



## FEEDBACK AND ASSESSMENT POLICY

## Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The policy along with other academy policies will be available on the academy website. The Local Governing Body will review the policy annually and assess its implementation and effectiveness.

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## Revision History:

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1.0	August 2020	RHI/EMA	New Policy

## Introduction:

There is extensive research to suggest that the single biggest influence on pupil achievement in school is effective feedback from teachers. Providing constructive feedback to pupils, focusing on task-specific successes and areas for improvement, enables pupils 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

## Guiding principles

### *Feedback must*

- Be timely
- Be frequent
- Provoke thought and action
- Be underpinned by teachers' deep conceptual knowledge within the subject domain
- Be manageable for teachers and accessible to pupils
- Give recognition of achievement and formative strategies for improvement
- Allow specific time for pupils to read, reflect and respond
- Support pupils to develop the effective use of written and spoken English
- Inform future planning

## Feedback in practice

- At Brook Mead Academy, we recognise that feedback comes in a variety of forms and we regard subject autonomy as paramount.
- Curriculum and Subject Leaders, supported by SLT, lead on feedback within their subject specialism, guiding teachers to provide powerful feedback in a way that both meets and adheres to the principles outlined above and meets the needs of their respective subjects.
- 'Critique' is one of the six elements of the Brook Mead 'Invigorating Instruction' framework for excellent teaching. This highlights the vital role feedback plays throughout the learning process, and how teachers use feedback to inform planning, set new goals and modify instruction.
- In order to emphasise the importance of feedback to pupils, and to ensure that pupils value and fully engage with the feedback they receive, pupils' work at KS3 is not graded/levelled. (This does not include quiz scores, vocabulary tests, etc.)
- Pupils will receive regular verbal feedback in all subjects.
  - Teachers actively circulate whilst pupils engage in practice and this allows effective 1-1 feedback conversations to take place.
  - Whole-class feedback is a powerful tool employed by teachers in all subjects. This includes i) immediate live feedback in response to a common misconception a teacher has identified in the lesson and ii) whole-class feedback on particular piece of work, where teachers note trends (in terms of areas of strength and common misconceptions), share these with the class and guide pupils to make improvements accordingly.
- Pupils respond to both verbal and written feedback in green pen. 'Green pen work' helps pupils to take responsibility for their learning and to self-regulate.
- Teachers routinely circulate as pupils complete their improvement tasks, checking that these have been carried out to a high standard to secure accountability.

## Monitoring and evidence of marking:

- It is the responsibility of Curriculum and Subject Leaders to monitor the implementation of their feedback protocols, both in terms of frequency and quality.

- Curriculum and Subject Leaders should signpost pieces of work that ought to be fed back on based on when/what will be most impactful on pupils' learning.
- The Senior Leadership Team will undertake work scrutiny alongside Curriculum and Subject Leaders, to evaluate the quality of pupils' work and the effectiveness of feedback, with action taken to support areas of less effective practice.

**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.
- Literacy support, including key words.

**Tracking pupils' progress - summative feedback:**

- Summative tracking data will be submitted by all subjects for all pupils according to whole school processes/ timescales. This will be three times per year (in the first few years of Brook Mead).
- It is important to note that, whilst pupils will be summatively assessed in each subject, the tracking data teachers input will be based on teachers' detailed knowledge of pupils and their performance throughout an assessment cycle. That is to say, if a pupil does not perform as expected in one particular assessment, the tracking data input would then not be based on just this one piece of work.
- Pupils 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 pupils for assessments in the weeks leading up to them.
- Before assessments take place, the consolidation lesson(s) provide(s) an opportunity for pupils to recap the learning that has taken place in the previous weeks and gives them time to make links between topics. Pupils use this time to test themselves, to memorise keywords and definitions and to focus on questions that they find most challenging. Metacognition forms a large part of the assessment preparation process.
- In the redrafting/reworking weeks, pupils are guided in lessons to act on their individual feedback and/or whole class feedback.
- Teachers will use this information to inform their planning, so that they can meet the needs of pupils. They will make sure assessments are discussed with pupils with clear guidance shared as to how to make further progress.

**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 in the form of a printed achievement report. Parents will be made aware of tracking of progress in each subject and effort scores for each subject. At KS3, this report will indicate whether pupils are making **Exceptional, Good, Limited or Poor** progress in relation to their Target Grade.

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