

NEWLANDS GIRLS' SCHOOL

POLICY DOCUMENT



FEEDBACK, ASSESSMENT AND REPORTING POLICY

LAST UPDATED	(by) Andrew Morbey, Deputy Head Teacher	December 2024
LAST REVIEWED	Headteacher	December 2024

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RESPONSIBLE		
Leadership Team	Deputy Head Teacher	
Governing Committee	Quality of Education	
	Approved by:	Headteacher
	Meeting Date	09/12/2024

COURAGE COMMITMENT COMPASSION

Aims

The aim of this policy is to promote student progress through our curriculum in order for students to know and remember more. Evidence shows that more marking does not lead to more progress and the principal aim at Newlands is to ensure marking and feedback is **manageable, meaningful** and **moves** students on.

At Newlands, we focus on feedback rather than marking. This allows students to learn our curriculum better and leads to deeper thinking. Any assessment undertaken should be to support students in improving their knowledge, skills and understanding.

Summative assessment

Marking is what is done to a summative assessment. This refers to making a judgement as to students' current level of attainment against a set of criteria. This may be a test score or grade (e.g. 1-9 or 76%).

There is no expectation that assessments happen just before data collection and reporting points. Summative assessments should be sequenced in the curriculum at a suitable point to allow teachers to assess the students' current level of attainment against the set criteria.

Research shows that there is absolutely no necessity for schools to replicate the process of formal exams that determine an individual's performance into a normally distributed rank order and then assign grades at different cut off points internally. Instead, the purpose of formal internal assessments should be twofold.

- First, they should seek to provide periodic statements of competence, that students have mastered curriculum content sufficiently well to progress onwards, and;
- Second, as a mechanism for assuring the quality of the curriculum and how well it's taught.

At Newlands the curriculum is our progression model. All we need to know, is how well students have learned *this* aspect of the curriculum.

At Newlands, departments determine the frequency of summative assessments. This is set out in the department feedback policy. (Appendix 2)

Formative Assessment

There are many other ways to assess students' knowledge and understanding of the curriculum in lessons. These include but are not limited to:

- Low stakes quizzing
- Retrieval practice
- Mini whiteboards
- Responsive teaching
- Cold calling and hands down questioning

Feedback research

“Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning,” — Dylan William, (Embedded Formative Assessment)

“The greater the challenge, the higher the probability that one seeks and needs feedback, but the more important it is that there is a teacher to provide feedback and to ensure that the learner is on the right path to successfully meet the challenges.” — John A.C. Hattie, (Visible Learning for Teachers: Maximizing Impact on Learning)

Feedback is information given to a student about their performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. (The Education Endowment Foundation, teacher toolkit)

Principles of effective feedback

Feedback should be formative. It should include advice to further secure improvement. Effective feedback must be “meaningful, manageable and motivating” (The Education Endowment Foundation, 2021) and allow for students to improve their knowledge and understanding of the curriculum being taught. We therefore expect that feedback is **Meaningful, Manageable and Moves students on**. At Newlands, we recognise the value of a variety of feedback methods. Feedback can be given alongside a summative mark or it can be given following a non-summative piece of work or activity.

The Education Endowment Foundation describe that effective feedback provides a high impact for very low cost based on extensive evidence. In their teacher toolkit they state that:

- Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.
- Feedback can be effective during, immediately after and sometime after learning. Feedback policies should not over specify the frequency of feedback
- Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).
- Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.
- It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.
- Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.

Written feedback

There is no expectation that teachers leave written feedback. Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.

The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.

Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. At Newlands, we monitor this carefully.

Using feedback

Teachers should always provide opportunities for students to use the feedback they have received. Only then will the feedback loop be closed so that pupil learning can progress.

What we look for in lessons or in books is opportunities to apply feedback which may take a variety of forms. Responding to an in-class clarification of a misconception might be different to redrafting a paragraph that was written using the incorrect tense. The most important thing is for students to be able to demonstrate and articulate that the feedback has helped them learn the curriculum better.

When students are producing a response to any form of feedback they should use green pen to do so.

Workload

There is no hierarchy of methods which we feel should be used; teachers have the autonomy to decide how best to provide feedback to students in whatever way will maximise student progress and outcomes.

Any assessment of student progress should be manageable, meaningful and move students on. All staff should strive to ensure that best practice and research is used to reduce the workload for teachers while allowing students to continually improve the knowledge and skills.

Strategies that could be used include:

- Greater use of self or peer assessment and feedback.
- Marking grids
- Verbal feedback to whole classes, groups of students or individuals.
- Exemplary work may be spotlighted under a visualiser or projected and students asked to redraft.
- ICT such as voice notes and speech to text systems
- Live marking

Roles and responsibilities

Teachers will

- Provide consistent, appropriate and regular feedback for all students.
- Follow the department policy for summative assessment and formative assessment.
- Provide students with regular formative feedback to allow all students to know and remember more.
- Ensure that work is assessed and feedback provided in line with the school and department feedback policy.
- Ensure that feedback is always used to move students' knowledge onwards.

HODs will

- Set the department policy on feedback and assessment.
- Share a clear schedule of summative assessments with their team.
- Ensure that these summative assessments are scheduled in line with the curriculum sequence. **Assessments do not need to take place in the lessons preceding a data collection point.**
- Monitor the quality of formative feedback given by their team through
 - Lesson visits
 - Looking at students' work
 - Talking to students
- Ensure that teachers provide consistent, appropriate and regular feedback for all students.
- Use up to date research and tools such as the EEF toolkit to determine the correct approach for feedback and assessment.
- Regularly review the feedback and assessment policy to ensure it is suitable and fits the curriculum.
- Ensure feedback is meaningful and moves students on.
- Ensure the department feedback policy and assessment schedule is manageable and not overbearing on workload.

Leadership Team will

- Support HODs in developing their policies.
- Ensure department policies and manageable and not overbearing for staff.
- Help assure the impact of feedback on student's knowledge and understanding of the curriculum.

Reporting progress to parents

Parents and carers receive 2 or 3 progress reports each year as follows:

Year group	Number of reports
7	2
8	3
9	3
10	3
11	3 (+1 internal report prior to exams)
12	3

Key Stage 3 reports show how well the student has learned the curriculum to that point. This is reported using one of four descriptors for each subject:

Developing, Secure, Mastering and Fluent.

Teachers enter grade data into the school MIS which is converted to these descriptors. The grade data entered by teachers represents how well each student has acquired the curriculum knowledge and skills they have been taught to that point. It is not a prediction of future GCSE attainment or derived from any mark schemes or grade boundaries.

The data entered by teachers takes into account both summative and formative assessment and should not be from a one-off assessment. Each descriptor has an explanation aimed at students that explain how well they have acquired the curriculum knowledge and skills and these are published on the school's web site.

Key Stage 4 and 5 reports show the teacher's prediction a student's GCSE, BTEC or A level outcome based on summative and formative assessment that has taken place to that point.

Key Stage 4 and 5 reports also show the target grade for each subject which is calculated by FFT (Years 10 and 11) and ALPS (Years 12 and 13).

For all reports, students are also given an attitude to learning and homework grade from 1-4. The descriptions for these are published on the school's web site.

Appendix 1

Further reading

[The Feedback 'Collection' \(theconfidentteacher.com\)](https://theconfidentteacher.com)

[The shape of assessment – David Didau \(learningspy.co.uk\)](https://learningspy.co.uk)

[Feedback | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

[Teacher Feedback to Improve Pupil Learning | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

[Marking and feedback are not the same – David Didau \(learningspy.co.uk\)](https://learningspy.co.uk)

[Getting feedback right Part 1 – Why do we give it? – David Didau \(learningspy.co.uk\)](https://learningspy.co.uk)

[Retrieval Practice: A Powerful Strategy for Learning – Retrieval Practice](#)

[The subtle art of slowly losing control | ResearchED](#)

[How effective learning hinges on good questioning – David Didau \(learningspy.co.uk\)](https://learningspy.co.uk)

[What should written feedback look like? – David Didau \(learningspy.co.uk\)](https://learningspy.co.uk)

[Cold Calling: The #1 strategy for inclusive classrooms – remote and in person. – teacherhead](#)

Hattie, J and Timperley, H, (2007). The Power of Feedback, Review of Educational Research

Kirschner, P.A., & Hendrick, C. (2020). How Learning Happens: Seminal Works in Educational Psychology and What They Mean in Practice, Routledge

Christodoulou, D. (2017). Making Good Progress. London: Open University Press

Fletcher-Wood, H (2018), Responsive TEaching

Appendix 2

Department feedback policy template:

Summative Assessment Feedback Policy			
	KS3	KS4	KS5
Frequency of summative assessments. (How frequently do students sit summative assessments or tests?)			
Feedback policy following summative assessments. How will students receive feedback and how will it be used?			

Feedback Policy			
	KS3	KS4	KS5
Frequency of formative feedback			
Feedback policy Describe the department's policy on giving feedback to students on class or homework tasks giving examples of good practice. This should not be an exhaustive list but should represent what is expected in lessons. There is no expectation that students receive written feedback.			