

Delta Academies Trust

Feedback and Assessment Policy

Principles

- Feedback and assessment must have impact. Effective feedback means that students recognise **what they can do, what they can't yet do** and **how they must improve**.
- Highly effective feedback has many different forms and evidence bases, all of which should be used to accelerate student progress.
- Marking and assessment must be regular.
- Students' work should evidence the quality of their learning experience and progress over time.
- Feedback practice should be regular practice but not onerous practice.

Feedback strategies

In the lesson

Teachers must make use of immediate feedback strategies. Teachers will:

- give meaningful verbal feedback to students in the lesson (without a requirement to record).
- use live marking to give immediate feedback to targeted students. This takes the form of 'line and dot marking'. Teachers use a line of green highlighter to identify strengths in a student's work, and a green dot to identify a gap or area to develop.
- utilise Assessment for Learning tools, such as the use of the Teacher Toolkit and student planners.

Teacher modelling and exemplars

It is important to focus on the end product showing students the process, construction and assessment of key pieces of work. Teachers will:

- use frequent modelling, such as the physical modelling of a practical activity or demonstrating the process of constructing written work;
- share examples of student work using a visualiser or physical demonstration;
- provide exemplars so that students are clear about what is expected;
- share success criteria and demonstrate how to apply these, so that students are clear about how marks are awarded.

Peer and Self-Assessment

Lessons should give students opportunities to look at and learn from each other's work and the work of older students and experts, including the work of the teacher. Peer and self-assessment:

- should be modelled so that students can make a positive comment, a specific improvement point and helpful advice about how to move their learning forwards;
- could be given as verbal feedback where appropriate to the needs of the subject, particularly in practical subjects;
- be informed by clear success criteria, either provided by the teacher or generated collectively with the students;
- should be used with regularity.

Written feedback, outside of the lesson

Teachers will:

- be selective; marking only that which will have meaningful impact on moving the learning forward. There is no requirement to tick every page. Marking should be **purposeful and selective**;
- give clear advice to enable students to correct errors or misconceptions; redirecting planning to address any misconceptions in the next lesson;
- identify and highlight mistakes using the literacy marking code to be corrected by students in green pen. Professional judgement should be used as to whether the students can self-correct or needs guidance;
- model and promote high expectations of presentation and technical accuracy. PROUD opportunities should be used regularly to enable students to responsibly edit, revise and enhance the quality of their work;
- write legible, accurate comments;
- provide green pen opportunities before marking so students can proofread and edit their work before teacher marking to promote an ethic of excellence;
- maintain high standards by challenging sub-standard work.

Trust-wide approaches

- Teachers will write feedback in red pen, or similar.
- Students will respond to teachers' written feedback in green pen.

Marking Strategy (Formative marking)

'Demonstrate' marking

Demonstrate marking will be used in all departments.

Marking Process

Marking will be completed after every 1-2 lessons*. This will allow teachers to immediately identify weaknesses and plan subsequent lessons accordingly.

The only part of the lesson that will be deep marked is the 'Demonstrate'. This involves students working independently towards the end of the lesson for 5-10 minutes to demonstrate their understanding of the lesson objectives. This may be initially marked by the student/peer using green pen and then re-visited by the teacher using the marking codes shown. Teachers will use red pen to correct any literacy problems and take a sense check of the whole page to monitor 'PROUD' and any subject specific spelling errors.

Other parts of the lesson will be self or peer marked using green pen if deemed beneficial.

Through teachers marking only the 'Demonstrate' this ensures that the frequency of marking can be high and is thus timely whilst also reducing teacher workload.

In the subsequent lesson, students will respond to the marking by answering appropriately differentiated questions to address their progress. This will be titled 'Connect' and completed by students in green pen.

*Frequency of marking in English is as follows:

KS3: 1 x a fortnight

Y10: 1 x week

Y11: 1 x week in literature

1 x week in language

Assessments

End of unit and mock assessments will be marked and graded. All assessments, if not completed in books, need to be clearly dated, labelled and placed into folders or stuck into books.

Marking code



- circle inaccurate use of capital letters and missing punctuation

Sp

- spelling in margin and underline the inaccurate spelling

//

- new paragraph required



- wavy line down the side of writing with numerous errors as well as an appropriate comment

It is essential that students understand the codes if they are to respond effectively to marking of written expression.

PROUD

P write in pen – blue or black ink

R use a ruler for straight lines

O oops! Draw a neat line through mistakes

U underline the title and date

D draw in pencil

Quality Assurance and Monitoring

When quality assuring and monitoring feedback and assessment, the following apply:

- the Teacher Professional Standards;
- Senior Leaders, Directors and Heads of Department will quality assure feedback and assessment regularly through robust performance systems;
- all the different forms of feedback and evidence bases will be considered in their entirety;
- learning is evidenced over time through students' performance in assessments, quality of progress, involvement and confidence in lessons, and appropriate levels of challenge in their work.