



Feedback Policy

2023-24

AIMS

The principle purpose of this policy is to inform staff of the principles of effective assessment and feedback. Our aims are to ensure that assessment and feedback can support student progress, build learning, address misunderstandings and therefore close the gap between where a student is and where their teachers want them to be. Assessment and feedback are a crucial part of great teaching and learning. The specific methods of assessment and feedback should be those considered by the curriculum leaders and the teacher to be most appropriate for the specific curriculum being taught but should be based on the principles and guidance set out in this policy.

ASSESSMENT PRINCIPLES

In addition to the main principle of assessment and feedback set out above, Nobel Algarve also has the following goals for assessment and feedback.

Assessment at Nobel Algarve must:

- be designed to incorporate a combination of formative / summative assessment, ranging from low-stakes testing to formal examination;
- be distributed throughout the curriculum, providing regular opportunities to assess content mastery and skills development;
- be closely linked to the curriculum content (curriculum map) and focused on developing the knowledge, understanding and skills needed for success;
- be based on a clear set of success criteria (e.g. a mark scheme / criteria grid / rubrics) which is easily accessible for students and parents;
- be based on high expectations and appropriate levels of challenge for all;
- be designed to track student progress in relation to an aspirational target;
- enable teachers to identify those who require additional support.



Feedback at Nobel Algarve must:

- be simple, clear, and easy to understand for both students and parents;
- be a celebration of success and the progress a learner has made since their starting point;
- be focused on how to improve learning and encourage a growth mindset by providing students and parents with high quality next-steps;
- incorporate 'ReAct' feedback - focused on specific objectives - to provide students with clear guidance on how to improve.

FORMS OF ASSESSMENT

Teachers are expected to engage in a range of assessment practices to monitor student learning, track progress and inform teaching. There are two main forms of assessment: formative and summative. For all assessment types, assessment criteria will be shared with students so that they are clear on what is being assessed and how - this could be in the form of rubrics, criteria grids, mark schemes or proformas linked to the topic material. In all assessments, the emphasis is upon quality rather than quantity; high quality student work, high quality feedback and high quality 'ReAct' from students.

Formative Assessment:

- Is the ongoing process of assessing students
- Will differ according to the subject and topic being studied
- Is used to assess ongoing content based on units of study
- Is used to develop subsequent teaching and learning to meet the needs of students
- Is used by students to track their progress within a specific topic by responding to the feedback of teachers
- Is recorded by teachers and in curriculum areas in electronic mark books or centralised trackers
- We expect to see a range of marking in the books including formative and summative assessment, peer and self-assessment.
- Teachers mark in any colour but red; students respond to teacher's marking using a red pen. Peer and self-assessment should be used with clear success criteria and peer assessments should be named.

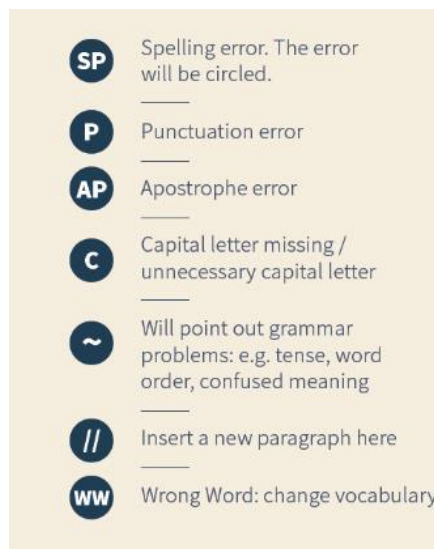


Summative assessment:

- Is the process of assessing students at the end of a particular topic or unit/s of study
- Is designed at faculty level and will differ according to the subject and topic being studied Is used to track student progress towards targets

For summative assessment:

- Each curriculum area will have an assessment policy determining when more substantive pieces of student work will be marked with written feedback for students. Typically, faculties that see students more often will mark more frequently.
- Assessments will be carefully selected and planned to ensure what has been taught is what is being assessed
- Teachers and students will follow the school's feedback policy, called ReACT (see section on Feedback below)
- Teachers will annotate or correct errors in punctuation, grammar and spelling. The school standard literacy marking symbols will be used.



- Assessment results will be recorded in the tracking sheets in line with the school assessment calendar
- Where possible, assessments should take place within a two-three week period before a whole-school reporting cycle



Internal Assessment Processes:

- Mock exams are sat by students in Years 11-13. These internal assessments are used to inform teacher predictions for terminal exams (GCSE AS Level and A Level). As such, they are organised differently from summative assessments which usually take place in the classroom. Our internal assessment processes are as follows:
- Students will be provided with comprehensive revision lists on Teams. This will support students to undertake effective, high-quality revision and ensure that the assessments reflect taught content. In practical subjects, students will be provided with clear guidance and rehearsal opportunities.
- Mock examinations undergo faculty-led moderation, the process of which will be organised and led by the curriculum leaders. This will quality assure that the marks and grades awarded are in line with awarding body standardisation material
- Grades will usually be determined by using the previous year's published grade boundaries for each subject by the relevant examining body, or a 3 year average, whichever is most appropriate. However, there may be a case where a curriculum leader judges that a slightly different set of grade boundaries should be used, based on the content of the paper and the assessment objectives covered.

ReAct in Red

Feedback has been identified as one of the most significant drivers of student learning but it is challenging to get right.

At Nobel Algarve, the term ReAct should be used by teachers when feeding back to students as this emphasises their role in acting on feedback in order to close the loop in their learning.

ReAct feedback is likely to be most effective if the following three principles are followed. More specific exemplification of these principles is available in our Ten Tenets of ReAct guidance document.



1. Foundations for ReAct feedback

ReAct feedback will be based on an effective assessment task and as such, the task set in the first place should be designed in order to elicit students' understanding of the topic or skills being taught. Prior to the assessment, students should have a clear idea from their teacher about the learning intention such as modelled work.

2. ReAct feedback that moves learning forward

ReAct feedback is likely to be most effective if it focuses on one of the three following areas:

- Task - feedback may be focused on improving a specific piece of work or a specific type of task. It can comment on whether an answer is correct or incorrect, can give a mark or grade and will offer specific advice or a task in relation to improving the work.
- Subject - feedback may be focused on an underlying process used in the task which relates across a subject. The feedback may be applied to other pieces of work in the subject.
- Self-regulation - feedback may be focused on the students' own self-regulation such as their planning, monitoring and evaluation of their own work.

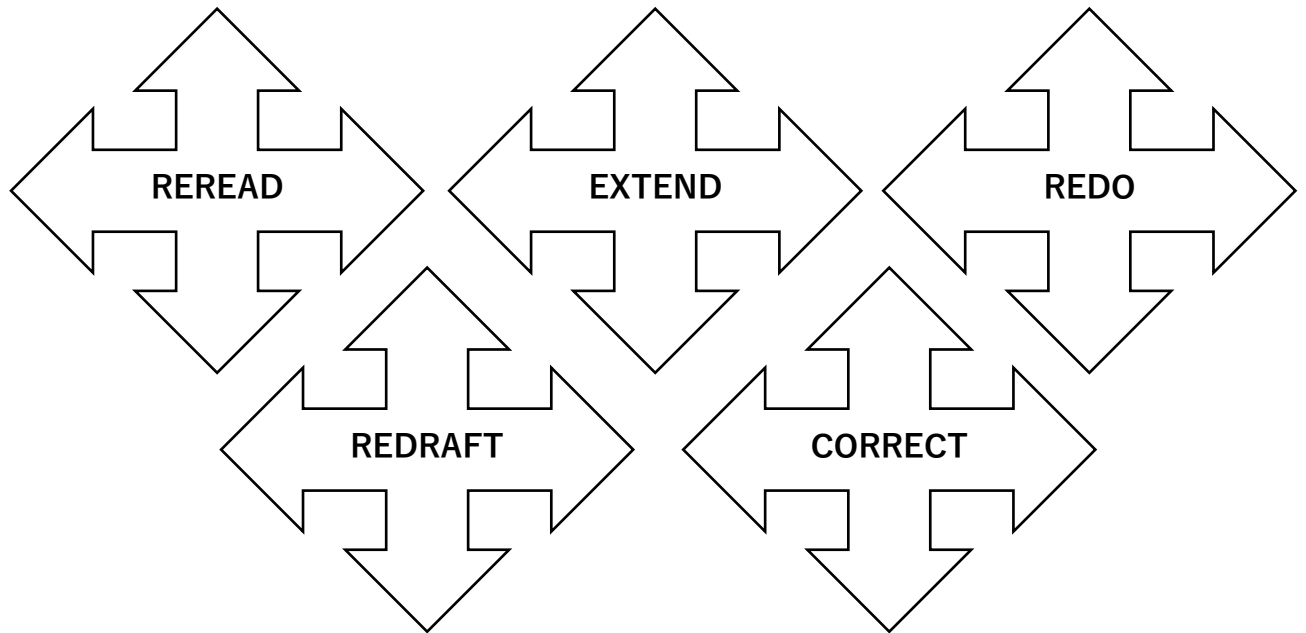
Teachers and faculties may provide grades, praise and comment on effort, but is it only likely to be effective if it focuses on task, subject or self-regulation set out above. Feedback that is personal i.e. it implies a student has an innate ability (or lack thereof) does not tend to be effective in supporting learning.

3. ReAct feedback that is received and used by students

- Teachers should provide students with opportunities to use feedback in order to improve and close any learning gaps. The term 'ReAct' should be used when feeding back to students in order to emphasise their role in acting on their teachers' feedback.
- Acting on feedback is more likely to be effective when students are given time and supported to act on feedback and teachers should monitor whether students are ReActing to their feedback.



ReAct Guidance for Staff



Teachers will give their feedback in green pen

Students will **reAct in red pen**

ReAct in Red



Praise the student for something they have done well (achievement)



Set a clear target of what they need to do to progress (improvement)



Set students a task: ReRead, Extend, ReDo, ReDraft
(ReAct)



How Often?

- Key Assessments to be completed half-termly
- Mid unit assessments should be ReAct in Red (half-termly)
- Criteria and rubrics to be used for marking these assessments and as teaching tools to ensure pupils understand success criteria and skills required
- Key assessments inform data tracking

When assessing

- Plan ahead to ensure that the specific assessment task tests students' understanding of the topic or skills being taught
- Focus your feedback on this assessment task
- Feedback is likely to be most effective if it focuses on the task, the subject or self-regulation.
- Feedback may be focused on improving a specific task. It can comment on whether an answer is correct or incorrect, can give a mark or grade and will offer specific advice or a task in relation to improving the work.
- Feedback may be focused on an underlying process used in the task which relates across a subject. The feedback may be applied to other pieces of work in the subject.
- Feedback may be focused on the students' own self-regulation such as their planning, monitoring and evaluation of their own work.
- Remember that feedback is a two-way process and so it needs to be understood - be specific, clarify and check understanding.
- Teachers should provide students with opportunities to use feedback in order to improve and close any learning gaps. Feedback tasks might involve proof-reading, redrafting, correcting, summarising, reflecting or responding.
- The term 'ReAct' should be used when providing feedback tasks to students in order to emphasise their role in acting on their teachers' feedback and provide consistency across the school.

Students should be given time in class to ReAct to their feedback.

- Feedback should not only come at the end of the process; use it to guide students along the way.