



CASTLE MEAD
ACADEMY

FEEDBACK AND ASSESSMENT POLICY

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Principal, along with the Vice Principal, will take a key role in monitoring and evaluating the policy. The policy along with other academy policies will be available on the academy website.

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Introduction:

There is extensive research to suggest that the single biggest influence on scholar achievement in school is effective feedback from teachers. Providing constructive feedback to scholars, focusing on successes and areas for improvement, enables scholars to make rapid and sustained progress and to realise their full potential.

Guiding principles:**Marking and feedback to scholars in all subjects should:**

- Be manageable for teachers and accessible to scholars.
- Be signposted on schemes of work.
- Relate to intended learning outcomes.
- Give recognition of achievement and formative strategies for improvement.
- Allow specific time for scholars to read, reflect and respond to marking.
- Guide scholars as to redrafting or reworking for improvement.
- Support scholars to develop the effective use of written and spoken English.
- Inform future planning.

Written feedback to scholars:**The academy has three key foci for marking and feedback in all subjects:**

- In Key Stage 4 (KS4), scholars' work should be graded, and scholars should be familiar with GCSE mark schemes and grade boundaries. In Key Stage 3 (KS3), should be made aware of their result in assessments (percentage), but not their level/grade.
- Marking should be formative and focused on clear feedback as to how a scholar can improve their work. It should provide scholars with an opportunity to redraft the work or rework answers for improvements, acting on the feedback given.
- Literacy feedback will correct a piece of written work for the proper use of English including spelling, punctuation and structure (see Appendix 1).

When doing this quality marking, teachers should:

- Read the entire piece of work.
- Highlight examples where the scholar has met the intended learning outcomes.
- Highlight areas of the work which could be improved.
- Provide a focused comment which should help the scholar to make future improvements and progress, in line with their department policy.
- Guide the scholars as to redrafting/reworking as appropriate.
- Note trends for 'whole class feedback'.

How feedback is given:**Feedback may be given in several ways:**

- Verbal feedback will be the most frequent feedback to scholars and will allow for discussion about how scholars are progressing in their learning and meeting intended learning outcomes and support them with the development of a particular aspect of their work. This may correct understanding and/or extend learning. All scholars should receive verbal feedback from time to time.
- Self-marking of answers by scholars, will be in green pen.
- Written marking by teachers will be in a contrasting colour and will be as outlined above.

- The nature of marking will depend on the subject. Each department will have an agreed expectation and marking protocol which incorporates all three foci of the marking.
- Where work has been taken in for marking, this should usually be returned to scholars within one week.
- When a piece of work has been marked scholars should be afforded the opportunity to react to the feedback they are given and redraft or rework at the direction of their teacher, building on the feedback received.
- Whole class feedback will focus on assessing trends in scholars' areas for improvement, informing teachers' planning. This feedback will also note scholars deserving of reward and scholars who need greater support in lessons.

Monitoring and evidence of marking:

- It is the responsibility of curriculum and subject leaders to monitor the implementation of their marking protocols, both in terms of frequency and quality.
- Marking should be signposted on schemes of work, so as its frequency is manageable and done when most impactful for scholars' learning.
- The leadership team will undertake work scrutiny to consider whether the whole school policy is being effectively implemented, with action taken to support areas of less effective practice
- Effective marking and feedback should be readily evident when visiting lessons. Within the context of a lesson, scholars and teachers should be able to direct a visitor quickly to evidence of effective feedback.

The learning environment:

Where it is feasible to do so, the environment in which learning is taking place should support effective feedback by ensuring the following are readily available/displayed:

- Exemplar work with clear annotation.
- Generic advice for effective written work.
- Literacy support, including key words and expectations.

Tracking scholars' progress - summative feedback:

- Summative tracking data will be submitted by all subjects for all scholars according to whole school processes/timescales. This will be at three times per year (in the first few years of Castle Mead). These three tracked assessment scores will come from an overview of assessment feedback gleaned by teachers.
- The data collected will be communicated to parents through a printed achievement report. Parents will be made aware of tracking of progress in each subject, and scholarship grades for each subject.
- Teachers will use this information to inform their planning, so that they can meet the needs of scholars. They will make sure assessments are discussed with scholars with clear guidance shared of how to make further progress after cycle.

Assessment model:

The curriculum will be framed around our assessment model. The model is built on three cycles which run across the academic year. Each cycle is twelve weeks and is set as follows:

1	2	3	4	5	6	7	8	9	10	11	12
New learning								Assessment		Redrafting/ reworking	

This is then repeated three times throughout the year, and is reflected in the whole school calendar:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36						

The three remaining weeks are detailed on schemes of work and are utilised for enrichment and transition activities. Central data collection happens two weeks following the end of the assessments, in weeks 12, 24 and 36. This is then reported to parents/carers the following week.

Assessment will be interleaved, so as knowledge recall and retention is encouraged, with assessments working on a 4:1 ratio - approximately 80% of the assessment should be knowledge which has been taught that term, and 20% on knowledge which has been taught in previous terms and years.

In Key Stage 3 (KS3), reporting of progress to parents/carers will be based on the knowledge scholars have acquired, as we believe that the incremental acquisition of knowledge is progress. Parents/carers will then be reported to three times per year, with their scholar's assessment and a comparison to the expectation of their scholar in that assessment based on their ability.

In Key Stage 4 (KS4), reporting of progress to parents/carers will be based on GCSE grades. Parents/carers will be made aware of the grade their scholar is predicted to gain at the end of Key Stage 4 (KS4). This will then in turn inform applications and destinations for post-16.

Scholars are prepared for assessments by being reminded of the knowledge that the assessments will be based upon, and by being explicitly taught how to retrieve this knowledge. The school will particularly focus on preparing scholars for assessments in the weeks leading up to them.

Before assessments take place, the consolidation lesson provides an opportunity for scholars to recap the learning that has taken place in the previous weeks and gives them time to make links between topics. The consolidation lesson will be scholar led - the teacher acts as a support mechanism to guide the scholars and to answer any queries. The scholars use the lesson to test themselves, to memorise keywords and definitions and to focus on questions that they find most challenging. This lesson provides an opportunity for scholars to go back previous work and think about why they got the questions wrong. Metacognition is therefore a large part of the consolidation lesson.

In the redrafting/reworking weeks, scholars should be guided in lessons to act on their individual feedback following assessments and also the whole class feedback.