year.

**Book look is a term used to describe any form of review of a body of student work. In practical subjects this may not be an exercise book with written work.*