



GIGGLESWICK SCHOOL

Assessment and Feedback Policy

Lead Author(s)	Director of Studies
Approval Committee	Academic and Co-Curricular, November 2024
Last review	September 2024
Review frequency	Annually
Next review	September 2025
Policy Type	Internal

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

Shared Principles of feedback

- Teachers must ensure pupils 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 pupil. 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.
- Feedback is directly related to the task and the pupil.
- Teachers provide constructive advice on the ways in which pupils might improve their work.
- Teachers and pupil follow up agreed targets/questions/improvements to see how far they have been achieved and what next steps should be taken.

Practice

Pupil 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 in a lesson 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.
- adapt feedback comments to take into account the age and ability of the pupil.

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 pupil.

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 pupils are part of the assessment process and understand the success criteria.

When peer and self-assessment takes place, pupils are given the relevant success criteria.

Monitoring and Evaluation

The quality and frequency of feedback is monitored through:

- Work scrutiny is carried out as part of the Quality Assurance cycles led by the Director of Studies.
- Whole staff INSET may also be used for a 'book swap'. Departments 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 SLT and Heads of Department. Learning Walks for sharing good practice are also conducted by all 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 Director of Studies

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