



BiggleswadeAcademy

Assessment and Feedback Policy

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Principles

Evidence of the last 20 years ranging from the work of 'Black and Williams' to the meta-analyses of John Hattie¹ highlight that the single most significant aspect of a teacher's repertoire is feedback and that effective, formative feedback has a greater positive [impact than any other strategy](#). As such, at this Academy, feedback is seen as an integral part of teaching and learning in order to 'diminish the difference' on a learner's progress towards short and long term improvement.

Marking and Feedback should:

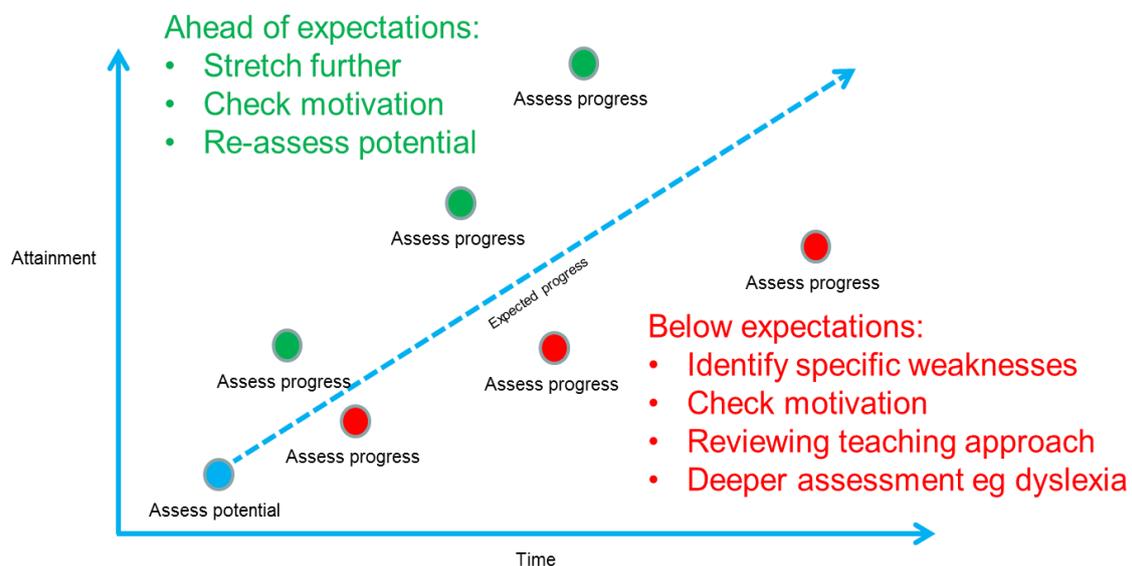
- Have a positive impact upon learning and progress;
- Be manageable for teachers and accessible for pupils;
- Inform future staff planning through the use of whole-class teaching and targeted interventions;
- Enable pupils to become a partner in the marking and feedback process;
- Be consistent across the Academy, with set codes and strategies in place;
- Be seen by staff and pupils as a positive means to improving learning;
- Help cultivate a 'growth-mindset' culture which allows mistakes and risk taking.

In practice, all aspects of Marking and Feedback should:

- Relate to the ICAN statement(s) given to pupils for that lesson or series of lessons;
- Focus clearly on a set aspect of learning; not attempting to assess everything as this is often counterproductive and unmanageable;
- Be given promptly and regularly to pupils (generally within a maximum of 72 hours);
- Give recognition and praise for achievement and clear strategies for improvement, so that children know what they must do next to continue making progress;
- Allow specific time for pupils to reflect, respond and improve as a result of feedback gained;
- Use consistent codes identified across the Academy in the staff handbook.

Feedback and Assessment (Marking) Strategies

We believe that continual testing will not lead to improved progress or attainment - the majority of lessons should be focused around delivering curriculum content in an engaging way which allows the children to make progress. Therefore it is important that *what* is assessed is done so in order to obtain specific information that will be used to build on learning in the classroom. Learning reviews will take place on a regular basis but should always lead to improved learning and outcomes and teaching practices



Different methods of assessing learning at Biggleswade Academy:

Feedback in books:

- Should be linked predominantly to the I CANS and Steps to Success for each lesson;
- Should include a variety of light* and detailed* marking;
- Examples of accurate work that shows the child has achieved the ICAN should be highlighted green;
- Examples of inaccurate/further development required is highlighted in yellow;
- The I CAN should be highlighted to match the Step to Success achieved (Greater Depth Standard (blue), Expected Standard (green) or Working Towards Standard (yellow)).
- Sometimes children may Self Assess (SA) a piece of work they have completed in class - they will clearly indicate the SA symbol on this piece of work. The teacher will still check the piece of work;
- Sometimes children may Peer Assess (PA) a piece of work they have completed in class - they will indicate this with a PA symbol on their work. Peer Assessment means when they have worked with a fellow pupil to mark their work. The teacher will still check the piece of work;
- Independent work should include a **next step** in learning;
- Staff should build in time for children to respond to the next steps in lesson through the use of DIRT (DIRT – Dedicated Improvement Reflection Time) by reading, considering and responding to the written feedback the teacher has provided;
- Children should be encouraged to ask for clarification if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

** Light marking – consists of ticks that acknowledge pupil work, and implies that some verbal feedback took place during the lesson, which will have had impact on the pupil's learning. It will include identification of incorrect SPaG,*

** Detailed marking – consists of green/yellow highlighting of work, identification of incorrect punctuation and grammar, and individualised NEXT STEPS.*

Verbal Feedback (undertaken 'face to face' within or outside of lesson time)

- Staff will often provide verbal feedback during lessons with opportunities for pupils to respond to feedback given

Learning Reviews

Mid unit and/or end of unit learning reviews that incorporate the corresponding I CANS taught are completed as detailed below:

- Over the course of a unit of work, children will have studied a number of ICANS;
- To aid teachers in deciding whether a child is WBS (Well Below Standard), WTS (Working Towards the Standard), EXS (Expected Standard) or GDS (Greater Depth within the Standard), a learning review will be conducted to assess children's learning;
- These are not always in the style of 'tests' or 'formal assessments' - they are an opportunity, depending on the subject, for the children to demonstrate their understanding of the unit of work and the associated knowledge and skills of;
- Teachers use professional judgment, I CANS and moderation to determine whether a piece of work is WBS, WTS, EXS or GDS,

Outcomes from the successful use of these feedback and assessment strategies:

Outcomes for pupils:

Pupils will:

- Know about the quality of their work and their skills through targeted feedback;
- Have the courage to make mistakes and the resilience to know that these will be viewed as opportunities for improvement;
- Have the motivation to want to produce high-quality, well-presented work and make progress;

- Understand exactly what is required to be successful;
- Be involved in assessing their work and identifying what they need to do to move on.

Outcomes for teachers

Teachers will:

- Know pupils' strengths and weaknesses within the classroom through judging the quality of their outcomes;
- Be able to assess the effectiveness of their lesson planning through comparing the outcomes with those expected of individuals and groups pupils;
- Use all forms of feedback outcomes to inform and revise the next steps of planning to ensure it meets individual pupil needs.

Outcomes for Parents

Parents will:

- Have an awareness of the range of valid feedback and assessment strategies used across the Academy (e.g. self, peer, written etc);
- Know the expectations of the school towards its pupils and staff;
- Understand how to contribute to their child's learning and self-reflection (for example through assisting with self-marked homework activities).

Additional notes:

Exceptional circumstances might include occasions such as a teacher being required to turn round an unfeasibly large number of exam papers, or extremely detailed assessments on lengthy pieces of detail work within a 72 hour time frame. In this case, achieving this would have a detrimental impact on the quality of classroom teaching and therefore a longer period is given to achieve a balance.

In practical and creative subjects such as PE, Music, Drama etc., written feedback is not always appropriate and oral feedback (from teachers, support staff and peers) may well be the most practical and valuable method to move a pupil's learning forward. Such feedback will often include opportunities for pupils to positively evaluate their own work and the work of their peers' performance (a learning log approach can be used to document progress). On the occasions written work is completed, the principles of quality feedback and marking should be applied.

¹ For further information please see

http://www.teacherstoolbox.co.uk/T_effect_sizes.html#feedback and also pick 'Working Inside the Black Box' from <http://web.uvic.ca/~gtreloar/Assessment/Periodical%20Items/>