Feedback and Assessment Policy

What is the purpose of the policy?

The purpose of this policy is to make explicit how teachers provide feedback to pupils. All members of staff are expected to be familiar with the policy and to apply it consistently.

Why do we need a feedback policy?

It is important to provide constructive feedback to children, focusing on success and improvement targets against learning outcomes. This enables children to become reflective learners and helps them to close the gap between their current personal learning and expected attainment outcomes.

The Policy must complement and assist the School's aims for pupils to reach the highest possible levels of achievement. Pupils will be stimulated by regular, vigorous and encouraging feedback.

Purpose of feedback

- Pupils
  - To serve as a tool that will encourage and motivate students to learn.
  - To assist students in setting goals for themselves to develop learning strategies.
  - To build positive self-esteem and encourage students to strive for their personal best.
  - To inform students about, and to enable them to monitor, their current level of skill/knowledge mastery and towards 'next steps'.
  - To empower students to be independent, self-reliant and self-critical learners.
  - To demystify assessment practices, grading and marking so that the criteria are transparent and fair.

  Teachers:
  - To determine previous learning to decide appropriate level of instruction.
  - To evaluate student competency either within a programme and/or outside their age group.
  - To identify students' specific academic strengths and areas of growth so that the teacher can design appropriate instruction within the classroom.
  - To provide feedback for students to improve their performance and achieve personal goals.
  - To measure whether the teacher's instruction has been successful.
  - To ensure consistency and inter-rata reliability between teachers.
  - To provide external validations for their practices and judgements.
  - To provide diagnostic information about special needs to contribute to the design of Individual Education Plans.
  - To gauge the academic progress made by students in each programme
- Parents:
  - To determine if their child is learning what is necessary for future success both in school and beyond the school.
  - To assist the parent in comparing the performance of their child with students in another setting.

- • To help the parent fully understand the strengths, weaknesses, progress, achievements and learning style of their child.

In March 2016, the Marking Policy Review Group (MPRG) concluded that:
• all marking should be meaningful, manageable and motivating
• marking should be seen as one type of feedback and be part of an overarching assessment policy alongside practices that inform teachers, create positive pupil outcomes, and drive future planning

In April 2016, the Education Endowment Foundation (EEF) reported that there is remarkably little high quality, relevant research evidence to suggest that detailed or extensive marking has any significant impact on pupils' learning.

Assessment for Learning (AfL)

Assessment for learning (AfL) is a dynamic process integral to the learning journey, involving the continuous gathering and interpretation of evidence by both learners and teachers.

Defined as **"the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there**" (Creating Effective Learners, DfES 0435-2004 G)

AfL empowers pupils to become active learners, fostering a sense of ownership over their educational progress.

Research supports the notion that AfL should be seamlessly integrated into the learning process rather than treated as an additional component. The school actively encourages staff to develop their AfL implementation skills through Continuous Professional Development (CPD) and School INSET. Collaboration among colleagues within the school and across institutions is encouraged to enhance the effectiveness of AfL practices. The document "Pedagogy and Practice: Teaching and Learning in Secondary Schools," particularly Unit 12 on Assessment for Learning, provides valuable strategies for cultivating effective classroom practices.

Teachers are expected to incorporate a variety of strategies to assess pupils' progress and enhance attainment during and after the teaching and learning process. This ongoing assessment is crucial for identifying learning gaps, adapting teaching methods, and supporting individual student needs.

In conjunction with AfL, effective teacher feedback plays a pivotal role in advancing pupil learning. Feedback is defined as "information given by a teacher to pupil(s) about their performance that aims to improve learning."
To ensure the efficacy of teacher feedback, the following principles from the EEF Teacher feedback to improve pupil learning (Oct 2021) are emphasised:

Principles of Effective Teacher Feedback:

1. *Lay the foundation for effective feedback:*
- Provide high-quality instruction, including formative assessment strategies.
- Build on prior knowledge, avoid cognitive overload, and use effective teaching techniques.
- Plan lessons with clear learning intentions and adapt teaching to support all learners.

2. *Deliver appropriately timed feedback that focuses on moving learning forward:*
- Consider task characteristics, individual pupil needs, and class understanding when deciding on timing.
- Focus feedback on specific learning gaps related to the task, subject, and self-regulation strategies.
- Avoid general and vague remarks; concentrate on constructive, actionable feedback.

3. Plan for how pupils will receive and use feedback:
- Consider pupil motivation, self-confidence, and trust in the teacher when delivering feedback.
- Implement strategies to encourage learners to welcome and utilise feedback.
- Close the feedback loop to facilitate ongoing pupil progress.

Methods:

4. Carefully consider how to use purposeful, and time-efficient, written feedback:
- Understand the purpose of marking – to advance pupil progress and outcomes.
- Eliminate unnecessary workload around marking, following recommendations for effective teacher feedback.

5. Carefully consider how to use purposeful verbal feedback:
- Recognize that verbal methods of feedback can enhance pupil attainment and may be more time-efficient in certain contexts.

By merging AfL seamlessly with effective teacher feedback, educators create a comprehensive approach to supporting and enhancing pupil learning throughout their educational journey.

Frequency of Feedback

Feedback is acknowledged as a highly cost-effective and impactful intervention for enhancing student learning (EEF Toolkit, 2018). At Tawhid, effective feedback is deemed essential and follows a structured schedule.

For all classes, teachers are expected to provide quality feedback on at at least two pieces of work per half term. The assigned work for feedback can encompass various formats, such as homework, classwork, or any other suitable task that assesses the learning objective, excluding tests.
In line with the commitment to feedback, this process includes allocating time within the class for students to address the feedback, make corrections, and, if necessary, rewrite their work. This approach not only aligns with the principles of Assessment for Learning (AfL) but also underscores the importance of consistent and constructive feedback in the ongoing improvement of student learning.
Additionally, all other classwork or homework should undergo quality checks and be assessed through peer or self-assessment methods.

Marking Scheme for Classwork and Homework

The following marking scheme is for recording the academic progress of pupils through observation of their performance during and after lessons. Parents need to be informed about the marking scheme and what it means.

Such performance will, to a large degree, be evident in their classwork and homework, respectively.

The award scheme and methods of reporting an award to a pupil can take several forms, based usually on the subject. One system may be suitable for one subject and not another, or, one system may suit a particular task, and another for another task in the same subject area. In due course, with continuous recording of the rewards, an overall picture may be drawn of each pupil's progress. A marking scheme using appropriate systems, as per requirement, in contrast to just using one system (e.g., attainment marks), will better inform parents of their child's progress and possibly indicate problems that may need to be addressed, e.g. a lack of effort due to, perhaps, low motivation.

Attainment (Grade)	Attainment (Marks)	Attainment (%)	Effort
E- Exceeding (a)	10-8	100-80	1: Outstanding
M- Meeting (b)	7-5	70-50	2: Good
W- Working Towards (c)	4-1	40-10	3: Requires Improvement

Pupils must be graded for both Attainment and Effort. This should be recorded as grade for Attainment then grade for effort e.g Meeting 2 (M2).

Marks **<u>should not</u>** be awarded to pupils **<u>all the time</u>** as this discourages them from reading the comments and becoming complacement. Teachers must note grades in their mark books and it is

not necessary to share grades all the time with pupils, though there should be opportunities during a long period of work for pupils to benefit from knowing their current working grade.

Ineffective written feedback may include:
• feedback that doesn't involve pupils in responding to feedback
• feedback that doesn't inform planning
• feedback that uses inaccessible language for pupils
• extensive written comments which could be summarised more concisely

Assessment and Recording Policy

Policy

The inter-linked activities of assessment, recording and reporting are important for several reasons:

Assessment: **Assessing Pupil Progress (APP)**

APP shall be defined as being any activity which could provide parents, students and their teachers with an objective evaluation of their performance or provide the school with information about its own performance both in the classroom and at an institutional level. It is therefore essential that strategies are adopted to be more closely linked to current levels of performance.

Recording - whether this be at the level of individual teachers' marking records or whole-school statistics - is necessary to provide a background of evidence against which to set any advice to individuals or groups with regard to future change. All graded Homework, Classwork and Assessed work should be recorded in the subject specific Sequence for learning assessment grid **(SLG)** (See Exemplar 1) using the 9-1 grade descriptors It is of paramount importance that teachers are familiar with expected learning outcomes in their subjects for each year group.

Each term staff are expected to record on Assessment Spreadsheet a minimum of three assessment tasks from the assessments carried out during the Term from which the end of term Pupil grade for each subject will be equated. The final end of term grade will be uploaded to the appropriate Assessment Marksheet on Bromcom.

Pupils' grades will be tracked using a traffic lights system. Pupils who are not likely to make a two/three sub-level progress over an academic year will be flagged up for further action.

1. All members of staff are keeping records of:
    - student attendance at lessons
    - Frequently updated SLG tracking learning objectives.
    - marks awarded for tests/projects.
    - requirements for school and national statistics are met

Reporting - in all of its forms - is our primary means of communicating with parents and pupils about judgements of current performance and suggestions for ways forward for the future. Staff are required to complete Progress Review Report in October, February and April as well as a full end of year academic report.

EXEMPLAR 1: Science Sequence for learning Assessment grid

Week		Science				Grade		
		Topic Title	Working Towards (c)	Meeting (b)	Exceeding (a)			
			Grade 1e - 1a	Grade 2c - 2a	Grade 3c - 4c	1	2	3
			Half Term 1			Name Surname	Name Surname	Name Surname
1	Chem	7E: Mixtures and Seperation	State the meaning of: mixture, sieving, filtering, insoluble, suspension	Classify mixtures as suspensions, colloids and solutions, based on what they look like and whether they separate on standing	Classify colloids as, foams, emulsions, gels, aerosols based on what they are made up of.			
2	Chem	7E: Mixtures and Seperation	Describe what happens when a liquid will not dissolve any more of a solid and use correctly the terms: solubility, saturated solution	Describe how factors affect how much of a substance dissolves.	Plan a fair test to discover how different factors affect the solubility of a substance. Justify the decision to separate a solution in a certain way			
3	Chem	7E: Mixtures and Seperation	Give examples of where chromatography and distillation is used, and describe how they can separate mixtures.	Explain how chromatography works, and interpret a chromatogram Explain how distillation works. Identify factors that could affect distillation.	Evaluate the information provided by chromatograms. Explain how fractional distillation is used in making perfumes.			
4	Chem	7F: Acids and Alkalis	Recall examples of everyday substances that are acids Recognise the hazard symbols for: dangerous to the environment, corrosive, toxic, explosive, flammable, caution.	Describe the difference between substances that are corrosive or irritants. Describe how to reduce the risk from acids by dilution. State the meaning of hazard	Describe the use and importance of the Hazchem code.			
5	Chem	7F: Acids and Alkalis	Recall examples of everyday substances that are alkalis and recall the colour changes associated with litmus indicator. Describe how indicators are used to distinguish between acidic, alkaline and neutral solutions.	Use solutions of known acidity/alkalinity in order to deduce a colour chart for an indicator. Describe the use of universal indicator and pH meters to determine the pH of a solution.	Use information about indicator colour changes to design different indicators for different purposes. Apply ideas about the pH scale to explain the changes that take place on neutralisation and dilution.			

TAWHID FEEDBACK POLICY

Marking Principles: To ensure that the time we spend on marking is beneficial and promotes teaching and learning.

Marking Tools.

Closing The Gap prompts.

1. **Reminder prompt** (usually for brighter children)
   "How do you think ……. felt?"
2. **Scaffold prompts** (more focussed)
   "Describe the expression on ……'s face."
   "He was so surprised he ……" etc.
3. **Example prompt** (give the words but give a choice.)
   "He couldn't believe his eyes."
   "He jumped for joy."

Distance Marking (marking done not in presence of pupil)

- Comments can be read by the pupil
- They can understand it
- They have set lesson time to read it (3 minutes)

They have set lesson time to respond to it (5-10 minutes)

Success Criteria.

- Progress will be clear in the pupil's exercise books and there will be a distinct correlation between feedback and subsequent improvement in pupil's work.
- Pupil's self-assessment will move from, for example, "I am proud of this piece of writing because it is neat" to "I am proud of this piece of writing because I used some very descriptive words." The more children refer to learning objectives in their self-assessments, the more effective teaching is!

Self-Assessment

Pupils assess their own work.

(E) Means that the pupil coped well with the activity

(M) Means that the pupil had some problems with the activity. (Teacher plans follow up work)

(W) Means that the pupil was unable to cope with the activity. (Teacher plans follow-up work)

Marking SPAG, Promoting Literacy

The following 10 codes should be used when marking learners' work.

1. ✓ = good point
2. ✓✓ = excellent point
3. **GW** = good word
4. **W** = use a better word –look in the thesaurus
5. **Sp** = wrong spelling – look in the dictionary
6. **CL** =Capital letters missing
7. **// NP** = new paragraph needed
8. (.) = full stop needed
9. **P** =punctuation needed here
10. **- ?** = I don't understand – write more clearly

Key Features of Feedback

- Feedback will consist of information about the learning intention of the task, pointing out two successes (with a ✓) and a maximum of two areas of improvement (with **T**) against the learning intention.
- Feedback will only be given about what the children were asked to pay attention to – not on what they were not (eg. Presentation, spelling and punctuation, quantity, effort.)

Marking Principles

Shared

- Teachers and pupils are clear about the learning objectives of a task and the criteria for success;
- Teachers provide constructive suggestions about ways in which the pupil will improve his work and set targets;
- Teachers follow up the agreed targets with the pupil to see how far they have achieved them.

Teacher-Centred

- Teachers are selective in the aspects they choose to comment on;
- Teachers comment on specific, positive aspects of the work;
- Teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to specific skills or understanding;
- Teachers use the information gained together with other information to adjust future teaching plans.

Pupil-Centred

- Pupils are praised when they focus their comments on the learning objectives for the task;
- Pupils are given time to act on the feedback they are given.

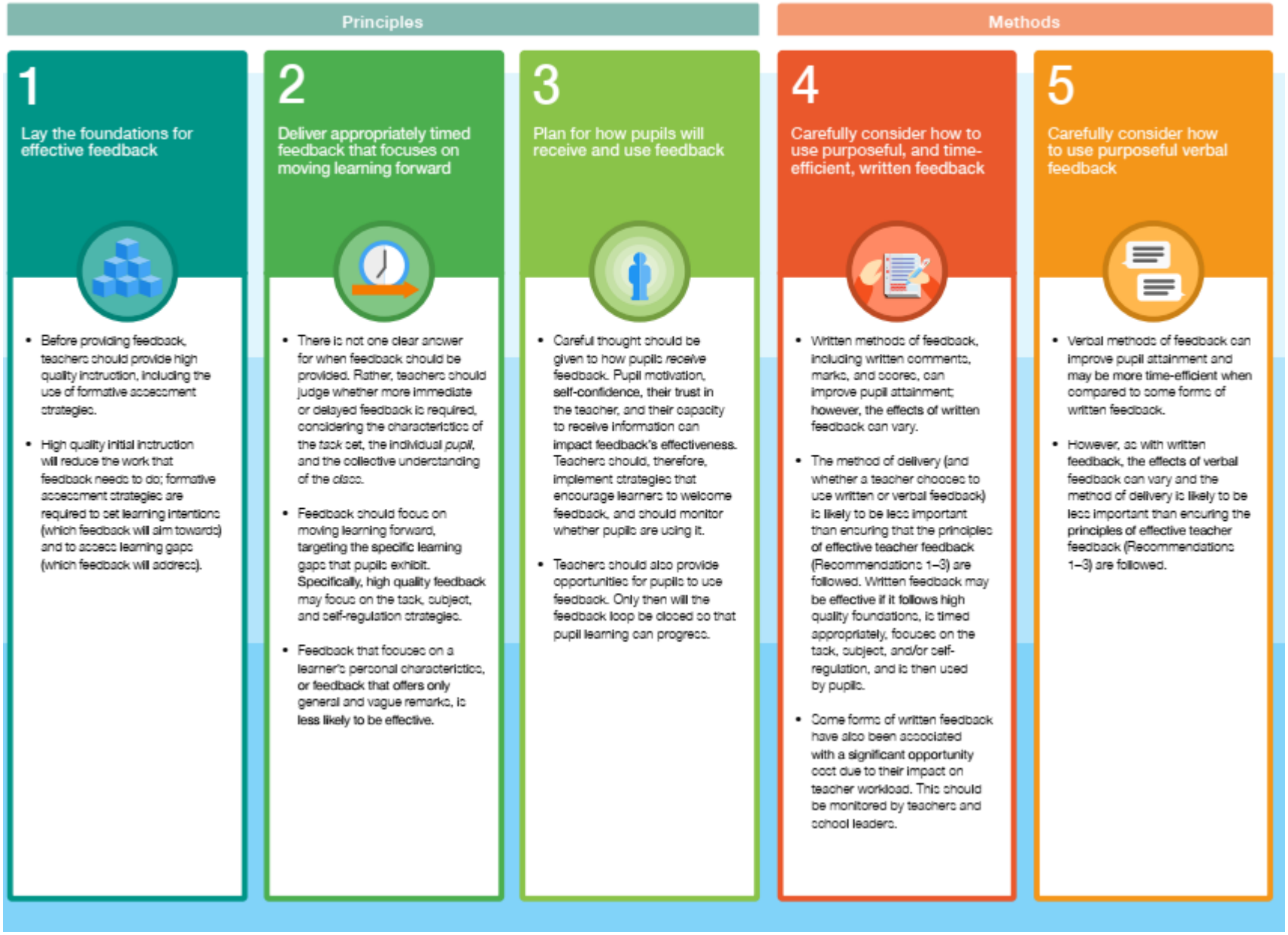
Monitoring

This marking policy will be reviewed at intervals to ensure that it is understood by all members of staff, that practice continues to reflect school policy, and that everyone has the chance to share and develop practice further.

Evaluation

The SLT will evaluate the success of this marking policy by scrutinising pupils' work and teachers' planning on a half termly basis. This will be reported to the School Development Committee of the Governing Body.

Teacher feedback to improve pupil learning (EEF) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback


Principles
Methods
1
Lay the foundations for effective feedback
Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).
2
Deliver appropriately timed feedback that focuses on moving learning forward
There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.
3
Plan for how pupils will receive and use feedback
Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.
4
Carefully consider how to use purposeful, and time-efficient, written feedback
Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.
The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.
Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.
5
Carefully consider how to use purposeful verbal feedback
Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.
However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.

Assessment

Guidelines

- The object of any assessment activity should be, as far as possible, clear to both pupil and teacher alike. Similarly, the success criteria must be clearly understood by those making the judgements and by those receiving the feedback. If assessment is to be used to make judgements that will be used when reporting to pupils or their parents then every effort must be made to ensure that the assessment is a reliable tool for that purpose. (Grades to be in line with expected outcomes)
- As wide a variety of assessment procedures as possible should be used. Assessment should not be limited to formal "test" situations. Questioning in class, individual discussions, contributions to debates/role play/group work all allow for assessments to be made. Homework is an important opportunity for assessment; not all pupils respond well to all forms of activity so a range of strategies should be adopted which allow all pupils, across the full ability range, to demonstrate their achievements. Assessment activities should be considered as opportunities for learning in their own right and as a means of providing challenges across the ability range.
- All schemes of work should specify opportunities for assessment. All schemes of work should contain opportunities for standardised assessments across groups and years. Wherever possible assessment should be included as part of the normal, ongoing work. The results of assessment should be used to evaluate the effectiveness of teaching methods.

Monitoring:

SMT are to monitor regularly subject teachers are giving feedback, recording and reporting according to the Whole School / Department Policy

Senior Managment to monitor feedback and recording of assessments as per monitoring observation cycle.