



St. Brigid's School

Assessment and Feedback Policy

Report Author	LVC
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Rationale

This feedback and assessment policy sets out the way in which assessment and feedback are carried out at St. Brigid's school. This considers the introduction of the statutory Frameworks for Literacy and Numeracy and other statutory requirements such as end of Key Stage levelling and reporting. We seek a common-sense approach, that considers teacher workload, and aims to ensure that a teacher's feedback motivates and means something to the learners.

Assessment is used at St Brigid's school to obtain, analyse and understand learning to enable the planning, reviewing and improving of standards. Assessment should be a tool to maximise learning and to ensure that all learners are empowered to achieve their potential based on their Fischer Family Trust (FFT) targets. The Headteacher, staff and governing body are responsible for ensuring that assessment is rigorous, fair and meaningful and fulfils statutory requirements.

Aims of assessment

- To raise standards
- To inform target setting for individual learners or groups of learners based on FFT targets
- To share learning goals with learners
- To identify learners in need of intervention (ALN / MAT / LAC / FSM)
- To provide feedback to learners, parents or other interested parties (e.g. the Local Authority)

Effective assessment

Assessment is considered effective when it is:

- An integral part of planning, teaching and learning
- Learners' work is regularly and consistently assessed according to the school's guidelines (see Appendix A)
- Suitable forms of verbal and non-verbal assessment are used (summative, formative, peer, self or group)

Types of assessment

Summative – assessment **of** learning, used to measure performance and indicates learner attainment. This could include results of end of topic tests, external examinations, standardised tests, controlled assessments, statutory tests.

Formative – assessment **for** learning. This is ongoing and provides evidence of and progression in learning. It identifies difficulties, celebrates achievement of objectives, and gives indication of future learning priorities. (This could include verbal and non-verbal feedback on classwork, homework, questioning, discussion, practical projects, research).

Timings for assessment / reporting

Teachers must report their levels or grades according to the reporting schedule shared with staff, following the timetable laid out by the Data and Performance Manager.

Reports

Teachers must report on learner progress according to the yearly reporting timetable. Deadlines should be adhered to. Reporting should conform with the formats set out by SLT, such as grade cards and written reports. (See school Reporting policy)

Feedback

Feedback of learners' work should be an effective means to assess the quality of work completed and indicate how learners should improve. This is an essential part of any teacher's duties and responsibilities as noted in the School Teachers' Pay and Conditions Document (STPCD): *"Provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement"*. It is also a requirement of the Practising Teacher Standards and the Post Threshold Teacher Standards (Wales). Failure to mark according to this policy could result in disciplinary proceedings or could mean that Performance Management Targets would not be met.

Good feedback should:

- Motivate and mean something to the learner.
- Leave the learner with more work to do, to develop even further.
- Span a variety of methods, such as written marking, verbal and non-verbal, which places quality over quantity- always.
- Provide opportunities to give praise and encouragement and to show learners that their work is valued.
- Provide a dialogue between teacher and learner to give clear feedback about strengths and areas for development in their work.
- Help learners to develop an awareness of the standards they need to achieve in order to achieve particular levels of the curriculum.
- Indicate how a piece of work could be improved or corrected against assessment criteria.
- Provide a record for outside audiences; HOWEVER, the most important audience is the LEARNER.
- Provide accurate, useful feedback to our learners that makes a difference to their outcomes both academically and personally, emotionally and socially.
- Allow learners to access feedback that supports them in making progress.

Approaches to feedback:

- Feedback includes marking, verbal feedback, questioning, or, using other methods such as ‘yellow box marking’, or whole class feedback forms, DIRT, etc. and should be undertaken in a timely manner; i.e. within a fortnight after being handed in for all key stages, for short homework exercises or class work, or just over two weeks for longer pieces or project work – for all key stages.
- Basic feedback expectations should appear in work according to the guidelines below.
- It is not necessary to mark every piece of work in detail – it is sufficient for **some** pieces of work to note that the work has been seen. It is not acceptable, however, for **all** work to simply receive a tick –this is not in line with Assessment for Learning approaches and not in line with the STPCD/Practicing Teacher Standards.
- If verbal feedback is given, learners should record what has been said in their books where possible.
- If work is checked during a lesson, it should be for the purpose of allowing the teacher to be aware of the quality of work, to challenge untidy or incomplete work, to quickly record outstanding effort and to identify learners that may need extra help. ‘Live marking’ can be excellent in this context.
- Feedback can be completed by the teacher or the learners (peer feedback, self-assessment, group feedback) as appropriate to the task, but work should not show solely learners’ own feedback.
- Where ‘See me’ is noted, teachers should tick and an initial that this has taken place.
- Grading or levelling of work should take place in Key Stages 3, 4 and 5 for assessed pieces which will then be recorded in the tracking system (SIMS). Levels will also be recorded in Years 5 and 6 for the assessed pieces for tracking and moderation purposes.
- Timescales for larger pieces of work should be agreed with the learners and communicated to parents/carers.
- On assessed pieces of work two positive comments and an area for improvement could be used to praise work but also to give clear feedback on ways to improve to reach their target or the next level or grade.

Feedback to teachers

Feedback will be given to teachers following scheduled Quality Assurance by Heads of Faculty or the Assistant Heads, or following ad hoc Quality Assurance by the Headteacher or Deputy Headteacher. The feedback form and checks form part of the whole school Quality Assurance process and are essential to maintain high standards, unless in a subject where alternative forms of recording information and feedback takes place. Where feedback has included a comment for improvement, reflective feedback should be carried out to check that the instruction has been followed in subsequent pieces of work.

Failure to adhere to this policy will be noted in the first instance in the feedback form, on the second occasion, a meeting to discuss feedback will take place between the

teacher and the Headteacher and Head of Faculty/Assistant Head. In the third instance, disciplinary action may be taken.

St. Brigid's School's Feedback Expectations	✓
All staff are responsible for effective implementation of useful feedback which ensures learner-impact and constant learner improvement and engagement.	
All work in books receives up to date feedback, of some form, in full every fortnight. The only exception to this is for longer pieces of work completed over more than a two-week period.	
Professionals (teachers and learning support assistants) determine the most effective way to provide feedback to learners, protecting teacher workload and ensuring the policy is applied consistently.	
Work identified as general class work or notes and not requiring a summative assessment or detailed comment does not need to be 'marked'.	
Feedback about presentation of work is relative to ability and age of the learner.	
A variety of feedback can be used such as verbal and non-verbal; written marking, grading, yellow box marking, whole class feedback, DIRT, live-marking, etc.	
Feedback style is appropriate to level, subject and intended outcomes.	
Provide accurate, useful feedback to our learners that makes a difference to their outcomes academically and personally.	
Learners should be able to regularly access feedback that supports them in making progress.	
Commentary on substantive pieces of work is structured according to these suggest expectations: <ul style="list-style-type: none"> (i) comment on learning objectives, (ii) comment, if applicable, on aspects of literacy and numeracy (linked to frameworks), (iii) 'next steps' comment where appropriate. 	
Any summative assessments are clearly based on examination or national curriculum expectations and / or level / grade descriptors.	
Where other forms of summative assessments are made, the format is appropriate to the task.	

Some Feedback Guidelines:

^ = a word is missing

_____ = underline the word to show that a spelling mistake has been made.

The word is then written correctly either above the word or in the margin.

// = a new paragraph should be started here

○ = a capital letter is missing

The capital letter is circled or the capital written over the lowercase letter.

Missing punctuation should be added to the work as necessary – a comment on this is put at the end of the piece of work where appropriate.