Ulverston Victoria High School

Assessment and Feedback Policy

Author/Owner:	Approved	Chair of Governors Signature:
L Muldoon	Yes	
Last updated: September 2023		

Contents

Rationale

Feedback is an important part of the learning process.
- Extensive evidence shows effective feedback has very high impact for very low cost (+5 months for secondary pupils) – *Education Endowment Fund (EEF).*
- According to John Hattie's meta-analysis, feedback ranks as the 10th most influential factor on student outcomes.

It is therefore essential that assessment and the feedback provided is as effective as possible and is consistently used if our students are to make excellent, sustained progress.

The EEF defines feedback below:
'Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim (and be capable or producing) improvement in students' learning.

Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or the outcome of the task, the process of the task, the student's management of their learning or self-regulation, or about them as individuals (which tends to be least effective).

This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teacher role, or from peers. Studies of verbal feedback show slightly higher impacts overall (+7 months) and studies of feedback from digital technologies are slightly smaller (+4 months).

Effective feedback:
- Provides specific information on what has been achieved.
- Provides specific information on how to improve (it should be clear and actionable).
- Can be during, immediately after or some time after learning.
- Involves metacognitive and self-regulatory approaches.'

It is important to recognise that feedback and marking are not the same thing.

The EEF makes 6 recommendations about using feedback to improve pupil outcomes. The principles and methods have been considered in creating this policy and a summary of them is added as an appendix. Website link: Teacher Feedback to Improve Pupil Learning | EEF (educationendowmentfoundation.org.uk)

Education Endowment Foundation

TEACHER FEEDBACK T
IMPROVE PUPIL LEARNIN
Summary of recommendation

Formative and Summative Assessment

Formative Assessment

Formative assessment and feedback: assessing pupils as they are learning rather than at the end of a scheme of learning and giving feedback to students on their learning.

It can be conducted through a variety of methods, such as targeted questioning, exit questions, hinge questions, DNA and spaced retrieval activities, or peer and self-assessment that promotes reflection and the sharing of knowledge.

It is integrated and ongoing and in using formative assessment, teachers assess comprehension levels and learning needs of students. Teachers can provide 'live feedback' in the moment as well as amend and tailor their approach in future lessons if required.

Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies *(EEF recommendation).*

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. *(EEF recommendation)*

Formative assessments provide a highly effective and risk-free environment in which students can learn and experiment. They also provide a useful lead-in to *summative assessments* so long as feedback is provided.

Summative Assessment

Summative assessment: assessing pupils at the end of a unit to determine what pupils have learned over the scheme of learned. This is usually graded against a standard (e.g. criteria at KS3, GCSE grades at KS4, A-level grades at KS5)

The purpose of summative assessment is to determine what students have learned, which areas of the curriculum students have not yet grasped and what grade we believe students are on track to achieve.

Formative Assessment

Wellbeing

It is important to acknowledge the workload challenge of assessment and feedback and to be aware of it as a potential opportunity cost. For this reason, written feedback is one part of the formative assessment and feedback procedures used in school.

Live feedback

The school values ongoing formative assessment and feedback in lessons where teachers use a range of strategies to assess pupils' understanding of knowledge and skills in 'live' situations so students can receive 'live feedback'. This can take a variety of forms:

- *Skillful questioning* for whole class assessment: use of cold-calling, hinge questions, exit tickets, show-me boards.
- *Skillful questioning* of individuals: probing questions to assess deeper connections and deepen students' understanding.
- *Circulating:* providing live written or verbal feedback to students as you circulate in the classroom.
- *Whole class feedback:* providing the class with information about areas of strength in their work as a whole and identifying class misconceptions or areas for improvement.
- *Low stakes testing* during DNAs or as part of longer spaced retrieval activities in the classroom.

Written feedback and deep marking

Subject leaders will identify pieces of students' work in the curriculum that require 'deep marking'. Typically, these will be tasks which have required students to draw together a range of skills from the current scheme of learning (composite tasks). They should not _only_ be summative as they should give the student a clear reference point about their performance in the lead up to a summative assessment. Yellow stickers will be used to direct feedback on deep marking.

- **Deep marking:** written feedback to students which is recorded in their exercise books. It identifies areas of strength and areas for improvement across a composite task.
- **Success criteria:** to support staff wellbeing, marking grids (yellow sheets/stickers) which identify success criteria for the deep marking tasks should be created. This will also ensure consistency of accurate feedback across the departments. These should be written in a way that is clear for students to understand their areas of strength and what they need to do to improve further.

Written feedback may also occur during the lesson and may be completed for individual or groups of targeted students as you circulate the room. This is not deep marking.

Where pupils have produced work which could contain misconceptions and incorrect answers, this must be checked. This can be done via a range of strategies:

- Answers shared by the teacher and pupils mark their work and correct (using green pen).
- Circulating the room and identifying whole class misconceptions, mistakes and sharing these with the whole class so students can check their work and amend (using green pen).
- Written feedback from the teacher in exercise books using the yellow sticker.

The feedback loop: to create an effective feedback loop, pupils need to be receptive to feedback and have opportunities to use it.

- A safe learning environment must be established so pupils are confident in responding to questioning.

- Feedback should seek to increase student motivation by focussing on what they are doing well and informing them what they can do to improve further.
- Time should be given for students to respond to written or verbal feedback in lessons. This may include students improving a piece of work that has just had feedback or it could include students using the feedback in a subsequent piece of work that requires similar skills. Progress should be evident either way.
- Feedback (verbal and written) should focus on the task, subject or self-regulation strategy and be specific in identifying what the student has done well and what they can do to improve further. General and vague remarks are unlikely to be effective.
- Self and peer assessment must be properly introduced and explained and supported with clear rubrics and success criteria. If used, time must also be given for students to respond to the feedback of their peers. Peer and self-assessment should be completed in green pen.

Summative Assessment

Summative assessments must be consistent across the department. All students will sit the same assessment, consequently, the questions selected must span the full ability range (or tier at GCSE). Questions selected should assess only the taught curriculum and include questions on both recent and previously taught content.

At least one common assessment should be completed each term for each year group. Outcomes for individual students on summative assessments must be recorded in SIMS so they are available for other staff to view (e.g. a Pastoral Leader answering a parental enquiry).

Standardisation and Moderation processes:

The purpose of standardisation and moderation is to support staff in developing their assessment practice and ensure high quality practice in both teaching and assessment; ensure equality of treatment for all students.

Subject Leaders are responsible for standardisation and moderation processes. It is part of their role both to co-ordinate and to oversee these procedures within their department.

They should do this by:
- Identifying staff who can lead on standardisation (if not themselves), for example, using teachers who are examiners for their subject. This will ensure staff understand the rubric of the mark scheme/success criteria and examples of how it is achieved.
- Ensuring all teachers have a sample of their marking moderated to ensure application of the mark scheme/success criteria is consistent with the standardisation scripts/examples.
- Keeping portfolios of exemplar work for reference purposes when making judgements and/or directing teachers to relevant websites/exam board sites where they can find examples.
-

Impact

By providing the support and training for staff to deliver these evidence-based approaches, we are more able to support pupil progress, build learning so students know more and remember more, address misunderstandings and close the gap between where a pupil is and where we want them to be.

Teacher Feedback to Improve Pupil Learning | EEF (educationendowmentfoundation.org.uk)

Principles			Methods		Implementation
1 Lay the foundations for effective feedback	**2** Deliver appropriately timed feedback that focuses on moving learning forward	**3** Plan for how pupils will receive and use feedback	**4** Carefully consider how to use purposeful, and time-efficient, written feedback	**5** Carefully consider how to use purposeful verbal feedback	**6** Design a school feedback policy that prioritises and exemplifies the principles of 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).	• 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.	• 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.	• 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.	• 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.	• Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development. • Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.

Assessment and Feedback Framework

This document is an appendix to the Assessment and Feedback Policy and **must be used in conjunction** with that document.

	Live Feedback	Written classwork/homework	Department Identified Deep Marking	Summative Common Assessments
Type of assessment and feedback	Assessment opportunities will be planned as part of high-quality instruction. Live feedback can then occur. For example (not exhaustive): • Whole class assessment strategies such as use of mwb • Cold-calling • Circulating • Probing questions • Low-stakes testing e.g. through DNA, knowledge test quizzes etc.	Written work completed at home or in lessons which needs to be celebrated, checked for understanding and ways to improve given.	Typically, these will be composite tasks which have drawn together a range of knowledge and skills students have been learning up to this point. It needs to be formally assessed to inform next steps in the curriculum and to ensure the teacher is aware of misconceptions and misunderstandings as students start to piece things together.	Assessment which covers the knowledge and skills learned in the most recent unit as well as some questions from previous topics. Must be recorded in SIMs.
What this might look like for students?	• Pupils may self-mark using green pen (e.g. low-stakes tests) • Reward by adding merit point on tracker (at teacher's discretion).	• Self/peer assessment using clear rubrics and success criteria • Whole class feedback (using green pens to correct/amend/improve) • Use of visualiser to model to pupils what a good one looks like (WAGOLL) so they can improve their own. • Formatively assessed using a yellow sticker.	Dept deep marking sheet which uses the yellow sticker to direct students to areas of strength and improvement (formative targets). These should be written in a way that is clear for students to understand. This will require students to respond to feedback.	Mark and grade given. Formative feedback can be given.