



**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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<b>Author:</b>	Principal
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## Revision History:

<b>Version:</b>	<b>Date:</b>	<b>Author:</b>	<b>Reason for Change:</b>
V2.0	01.09.22	CFR	<ul style="list-style-type: none"><li>• Slimming down of content of policy, so as more streamlined.</li><li>• Change from approach of cycles to terms.</li></ul>
V3.0	18.09.23	CFR	<ul style="list-style-type: none"><li>• Amendments to wording to reflect shared language (e.g. circulation changed to active observation)</li><li>• Addition of clause related to potential misuse of AI</li></ul>

## 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.

## Aims of feedback

- To reduce discrepancies between current understandings/performance and a desired goal
- To stimulate thinking and the processing of information in order to bring about improvement

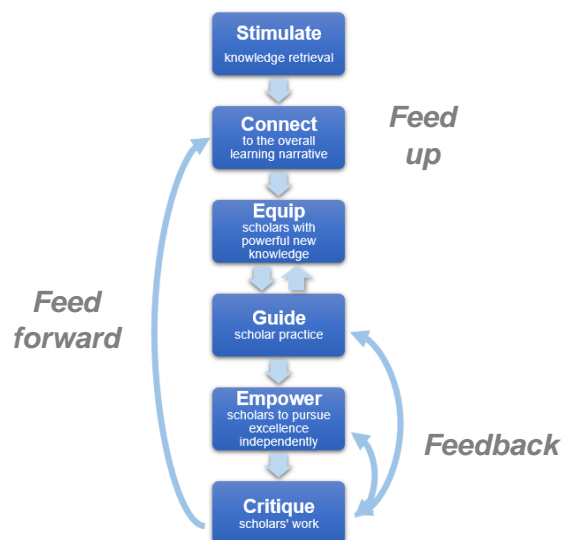
## Guiding principles

### Feedback to scholars in all subjects should:

- Be manageable for teachers and accessible to scholars
- Be timely, frequent and provoke thought and action, with sufficient time afforded to acting on feedback
- Give recognition of achievement
- Be precise, often focusing on one single, meaningful goal for improvement
- Improve future learning, not just the piece of work (Dylan Wiliam)
- Support scholars to develop the effective use of written and spoken English, as appropriate
- Inform future planning

Teachers must recognise that:

- Feedback is a process, not a product, with the teacher as the first recipient of feedback:
  - 1) Teachers gather data on scholars' learning and performance
  - 2) Teachers provide feedback to scholars
- Task-specific praise can improve self-efficacy, whilst general praise can hinder motivation to learn
- An effective feedback system has three distinct components: feed up, feedback and feed forward
  - Feed up: clarify the goal
  - Feedback: respond to scholars' work
  - Feed forward: modify instruction



## How feedback is given

This policy recognises that effective feedback can be provided in different forms and honours subjects' distinctiveness in terms of how feedback ought to be given. Curriculum leaders, along with their teams, use their subject expertise and professional judgement to discern which type of feedback, from the list below and in accordance with the principles above, is most appropriate at different points in the learning process and for different tasks.

### 1) Whole-class feedback

*E.g. Trends noted so that common misconceptions can be re-explained; 'live' narration of feedback to support scholars in making improvements to their own work*

### 2) One to one verbal feedback during independent practice

### 3) Self and peer critique / evaluation, guided by the teacher using precisely defined success criteria

### 4) Written feedback

Each department codifies what effective feedback looks like in the context of their subject domain and signposts in schemes of learning where, and what type of, formalised feedback should be given.

During periods of guided and independent practice, teachers circulate and actively observe so as to gauge scholars' levels of understanding and provided focused verbal feedback, either on an individual or whole-class basis. Verbal feedback is the most frequency type of feedback scholars receive.

Where work has been taken in for written feedback, in the subjects where this applies, this should be returned to scholars promptly so that it can be acted upon.

Where appropriate, teachers will plan 'feed forward' tasks so that scholars can consider how their feedback focus applies to new learning.

## Learning environment

In order for feedback to be effective, classroom conditions need to be established whereby teachers relentlessly monitor understanding (Nuthall, 2007) to enable responsive teaching. Such methods of formative assessment include:

- Questioning, using Cold Call as the default method
- Mini whiteboard use
- Teacher circulation (active observation)
- Turn and Talk
- Hinge questions
- Low-stakes quizzing

These strategies are part of the fabric of teaching and learning at Castle Mead Academy. Teachers are adept at enacting them skilfully and engineer efficiency around their implementation, meaning that scholars know what to expect and value their use. In each of these instances, teachers gather meaningful data and re-teach as required.

Scholars are encouraged to embrace error as a valuable part of the feedback and learning process.

*'In order to consistently identify misunderstandings, champion teachers create a classroom culture that embraces error.'* (Lemov)

Teachers use **language and tone** consciously to create a sense of psychological safety around making errors / misunderstandings, and use strategies such as 'Own and Track' to encourage scholars to 'lock down' the right answer and promote a metacognitive approach to in-class feedback.

Scholars are encouraged to be responsible and make refinements, additions or amendments using green pens, so as they can track their improvements.

## Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, scholars and families may be familiar with generative chatbots such as ChatGPT and Google Bard. Castle Mead Academy recognises that AI has the potential to scholars learn in some instances, but may also lend itself to cheating and plagiarism.

Scholars may not use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Teachers will be vigilant to potential indicators of AI misuse in scholars' work, such as differences in language style to the scholar's classroom work, lack of direct quotations and/or references where you'd expect them, and references which cannot be found or verified. For more potential indicators of AI misuse, see page 7 of [JCO's guidance](#).

## Formative and summative assessment

The purpose of formative assessment is to reveal a weakness in scholars' learning and produce a response (*checking for understanding and learning*). Formative assessment is **highly** regular and happens on a day-to-day basis.

The purpose of summative assessment is to judge and evaluate scholars' learning of what has been taught at fixed points within the curriculum. Summative assessment happens at two or three clearly defined points across the year in the vast majority of subjects. See appendix 1, for the process of summative assessments.

Whilst it is helpful to distinguish between 'formative assessment' and 'summative assessment', the same assessment can be used for both purposes. Teachers can still use the information from individual questions on a summative assessment paper to diagnose areas for improvement and decide on supportive next steps. Principles of effective assessment can be applied across both spheres.

### In all subjects, assessment must:

1. Feature in both formative and summative forms
2. Inform next steps in teaching, learning and curriculum sequence
3. Be curriculum-driven so as to determine how much of what has been taught, has been learnt
4. Be meaningful and accurate and support scholars in embedding knowledge and using it fluently, thereby having a direct impact on learning and progress
5. Enable scholars to understand what they have and have not yet learned: *Where am I? Where do I need to get to? How do I get there?*
6. Revisit knowledge cumulatively so as to interrupt the forgetting curve and draw a distinction between long-term learning and short-term performance
7. Occur part-way through a topic so that it can be used to inform next steps in learning, enabling teachers to identify misconceptions whilst in the flow of teaching that content
8. Provide clarity on which scholars need intervention and in which areas
9. Be designed with validity and reliability in mind

### Summative assessments, in particular must:

- Assess key knowledge from preceding years (be cumulative)

- Be carefully designed both in terms of the questions asked (which should assess what has been taught) and format (so as not to add to scholars' extraneous load)
- Happen at least twice over the course of a year: once in class and once in the form of End of Year Exams for all subjects and across all years (in exam conditions, in the Exam Hall)
- Be awarded with a summative % score or grade (GCSE 1-9), *as appropriate*
- Prompt teachers, supported by curriculum and subject leaders, to consider what they can interpret from the data to help them to decide
  - What to do for the class *now*
  - What to do for the class *in the future*
  - What to do *for future classes*

### Tracking progress

- Summative tracking data will be submitted by all subjects for all scholars according to whole school processes/timescales, three times per year (termly)
- 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. For each individual scholar, the grade awarded should represent to teachers how much of the taught curriculum has been learned and in which areas of the taught curriculum there are gaps in understanding. They will make sure assessments are discussed with scholars with clear guidance shared of how to make further progress after cycle

### Quality assurance

- It is the responsibility of curriculum and subject leaders to monitor the implementation of their feedback protocols, both in terms of frequency and quality
- Feedback opportunities should be signposted within schemes of learning, so that its frequency is manageable and it is provided when most impactful for scholars' learning
- The Vice Principal, Curriculum, Teaching and Learning, supported by the senior leadership team, will examine feedback provision and its impact on learning, particularly through Learning Conferences, lesson visits and Classwork Critique exercises to consider whether the principles outlined in this whole school policy are being effectively enacted within subjects, with action taken to support areas of less effective practice
- The Vice Principal, Curriculum, Teaching and Learning, and Assistant Principal, Achievement, will quality assure summative assessments, supported by senior line-manager, to ensure that they are robust and high-quality in design (questions and format). It is the responsibility of senior leaders to ensure that they read around the subjects in which they are non-specialist, to ensure that they provide robust support and challenge
- Curriculum Conversations between curriculum/subject leaders and the Principal and Assistant Principal, Achievement, will happen after each Data Drop to determine how effectively assessments are being used to improve learning

## Appendix 1: Summative Assessments: How do we get the most out of them?

### **Step 1: Standardisation**

**Who?** Whole department

**When?** Straight after assessments (+ pre teaching unit?)

**Why?** To align expectations for the marking of challenging questions.



### **Step 2: Mark Assessments**

**Who?** Whole department



### **Step 3: Moderation Sample**

**Who?** CL only

**When?** After marking

**Why?** To quality assure the marking of the department.



### **Step 4: Feedback to Scholars**

**Who?** Whole department

**When?** After marking

**Why?** To address misconceptions, for scholars to improve their work and to feed forward concrete actions to guide teachers' future planning to the detail.



### **Step 5: Identify Curriculum Gaps**

**Who?** Whole department guided by CL

**Why?** To use assessment analysis effectively by reflecting on whole cohort gaps, misconceptions, strengths, and areas of development.



### **Step 6: Refine Curriculum**

**Who?** CL to devise strategy for review and refine of the curriculum and delegate refinements accordingly

**Why?** Long term: for future scholars learning the content, short term: curriculum reorganisation for current scholars including revisiting of misconceptions i.e. the 20% in upcoming study.