RUSHEY MEAD ACADEMY

ASSESSMENT AND FEEDBACK POLICY

RMA Assessment and feedback policy

Aims

Through quality-first teaching, strong subject knowledge, robust assessment practices and broad curriculum provision, our aim is to support all students to succeed. We endeavour to ensure that our assessment and feedback practices are impactful, robust, workload-efficient and geared towards reducing discrepancies between current understandings/performance and an identified learning goal.

Guiding principles

Assessment and feedback practices in all subjects should:

- Be manageable for teachers to deliver;
- Be meaningful and accurate and have a direct impact on learning and progress;
- Be accessible to all students and take into consideration students with specific needs;
- Provide clear information on students' understanding and knowledge;
- Enable students to understand their achievement in relation to the learning goals;
- Enable students to receive task-specific praise, have clear guidance on ways to improve and subsequent opportunities to make those improvements;
- Continuously inform teaching, learning and whole school priorities;
- Be built into the curriculum through progress models;
- Allow for the act of recalling knowledge and strengthening memory.

Assessments

	Formative assessment	Summative assessment
Types	- Probing questioning, listening and analysing responses - Circulating, assessing and reacting - Scanning and analysis of class work - Observational assessment - Self-marked short quizzes - Scanning and analysis of students' homework - Listening to students' contributions during group discussion - Looking at responses on mini-whiteboards	- Graded topic or unit tests - End of year assessments - GCSE examinations - Reviews of students with SEN or disabilities
Frequency	Day to day feature of lessons as decided by teacher and/or department	- Periodically (as decided by subjects) - End of KS4 (for all) - End of KS3 (for all)
Purpose	- To ascertain students' knowledge towards learning goals - To identify strengths and areas for improvement - To inform in the moment decisions about the direction of the lesson - To inform future planning and teaching - To evaluate and refine teaching strategies in response to what is identified	- To give a summative value of a student's current attainment - To summarise learning over a period of time - To enable reporting against age-related measures - To enable analysis of groups - To allow for identification of additional support needed - To judge progress against KS2 starting points

Recording and reporting

<u>Termly tracking</u>

Termly tracking data collection will take place twice per year in years 7 and 8, and three times per year in 9-11. Data will be analysed centrally and the analysis sent back to subject teams to act upon. Time is built into the faculty meeting schedule to allow meaningful actions and interventions to be discussed and put into place.

<u>Reporting to parents</u>

After each termly tracking parents will receive an individual written report on their children's progress. Once per year this report will also include specific subject guidance for improvement. Parents' evenings will be held annually for parents to discuss their children's progress with class teachers. Teachers may also choose to contact parents at other points in the year to discuss their children's progress.

<u>In-faculty recording</u>

Assessment practices conducted by the class teacher, both formative and summative, should be measured and of a frequency and depth which enables them to have a clear knowledge and understanding of their students, but should not have an unreasonable impact on workload and wellbeing.

The need for recording of assessment information will vary between subjects. It should be no more than is necessary but of sufficient quantity to ensure continued progress. It should engender confidence in accuracy and consistency across teachers and classes.

Feedback

The purpose of all feedback is to close the learning gap between what students currently know and remember and where they need to get to. It should reduce discrepancies between current understandings/performance and an identified learning goal. It should stimulate thinking and the processing of information.

- *Formative feedback* will focus on how well students are performing in relation to the learning goals. It will take the form of qualitative comments, primarily verbal, informed by what has been identified via formative assessment practices. This feedback will enable students to understand how well they are meeting the learning goals and where they still need to improve, and specifically, what they need to do to move their learning on further. Verbal feedback may be given to an individual or to the whole class, as appropriate.

- *Summative feedback* will indicate a level, mark or grade achieved by a student for a piece of work or set of questions. Summative feedback gives limited information in isolation but can help to form a picture of a student's progress over time.

There are two main ways of providing feedback to students, which are both valuable in different circumstances:

- *Verbal feedback* will allow for discussion about how students are meeting learning goals and support them with the development of a particular aspect of their work. This may correct or clarify their understanding and/or extend their learning. It is important that, when verbal feedback is given, students are helped to understand its significance to their learning and the impact it can have on their progress.

- *Written feedback* will allow students to read the comments, reflect upon them and refer back to them. To make this easier for students, written feedback will be in a contrasting colour. Written feedback recorded on students' work will only be utilised if there is a distinct benefit over whole-class feedback, and where doing so is manageable for workload.

Interventions

Responsive teaching and composite formative assessment should generate evidence about learning that can be used to create interventions that improve learning. Any task given as an intervention should be as immediate and specific as possible. Listed below are Tom Sherrington's 5Rs of action feedback as a starting point for this. The interventions given should be in the most suitable style for improving the original work.

1. **Redraft or Re-do,** give specific instructions as to which parts need improvement and how they need improving.

2. **Rehearse or Repeat,** practise and drill the skills or knowledge that need to be learnt for instance "practise your number bonds to 100 with these questions"

3. **Revisit and Respond,** students are given extra work either to go back over fundamentals or to extend their thinking.

4. **Re-learn and Re-test,** specifying a set of knowledge and asking students to learn it before retesting. You still don't know all of these facts: go learn them; prepare for a mini-test.

5. **Research and Record** students need to show deeper insight, wider references or more imagination. The solution to this could be more reading or research of a different kind. Teacher could specify what reading should be done or where exactly students should research.

   In practice: Composite formative assessments and responsive teaching should lead to interventions or actions that improve learning. These tasks should be determined by the nature of the assessment. For the start 19-20 academic year these need to be in place for term one.

Faculty protocol

The nature and impact of different forms of assessment and feedback can vary significantly between different subjects dependent on the learning activities taking place at the time. Each faculty will have an agreed expectation and protocol which incorporates both types of assessment and feedback, tailored to the specific requirements of the subject.

Guidance for Curriculum Leaders

Different styles of feedback

Directive feedback: tells students if they have done something wrong, and how it should be done instead

Corrective feedback: tells students whether an answer / response is right or wrong

Epistemic: stimulates learning, thinking and reflection; promotes self-regulation by asking questions such as "Could you have tried a different approach?" "Why might this be better if…?" "What would have happened if…?

Optimal feedback

A culture of critique should be established by providing clear feedback in the following formats, using professional judgement to discern which is most appropriate at different points in the learning process:

1) *Whole-class feedback*: e.g. trends noted so that common misconceptions can be re-explained; 'live' deconstruction of students' work

2) *One to one verbal feedback*: e.g. during independent practice

3) *Self and peer critique / evaluation*: e.g. against provided success criteria

4) *Written comments*: e.g. against clear success criteria (these should be focused, concise and only used where there is a clear benefit over the other types of feedback)

*Assessment and feedback during remote learning

Accurate assessment is crucial to student progress, whether students are in school or learning remotely. Curriculum leaders should think about what can be effectively assessed at home and what needs to be assessed in school, and ensure this is incorporated into their faculty policy.

Remote Feedback

- Teachers should provide adequate feedback to students who are learning remotely. This will build confidence and success. It is essential that Curriculum leaders think creatively about how to provide feedback, both in-class and remotely.

- Directive feedback is the most important – how do they improve?

- However, live feedback is not possible with pre-recorded video lessons, so it is vital that teachers consider ways to maintain a dialogue with students during periods of remote learning.

Students can submit pieces of work remotely via Assignments in Teams and teachers can provide feedback (whole-class or individual) accordingly, in line with faculty policy. Suggestions for remote feedback include:

- Give whole class written feedback via email/Class Notebook/Teams Assignments

- Use a Voice Recorder (such as *vocaroo*) for whole class and personalised feedback

- Record a video feedback

Live feedback will be vital in preparing students for independent practice to achieve mastery, and one of the best ways for this is to use Microsoft Teams. This could be for:

- 1:1 feedback - students book an appointment if they have questions or need further explanations;
- small group feedback - targeted groups of students are invited to meet online;
- short periods of live chat for targeted students - live sessions to consolidate or reinforce learning, especially where misconceptions have arisen.
- whole class feedback.

Version	Date	Author	Reason for Change
0.1	04/12/2019	VBA	New policy.
0.2	03/11/2020	JBL	Addition of remote assessment and feedback

Policy Review Date: December 2021