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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Revision History:

Version:	Date:	Author:	Reason for Change:
2	**29.10.2024**	**AHA**	*Language change in how feedback is given*
3	**30.09.2025**	**AHA**	*Timescales of tracking progress to reflect school assessment points*
4	**27.10.2026**	**MTH**	*End of year exams expectations, use of Pupil Progress, language around achievement*

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 to bring about improvement

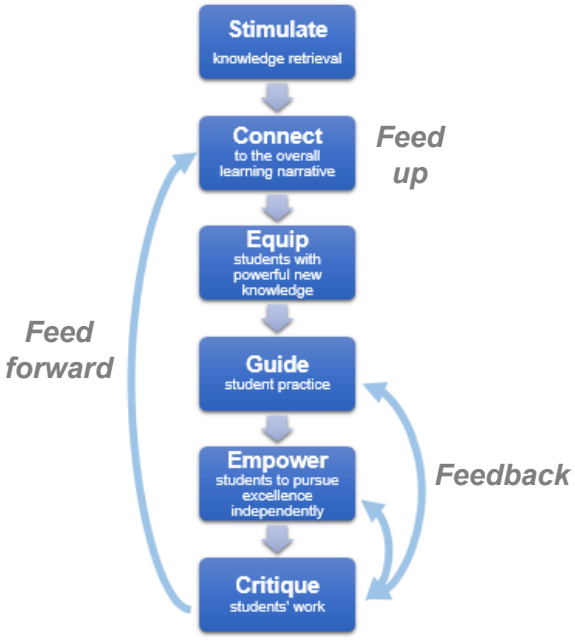
Guiding principles:

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' deconstruction of scholars' 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 to gauge scholars' levels of understanding. This informs verbal feedback (both whole-class and one to one), which is the most regular 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 in a timely fashion.

Learning environment

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
- 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.

Formative and summative assessment

The purpose of formative assessment is to is to reveal a weakness in scholars' learning and produce a response *(checking for understanding and learning).* Formative assessment is 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 (*the focus is on the overall outcome against standardised benchmarks*). Summative assessment happens at two or three clearly defined points across the year in the majority of subjects.

Whilst it is helpful to distinguish between 'formative assessment' and 'summative assessment', the same assessment can be used for both purposes. Teachers can design an assessment to give scholars a grade but can still use the information from individual questions on the test paper to diagnose areas for improvement and decide on supportive next steps. Teachers can practice this through pre-topic, baseline assessments, mid-topic assessment points as well as end point assessments. 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 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 to interrupt the forgetting curve and draw a distinction between long-term learning and short-term performance. This also is a mirror of how ultimate summative assessments would assess, for example GCSE examinations.
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 to mirror that of a GCSE examination.
- 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, years 7-10. Some of the End of Year Exams will be in the exam hall in exam conditions to prepare scholars for GCSEs, however if these are in the classroom it is expected that exam conditions are adhered to also.
- Be awarded with a summative % score or grade (GCSE 1-9) based on pre-decided curriculum benchmarks or using pre-determined grade boundaries.
- Be designed to reflect key attributes of subject specific end-point assessments in terms of structure, format and cognitive load difficulty.
- 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, at least twice per year. Subjects will use Pupil Progress to enter data and monitor patterns of performance.
- These two 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 the 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 as its frequency is manageable and it is provided when most impactful for scholars' learning
- The leadership team will examine feedback provision and its impact on learning, particularly through Learning Conferences and lesson visits, 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
- Senior line-managers will work with curriculum and subject leaders to ensure that summative assessments 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
- Achievement conferences between curriculum/subject leaders and the Principal/Vice Principal and Assistant Principal, Achievement, will happen after each Data Drop to determine how effectively assessments are being used to improve learning.

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