

Policy Statement

Marking, Feedback and Assessment Policy

Aim: To provide feedback and assess progress in ways which enable students to reach their full learning potential.

Policy: This policy ensures that feedback is well timed, personal and diagnostic so that both staff and students can plan for progress. This policy ensures that assessment opportunities provide accurate information relating to current performance for students, staff and parents.

Wymondham High puts students at the centre of the learning and the processes detailed in this policy promote success for all.

4 Key Areas

1. Written Feedback
2. Verbal Feedback
3. Assessment for Learning
4. Literacy

1. Written Feedback

Formative written feedback, which is diagnostic and developmental should be provided - where meaningful, manageable and motivating - prior to assessment opportunities to ensure that the feedback has maximum impact on student progress. Strategies should be in place which encourage students to engage with this formative feedback. Success criteria should be shared with students during the learning process and become the vehicle through which current success and future targets are communicated to students. A balance of teacher, self and peer assessment is recommended at the formative stage. Self-assessment promotes independent learning and helps students to take increasing responsibility for their own progress. Peer assessment enables students to provide each other with valuable feedback so that they can learn from, and support, one another.

Written feedback at the summative stage, provided by assessment opportunities, should essentially provide evidence of current performance. In the main school a Pathway should be recorded and at A-level a CPG should be recorded which is based on examination grades (both of these should be recorded on go4schools). How current performance is recorded on work should be left to the discretion of departments but in the main school it is unlikely that the Pathway number itself is stated. Formative feedback at these summative assessment opportunities should not be seen as mandatory but used flexibly and when meaningful, manageable and motivating. Once again any formative feedback should reflect the success criteria of the task.

It is expected that students will be provided with both written formative and summative feedback at least once during a unit of work.

2. Verbal Feedback

Verbal Feedback should be esteemed as highly as written feedback and used in combination with it to support students in making progress. It should be an integral part of classroom practice. It is understood that verbal feedback is most useful formatively and as such any verbal feedback should be developmental. It should also be clear, focused and descriptive. The maxim of 'Just in time, just for me, just what I need in my learning, just what I need to move forward' will be used to inform verbal feedback decisions. Praise will be used with care to ensure that it is attributed to the task and not the learner. This is to ensure that students remain positively motivated and well able to regulate their own learning.

3. Assessment for Learning

Assessment for learning should be an integral part of all lessons. Staff should employ a range of techniques in the classroom (for example: questioning, whole class response systems and plenaries) to allow them to collect feedback for themselves relating to student learning. This information should be employed in order to adapt their teaching to

meet the identified needs of students. The most effective assessment for learning takes place in the short cycle – in the lesson or between lessons.

The students should also be activated as instructional resources for one another and should be encouraged to become owners of their own learning. The sharing of clear learning objectives and success criteria are a key part in allowing students to self and peer assess.

4. Literacy

It is expected that all staff, across every department, provide feedback relating to literacy. The spelling of key words, punctuation errors which affect meaning and presentation should be marked for.

Departments will have departmental specific Marking and Feedback Policies which detail how the aims and philosophy of this Whole School Policy are implemented in their curriculum area. These can be found on MetroCentral.

Monitoring

This policy will be monitored by the member of Senior Leadership with responsibility for Teaching and Learning, and by the Principal as well as by the leadership departmental link.

The quality of feedback and assessment will be monitored through the accountability cycle.

Review

This policy will be reviewed every two years by the Senior Leadership member with responsibility for Teaching and Learning and the Governors' Teaching and Learning Committee.

The outcomes of assessment provide essential information on which to base review and evaluation of the curriculum and any necessary action in this area will be taken as and where appropriate.

Confirmed by: The Governing Body of Wymondham High Academy

Signature of Chair: Dated: Teaching and Learning Committee

Departmental Specific Marking and Feedback Policy – Pro-forma

Department: _____ Date: _____

1. Formative written feedback, during the unit of work.

1a. Timing: Formative written feedback to students timed to maximise learning and progress

Department Draft Policy on Timing of Feedback:	<i>Exemplar</i>
	<i>Students' preparatory work is marked prior to final unit assessment, with clear targets that directly improve their performance.</i>

1b. Success criteria shared with students during the unit:

Department Draft Policy on Sharing Success Criteria:	<i>Exemplar</i>
	<i>Success criteria given to students to stick in their books at the start of the unit. Lesson objectives relate to the criteria.</i>

1c. Departmental strategies and resources to support Formative Written Feedback:

Department strategies and resources:	<i>Exemplar</i>
	<i>Pyramids, graphs, thermometers, AFL grids.</i>

1d. Evidence of Student Engagement with Formative Written Feedback:

Department Draft Policy on Engagement with Feedback:	<i>Exemplar</i>
	<i>Feedback includes a target which enables students to improve in their assessed piece of work for the unit. The department is trialling "now" tasks where students have to respond immediately to feedback by completing a "dirt" task. Students comment on their own work and how it relates to the criteria.</i>

1e. Marking and Feedback on Literacy

Departmental Draft Policy on Marking and Feedback on Literacy:	<i>Exemplar</i>
	<i>Capital letters and full stops always expected. Standards of presentation.</i>

2. Feedback on Summative Assessment

2a. Nature of Written Feedback on Summative Assessment

Department Draft Policy on Nature of Feedback on Summative Assessment:	Exemplar
	<p><i>A mark is given, clearly linked to the success criteria given at the formative stage.</i></p>

3. Monitoring of Marking and Written Feedback

Department Draft Policy on Monitoring of Marking and Feedback	Exemplar
	<p><i>Evidence of good practice collected by HoD and shared.</i></p> <p><i>Programmed work scrutinies to monitor timing and impact of written feedback.</i></p> <p><i>Evaluation from Teachers and students to inform revision of policy.</i></p> <p><i>Collection of information to evaluate the impact of written feedback on learning and progress of students.</i></p>

Department Draft Policy on Verbal Feedback	Exemplar
	<p><i>Verbal feedback is <u>used to support written feedback</u> to ensure students make rapid gains.</i></p> <p><i>In particular the timing of formative verbal feedback is considered to ensure learners move forwards.</i></p> <p><i>Verbal feedback is <u>differentiated</u>.</i></p> <p><i>For example: a range of feedback is given to cover not only task/product level but also process and self-regulation levels.</i></p> <p><i><u>A balance</u> of whole class and individual verbal feedback is used to ensure that feedback can be as specific and focused as possible.</i></p> <p><i><u>A range of strategies</u> is being trialled to develop the use of verbal</i></p>

	<p><i>feedback. For example: the use of questions rather than statements, the use of one-to-one mini tutorials, peer and self-assessment to reduce teacher intervention, reduction in volume of verbal feedback, descriptive verbal feedback.</i></p> <p><i><u>Evidence of developments in departmental use of verbal feedback can be found in:</u> Departmental T&L development plans in which verbal feedback trails are recorded. Learning walks and PM lesson observations. Peer observations which feed into departmental T&L plans.</i></p>
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Department Draft Policy – Collecting Feedback for ourselves	<u>Exemplar</u>
	<p><i><u>A range of techniques</u> is employed to vary the ways in which teachers routinely collect information for themselves in the classroom. For example: questioning (types and timing), 'all student response' systems, tasks which promote discussion, tasks which celebrate thinking, tasks which encourage students to communicate their thinking etc.</i></p> <p><i><u>Acting on the information collected in the short cycle (in or between lessons) is prioritised.</u></i></p> <p><i><u>The links between written and verbal feedback and the collection of information for ourselves are understood. For example: Some marking is diagnostic and completed to provide information for the teacher rather than the student; The timing, type and quantity of verbal feedback will have an impact on our ability to collect useful information for ourselves.</u></i></p> <p><i><u>Evidence of developments in departmental use of techniques which allow teachers to collect information for themselves in the classroom can be found in:</u> Departmental T&L development</i></p>

	<p><i>plans in which trials are recorded. Learning walks and PM lesson observations. Peer observations which feed into Departmental T&L development plans.</i></p>
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