



## Whole School Feedback and Assessment Policy

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This policy has been written inline with the school vision:

‘To develop happy and successful people who accept **responsibility**, demonstrate **determination** and act with **humility**’.

**Aim:** To provide guidance on the expectations of the academy regarding feedback and assessment which enable ***all*** students to reach their full learning potential.

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

### Key principles underpinning the policy:

- All feedback is ‘**Meaningful, Manageable and Motivating**’.
  - It is regular and continual.
  - It is a personalised two-way teaching and learning dialogue that engages the learner.
  - It is applied consistently to inform learners of their strengths and next steps to make progress, they are responsible for taking action.
  - It informs teachers of future differentiated planning.
- **Department policy:** Will have specific detail on how the aims and philosophy of this ‘**Whole School Policy**’ are implemented in their curriculum area.

### All feedback is ‘Meaningful, Manageable and Motivating’.

- **Meaningful:** *Feedback varies by age group, subject and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.*
- **Manageable:** *Feedback practice is proportionate and considers the frequencies and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.*
- **Motivating:** *Feedback should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take **responsibility** for improving their work.*

### Regular and continual.

- **Timing of feedback:** When needed. Depending on the frequency of teacher contact time the expectations regarding feedback will vary. Teachers need to carefully plan what they will mark and what **impact** they hope to achieve by marking the piece of work.

Contact Time	High quality written feedback	Self/ peer assessment	High quality verbal feedback
2 lessons per fortnight	Evident every 4/5 weeks	Monthly evidence of self and/or peer assessment	Verbal feedback is prevalent within lessons to provide students with direct & immediate feedback
4 lessons per fortnight	Evident every 3 weeks	Fortnightly evidence of self and/or peer assessment	
4+ lessons per fortnight	Evident every 2/3 weeks	Regular evidence of self & peer assessment	

**It is a personalised two-way teaching and learning dialogue that engages the learner.**

This may occur in the following ways.

1. Written Feedback <sup>[L]</sup><sub>[SEP]</sub>
2. Verbal Feedback <sup>[L]</sup><sub>[SEP]</sub>
3. Assessment for Learning <sup>[L]</sup><sub>[SEP]</sub>
4. Literacy and presentation

**1. Written Feedback**

Written feedback is an integral element of teaching, as important as the teaching-taking place in the classroom. Written feedback is fundamentally highly personalised teaching, direct from the teacher to the student. It reinforces a crucial relationship between teacher and learner. It informs teacher planning and student progress in equal measure, giving clear, challenging and encouraging targets for improvement, as well as an indication of where objectives have been met.

**High quality written feedback** is **diagnostic** and **developmental** which enables the student to understand the next steps in the learning process. It should identify at least one strength and a target with the expectation that students will respond. Feedback is linked to assessment objectives.

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.

Students should be given regular opportunities to assess their own and their peers' work, and have their judgments qualified by the teacher too. A balance of teacher, peer and self-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.
- **Teacher assessment** identifies the common misconceptions so that they can be quickly addressed. It enables a one-to-one learning dialogue to take place, which clearly identifies strengths, weaknesses and areas for improvement.

Written feedback at the summative stage should provide evidence of current performance. Teachers should always record and track student progress, to enable accurate reporting and data entry. Data is recorded on

go4schools (KS3 and KS4, a Pathway & A-level, a CPG based on examination criteria) inline with the school assessment cycle. How current performance is recorded on work should be left to the discretion of departments.

**Marking Code (See Appendix 1):** This is a set of marking codes to communicate information swiftly and precisely to students. Instead of writing a series of comments around their work, or underlining and circling a range of different areas, teachers simply note down the codes wherever they are most appropriate. The aim is to speed up the marking process for staff and the expectation for learners is to act on these codes to improve their work. It's important to have **consistency** when using these codes so learners are clear about what they need to do to improve their work.

## **2. Verbal Feedback**

Verbal feedback should be esteemed as highly as written feedback and used to support students in making progress. It should be an integral part of classroom practice. It is understood that verbal feedback should be developmental and delivered in a way to encourage a growth mindset. 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*' (Hattie, 2008). 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 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 responsible for 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 and presentation**

All staff are responsible for improving literacy. Feedback on the spelling of key words, punctuation errors that affect meaning and presentation should be given. Presentation that is below academy expectation will be redrafted. These will be highlighted using the academy marking code.

**It is applied consistently to inform learners of their strengths and next steps to make progress, learners are responsible for taking action.**

Feedback must be diagnostic, identify common errors and allow students to correct and improve their work. When marked work is returned to students, it is imperative to plan time for students to reflect upon comments and targets, and respond, in turn, to the teacher. Students are responsible for acting on the feedback given and demonstrate determination to improve.

**To inform teachers of future differentiated planning.**

Teachers use marking, feedback and assessment to inform their teaching and learning strategies to enable all learners to reach their full potential. This may include but not exclusive to: re-teaching parts of the lesson, adapting teaching style to suit learners' needs, adapting schemes of learning and providing targeted

intervention.

All staff are encouraged to self-reflect on the feedback practices.

- Q. Is my assessment for learning and marking strategies helping to identify gaps in learners' knowledge?
- Q. Am I giving students enough time to correct and improve their work?
- Q. Do I need to re-teach a topic or adaptive the scheme of learning?
- Q. Are students making the progress I would expect?

**Monitoring and Review**

This policy will be monitored by the member of the Senior Leadership Team with responsibility for Feedback and assessment. Subject feedback policies will be monitored across the SLT and Middle Leaders responsible for their areas.

The quality of feedback and assessment will be monitored through the accountability cycle. Subject leaders undertake the work sampling of their subject. Senior leaders undertake feedback sampling throughout the academic year and feedback to subject leaders with their findings. Where strengths are identified, *great* practice is championed and shared. Where weaknesses are identifies, support is put in pace for rapid improvements.

This policy will be reviewed annually by the Senior Leadership member with responsibility for feedback and assessment 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<sup>[1]</sup><sub>SEP</sub>

Signature of Chair: ..... Dated: .....

Teaching and Learning Committee

## APPENDIX 1 – Marking Code

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This is a set of marking codes to communicate information swiftly and precisely to students. Instead of writing a series of comments around their work, or underlining and circling a range of different areas, you can simply note down the codes wherever they are most appropriate. The aim is to speed up the marking process for staff and the expectation for learners is to act on these codes to improve their work. It's important to have consistency when using these codes so learners are clear about what they need to do to improve their work.

### Core marking and literacy codes

✓	Correct/ good point / well-written.
x	Incorrect / wrong point.
Sp	Correct spelling mistake and re-write 3 times. (Look, Say, Cover, Write, Check)
P	Correct punctuation mistake by redrafting your sentence.
G	Correct grammar mistake by redrafting sentence.
CAP	Use a capital letter.
?	This does not make sense, check your explanation and rephrase sentence / paragraph.
//	New paragraph needed.
E.g	Add an example.
“ ”	Add speech marks.
Ⓛ	Improve the layout of your response.
Ⓟ	Work on your presentation skills.

WWW	What went well .....
EBI	Even Better If .....
T1, T2	Target 1 to improve is .....
DIRT	Directed Independent Reflection Task