



## **The Tiffin Girls' School**

### **ASSESSMENT AND FEEDBACK POLICY**

**UPDATED MAY 2023**

#### **Principles and Purpose of Feedback**

1. The aim at The Tiffin Girls' School (TTGS) is to provide high quality feedback for students that enables them to make rapid and sustained progress. Feedback also:
  - Ensures that students know their current standard of learning, what they are doing well and what they need to do next to improve
  - Ensures that students receive personalised support to meet the demands of the curriculum
  - Provides feedback for the teacher so that they know how to adapt their planning and the department's curriculum to best suit the student/s
  - Creates a dialogue between teacher and student about learning
  - Ensures students take more responsibility for their learning and therefore becomes more independent

#### **Feedback for Students**

2. There are many different types of feedback. All types of feedback aim to enhance student progress. These are used in a variety of ways by teachers and can include day to day Assessment for Learning strategies, formative assessment or summative assessment. Students may be assessed and have feedback on in-class learning activities, exercise books, homework tasks, tests or examinations.
3. Students engage with their own assessment through Directed Response Improvement Time (DIRT), self-assessment OR peer assessment. Whenever students are assessed by the teacher, feedback will be verbal, written, electronic/online or a combination.
4. The quality of this feedback is essential in helping students to make progress. The primary way in which the quality of feedback can be demonstrated by teachers, is how students tackle subsequent learning.
5. All feedback should be in the form of What Went Well (WWW) and What Next (WN)
6. WWW should ensure that there is praise for the student, there is a reward if appropriate and the student should be acknowledged personally.
7. A tangible target should be set as part of the WN feedback. This could be in the form of a question or a task that supports the WN target. Students should be given DIRT to complete this and to allow them to be active in and engage with their progress. WN feedback should be personal to the needs of the student. It could be written by them as part of DIRT. It should be used by the student and teacher for future learning.

#### **Marking**

8. Marking is one type of feedback that teachers should be providing for students.
9. Marking should be subject specific, but all departments should follow these generic guidelines for all year groups.
10. Marking should be 'meaningful, manageable and motivating'.

#### **Written feedback**

11. Written feedback by the teacher should include comment marking in the form of WWW and WN.
12. Comment marking could be summative or through annotations throughout the response.

13. When the teacher is giving verbal whole class feedback, common mistakes should be established and feedback to students, to avoid repetition of similar written comments on all students' work. Students should capture this. This could include aspects of the WWW and WN process.
14. There should be evidence of the Literacy Policy being followed. This should include Spelling, Punctuation and Grammar (SPAG) marking, however this is most realistic when done as part of focused comment marking.
15. Examples of how this can be done are in 'The Policy in Practice' document (Appendix 3). This document is updated regularly to include recent and relevant materials for teachers.

#### Frequency of marking

16. The frequency of teacher marking will be reflective of the different subjects, age ranges and quantity of lessons per week.
17. The frequency of teacher marking annually in each subject will be agreed between the Head of Department and the SLT Link, through the use of the Frequency of Teacher Marking proforma (Appendix 4). This will be adhered to by all members of the department.
18. Teacher marking will most likely correlate with the assessed work that is part of the Assessment Points for each subject and year group.
19. As a guide, this will be once a half term for subjects that see students once a week for lessons and twice a half term for subjects that see students twice (or more) a week for lessons.

#### **Implementation**

##### **20. Teachers should:**

- Ensure that the learning objectives and intended learning outcomes provide the focus for feedback given
- Share learning objectives and success criteria (e.g. bands or mark schemes) with students
- Provide written feedback to students, in line with the frequency of marking expected
- Provide feedback on SPAG and literacy during written feedback, and where appropriate
- Use the full range of assessment methods and feedback strategies to support their teaching and aid learning
- Follow the Assessment, Recording and Reporting procedure (Appendix 1) and refer to the Assessment Calendar (Appendix 2)
- Refer to strategies and examples in 'The Policy in Practice' document (Appendix 3)
- Adhere to the Frequency of Teacher marking (Appendix 4).

##### **21. Students should:**

- Ensure they know the assessment objectives, intended learning outcomes and the success criteria.
- Engage fully with their own progress, feedback and the WWW and WN process
- Respond to the teachers' verbal feedback and written feedback
- Use DIRT effectively
- Engage fully with self and peer assessment
- Refer to the Student Guide in their Student Planner (Appendix 5)

##### **22. Heads of Department should:**

- Ensure consistency of assessment and feedback across the department through the Quality Assurance processes
- Share their department's Frequency of Teacher Marking proforma with their SLT Link and department (Appendix 4)
- Analyse progress and provide strategies for in-class intervention where appropriate
- Have Curriculum Outlines in place for all year groups
- Adapt Schemes of Learning and Assessments to optimise feedback
- Organise standardisation or moderation within the department where appropriate

- Follow the Assessment, Recording and Reporting process for each year group (Appendix 1) and refer to the Assessment Calendar (Appendix 2)
- Refer to strategies and examples in 'The Policy in Practice' document (Appendix 3)

**23. Heads of Year should:**

- Support students in understanding their role in feedback (see Appendix 5)
- Support parents/carers in understanding their role in feedback (see Appendix 6)
- Liaise with teachers and Heads of Department as necessary in support of student progress.

**Monitoring and evaluation**

**24. The effectiveness of assessment and feedback will be monitored in a number of ways:**

- Student outcomes
- Student progress over time through teacher mark books, students' books or folders, SIMS, PTS Reports
- HODs' evaluation of the effectiveness of assessment practices within their department
- Quality Assurance processes, including Lesson Observations, Progress and Feedback Checks, all members of the department complying with the frequency of teacher marking and HOD Progress Reports

**25. The Senior Leadership Team is responsible for ensuring that this policy is implemented across the school. They will focus on student outcomes in their department and progress as a result of quality feedback, and the Quality Assurance processes that we have in place.**

**26. The Assessment and Feedback Policy links to the OFSTED Quality of Teaching, Learning and Assessment and the Teacher Standards including:**

- Teacher Standard 2 – Promoting good progress and outcomes by pupils
- Teacher Standard 5 – Adapting teaching to respond to the strengths and needs of all pupils
- Teacher Standard 6 – Make accurate and productive use of assessment

**Related Policies**

**27. This policy should be read in conjunction with:**

- Behaviour for Learning Policy
- Curriculum Policy
- Examinations Policy
- Homework Policy
- Literacy Policy
- Teaching and Learning Policy