



ASSESSMENT and FEEDBACK POLICY

Rationale

At Giggleswick we believe that high quality verbal feedback and constructive written feedback help students to make better progress. It highlights students' achievements but is also an extremely effective medium for ensuring that learners know what progress they are making and how to improve. Feedback makes tracking of learning objectives and outcomes for learners on a day-to-day basis manageable and informs lesson/curriculum planning.

Aim

This policy aims to provide clear guidelines and a coherent approach to assessment. It aims to promote consistency across departments. It ensures continuity for the learner as s/he moves through the school. It aims to raise the achievement and self-esteem of learners by providing them with regular, high quality, diagnostic feedback about their work.

Shared Principles of feedback

- Pupils must understand why feedback is necessary and important. It is part of the Growth Mindset.
- It provides opportunities to celebrate and acknowledge achievement, progress and effort.
- It provides opportunities for regular written or verbal feedback to the learner. Written feedback may be provided in exercise books, on TEAMS, in a One-Note Class Notebook or on-line attached to an assignment in TEAMS.
- The learning objectives and success criteria are clear, and feedback is directly related to them
- Teachers provide constructive advice on the ways in which a learner might improve his/her work.
- Teachers and learners follow up agreed targets/questions/improvements to see how far they have been achieved and what next steps should be taken.

Practice

Learners are:

- required to respond to the feedback made by teachers in **GREEN PEN**.
- given the opportunity to self-assess/peer assess/group assess.
- given time to act upon feedback given, either at the start of the lesson, in **DIRT** time or as homework in order to re-draft/improve work.

Teachers

- follow the department feedback policy and this overarching policy.
- comment on positive aspects of work and areas to improve/develop.
- recognise effort as well as quality and reward using the reward system in ISAMS.
- use the information gathered to inform/adjust future teaching and learning strategies.
- differentiate feedback comments to take into account the age and ability of the learner.

Types of Assessment

Formative (feedback for Learning)

- a development comment (target) is given either verbally/in written/whole class or individually.
- feedback is given as part of classroom practice.
- informs the teacher of the progress of learners.

Summative (feedback of Learning)

- work is graded or levelled and feedback relates to this. Any levels or grades will relate to the departmental skills ladder or exam board mark schemes.

Peer/Self Assessment

- It is good practice for peer and self-assessment to be used during lessons as both strategies ensure that students are part of the assessment process and understand the success criteria.
- When peer and self-assessment takes place, students are given the relevant success criteria.

Monitoring and Evaluation

The quality and frequency of feedback is monitored through:

- Work scrutiny carried out by the Deputy Head, Learning and Faculty Heads as part of the Quality Assurance cycle.
- Whole staff INSET may also be used for a 'book swap'. Depts also do 'book swaps' to share best practice and develop the quality of feedback.
- Lesson observations are conducted as part of the QA cycle and appraisal by the Deputy Head, Learning and Faculty Heads. Lesson observations for sharing good practice are also conducted by Subject Leads and classroom teachers.
- The department annual report to the Governors.

Any concerns regarding the quality of feedback are taken up with the teacher's line manager and/or the Deputy Head, Learning.

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Next review date: October 2024