

## Feedback and Assessment Policy

*"Feedback should be more work for the recipient than the donor." Williams, D (2011) Embedded Formative Assessment*

### Vision:

Every student will graduate with the best qualifications, purpose, self-confidence, self-belief and a readiness to play a positive role within their local and the global community.

### Rationale:

According to all measures internally and by external agencies, our students' exercise books and progress shows missed opportunities for responsive teaching – both live in lesson and signposted throughout schemes of learning and our curriculum. Evidence of students frequently capturing, valuing and responding to feedback is lacking.

### Intent:

The strategic intent is to increase, systemise and evidence the impact of students responding to feedback addressing misconceptions, so that all students are frequently equipped to meet and exceed expectations. The intent is for more and greater depth and quality in students' responses to feedback.

### Implementation:

Alongside the attached infographics – designed to simplify and systemise expectations – all teachers and curriculum leaders are expected to incorporate the assessment and responsive teaching strategies directed:

- In the planning and revision of schemes of learning
- During lessons
- At mid-points during schemes of learning
- At the end of each scheme of learning

### Desired outcomes:

- All students will know what they should do to improve their work, performance, skills and knowledge
- Exercise books and student voice will evidence greater depth, quality and frequency in students' responses to feedback
- Students' outcomes will meet and/or exceed national expectations

### Evidence of success:

Each student's exercise book is evidence of their learning journey, progress and education over time. Each exercise book will evidence in every scheme of learning/unit of work, detailed and quality responses to:

#### Essential:

- Self-assessment
- Model answers/worked examples (evidence of engagement/analysis by student)
- Whole Class Feedback (every two weeks in core subjects; every three weeks in non-core subjects)
- Peer-assessment
- Unit overview evaluations

#### Desirable:

- Verbal feedback
- Live written feedback

### Planning question for every lesson:

How are my students going to show me - and evidence in their exercise books - their responses to feedback given by myself and/or their peers?



# Unit/SoL Feedback and Assessment

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Shared unit overview



Self Assessment



Worked examples/model answers



Mid assessment point. Whole class feedback  
(2 weeks – core  
3 weeks – non-core)



Peer assessment



Summative assessment



Unit overview evaluation

Expected green pen reflection

Essential

Students self assess using shared/created success criteria

Students analyse models for knowledge and skills

Students review and respond to WCF in depth

Students peer assess using shared/created success criteria

Summative assessments completed in exercise books

Students complete unit overview evaluation

PROFESSIONALISM

INCLUSION

PEDAGOGY

CURRICULUM

# Feedback: Capturing and Responding

*“Feedback should be more work for the recipient than the donor.”*



Verbal feedback:  
the best form of  
feedback is  
immediate



Whole class feedback  
on success and  
misconceptions



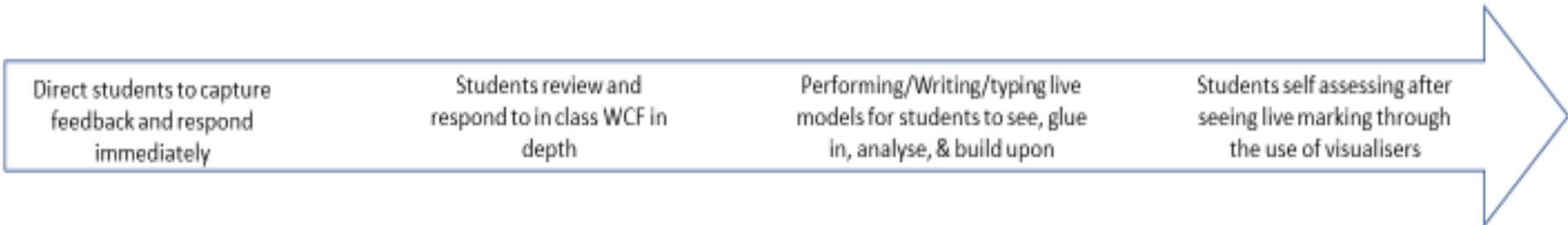
Live modelling:  
modelling the  
thought/production  
process



Live written  
feedback: live  
marking to support  
and challenge

Expected  
green pen  
reflection

Desirable



**PROFESSIONALISM**

**INCLUSION**

**PEDAGOGY**

**CURRICULUM**

