

FEEDBACK, ASSESSMENT AND MARKING POLICY

Updated August 2022

Aim: to provide guidance on methods of feedback and marking to support student progress.

Feedback – what do we mean and why is it important?

As highlighted by the EEF¹ and Sutton Trust² in addition to other educational research providers, feedback to students is one of the most important ways in which teachers can support students in making progress:

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.³

The expectation is that members of staff encourage students to engage in an ongoing process of feedback, reflection and improvement in order to build both skills within the specific subject area and a depth of knowledge and understanding.

In this document, guidance will be provided on both the expectations from staff/students and the quality of feedback we will aspire to provide for our students as a whole school.

Expectation and fundamental principles

On the following page is provided an overview of the roles and responsibilities within the school linked to feedback, marking and assessment.

- All teaching staff should be planning and reviewing assessments throughout the academic year as part of working practice, and as directed by Heads of Department/Heads of Faculty
- Assessment should be both formative and summative, with different pedagogical approaches or strategies employed to convey the information to the students.
- For example, there should be written and verbal opportunities for feedback, in addition to effective peer and self-assessment.

Heads of Department/Faculties are expected to internally moderate and review the assessments set throughout the year and check for rigour, consistency across the subject and compliance with the school policy.

¹ Education Endowment Foundation - <https://educationendowmentfoundation.org.uk/>

² The Sutton Trust - <http://www.suttontrust.com/>

³ Feedback Research overview – EEF 2nd August 2016



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Frequency

In order to give feedback effectively, we would expect to see a range of formative and summative assessment pieces at timely points throughout the year. Feedback and marking must be prompt to have the most impact, and therefore should be given within an appropriate time period for the task set.



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Overview of feedback and processes within school:

<p>Teachers will be asked to:</p> <ul style="list-style-type: none">• Give prompt feedback on pieces of work so that students can build on and improve understanding of the subject• Plan for peer and self-review to model and share good work• Give a range of feedback – verbal and written – with clear targets• Refer <u>to the FDIA system or exam board grades</u> at least once per half term on a <i>suitable</i> assessment• All teachers to use a common framework to:<ul style="list-style-type: none">○ Highlight strengths/ understanding/ skill demonstrated e.g., this could be ‘WWW’ (what went well) or an alternative○ Make clear to the student next steps/ a specific target e.g., ‘EBI’ (even better if) or ‘Target’• Factor in time for students – to make corrections/ improve their work• Use feedback to encourage/ provoke thought linked to the sequence of learning or topic	<p>Work Scrutiny will:</p> <ul style="list-style-type: none">• Review the feedback from previous scrutiny/foci set for a department• Allow an opportunity for individual discussion (between reviewer and reviewee) on how feedback and assessment are working in specific subject areas• Offer time to collaborate with other departments and share examples of good practice• Moderate at least once per half term• Be an active tool for departmental reflection• Be conducted as swiftly as possible to avoid disruption to lessons/students• Have clear evaluation of policies/ assessment in school to check fit for purpose• Be open to adaptation and change via HoDs - through meetings and suggestions at key points in cycle of year
<p>All pupils will...</p> <ul style="list-style-type: none">• Use feedback to improve their work – through directed time and in homework/redrafts where appropriate• Take responsibility for their targets and work actively to achieve them• Revise and correct key subject knowledge as needed• Be encouraged to be more independent in use of marking feedback• Expect to be asked to evaluate some pieces of work <i>before</i> they are marked by the class teacher, as part of the feedback process	<p>All HoDs/HOFs will...</p> <ul style="list-style-type: none">• Regularly check and encourage reflective practice within departments• Moderate at least once per half term – e.g. as part of departmental meetings⁴• Gain feedback from students when appropriate to gauge the impact of marking and improve practice e.g. as part of departmental surveys/ student voice• Expect clear formative and summative feedback in books/folders• Provide clear assessment planning within departments

⁴ Where there is a small department –for example one member of staff – this will be conducted with a line manager or appropriate peer.



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In classrooms:

- Learning objectives should be routinely shared with students.
- Modelled examples and guidance on how to achieve a good answer (such as scaffolding) will be used as appropriate to support students in producing high quality work.
- Opportunities for development and to make responses to feedback will be provided when planning sequences of lessons so that corrections and improvements can be made.
- Feedback is routinely checked through verbal question and answer as part of an overall assessment model (for instance as part of the AfL⁵ practice within the sequence of lessons) in addition to any written comments.

Homework:

Feedback on homework will be linked to the learning aim or objective for the lesson linked to the task set, and could be both formative and summative in nature. Homework will be marked promptly to maximise the opportunities for students to learn from the task.

Mock examination and exam practice feedback:

For mock examinations and past papers to be as effective as possible for students, there will be specific reference in feedback to the mark scheme and assessment objectives for the examining body where appropriate. For example, this could take the form of comments linked to the level/band of response from the examining body, and advice on how to consolidate this level/make progress.

For internal mock examinations, there will be specific guidance linked to the completion of the cover sheet for the paper, so that students have access to their targets in this crucial period of reflection before external examinations, whilst the papers remain in school.

⁵ AfL – Assessment for Learning: see Black, P and Wiliam, D, 1990, *INSIDE THE BLACK BOX: Raising Standards Through Classroom Assessment*, King's College London



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Assessment - FDIA and tracking

Grading of work at Key Stage 3 (Y7 and Y8)

Staff should use **ONLY*** the following summative assessment scheme when grading/marketing students' work. (There is a more comprehensive summary of these assessment levels at the end of the document)

Advanced/Advanced+	Creating, Evaluating, Analysing
Intermediate/Intermediate+	Applying
Developing/Developing+	Understanding
Foundation/Foundation+	Remembering

* In a very small number of cases, a grade of **Beyond Advanced** may be appropriate.

When planning assessment of learning these levels should be taken into account so that there is appropriate differentiation, allowing stretch and challenge and for all.

Staff are free to use other numerical devices such as a mark out of 10 or a percentage, but the grading should take into account the nature of the task and level of demand.

Departmental marking policy must be understood by, and communicated to, students, ideally by a sheet in the front of individual folders or exercise books.

Each department will customise the skills/behaviours element of the assessment criteria in order to be more subject specific.

For GCSE and A-Level groups, where appropriate, grades should be given in line with public examination guidelines, including guidance on how to reach the next level.

(see tables at the end of document for guidance)

Projects and assessments must be marked within a reasonable time – it is helpful to indicate this time scale to students.

RECORDING

All grades and marks should be recorded. This may be in mark books, on computer or in departmental assessment files, according to departmental policy. The marks are then available to the rest of the department, Heads of Year and SLT if needed.

These marks are used to:

- Track progress.
- Form the basis for reports.
- Provide information about allocation to sets.



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End of year/unit/topic test results are available to the next teacher of a class. Records of examination papers and scripts are kept for a number of years in line with retention of data requirements from GDST – these can be found in the Data Protection (GDPR) Policy and the GDST Hub - [https://hub.gdst.net/GDPR/GDPR-\(effective-25th-May-2018\)/Retention-Schedules/3170](https://hub.gdst.net/GDPR/GDPR-(effective-25th-May-2018)/Retention-Schedules/3170)

Records of internal and external exam marks/grades and MIDYIS scores are available on the intranet in the Examinations folder.

Records of the English Screening Tests are available on the shared areas as required – under the Learning Enhancement Team (previously Learning Support).

Predictions for GCSE, AS and A2, based ALIS and MidYIS tests are recorded on SIMS are used by all staff to aid target setting and inform the DAR process.

Achievement grades are recorded on reports (see Reporting Policy).

Old GCSE Grades	Tracking/ New GCSE Grades	Y7 and Y8 Assessment Grades	Bloom's	Behaviours	
Top 20% A* & A	9				
A* & A	8	Beyond Advanced			
A	7	Advanced+	Evaluate	Summarise Appraise Rank Judge Defend Recommend Evaluate	Argue Improve Discriminate Validate Assess Prioritise Provide evidence of
B	6	Advanced	Analysis /Synthesis	Reflect Reorganise Explain the differences between Formulate Combine Generalise Make connections between	Design Integrate Use the pattern to ... Predict (with detailed ideas) Use the model of ... to ... Speculate Explain why Use the idea of ... to ...
B & C	5	Intermediate+	Analysis	Prioritise Select Contrast Break down Plan Order	Divide/ separate Deduce Reason logically Compare Arrange Conclude



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				Determine key point from	Explain why Distinguish Infer
C	4	Intermediate	Application	Devise Clarify Any ideas ... If ... how ... Solve Predict Complete What would happen	Calculate Relate Demo how Modify Explain what/ how Employ Construct Solve problem Use a new context
E & D	3	Developing+	Comprehension	Present Illustrate Tabulate Sequence	Describe Decide Interpret
E & F	2	Developing	Comprehension	Locate info from text Classify Translate Give an example Convert	Define Summarise Match Compare (objects/ events)
F & G	1	Foundation+	Knowledge	Recall State Draw	State List
	0	Foundation	Knowledge	Sort Select Write Name Recognise	Label Record Identify Match Define



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The table below illustrates the summative assessment grades that should be used when marking students' work.

Year group	Input SIMS Assessment Grade	Summative assessment grade	GCSE Grades at end of Y11
7	9-1	Foundation, Developing, Intermediate, Advanced Based on criteria	9-1
8	9-1	Foundation, Developing, Intermediate, Advanced Based on criteria	9-1
9	9-1	9-1	9-1
10	9-1	9-1	9-1
11	9-1	9-1	9-1



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