

GLC Assessment and Feedback Policy

[Secondary - GA]

GLC staff were consult on this Policy	Summer 2023
This Policy was ratified by the Board of Directors:	Summer 2023
This Policy will be reviewed by:	Summer 2024

GLC Mission Statement
 The GLC’s mission is to develop active and thriving citizens within a diverse, truly fair and equal community.
 This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking.
- An inspiring and meaningful curriculum.
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life.
- A commitment to the wellbeing of our staff.
- A culture of professional generosity, collaboration, challenge and support throughout the GLC.
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement
 The GLC’s commitment to equality is enshrined in our mission statement to develop ‘active and thriving citizens within a diverse, truly fair and equal community’.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

ASSESSMENT AND RESPONSIVE FEEDBACK POLICY

Section 1: Introduction

Understanding the reciprocal relationship between assessment and feedback is an integral part of effective teaching and learning. This Policy utilises, and is underpinned by, current research from the Education Endowment Foundation to ensure that feedback is effective and meaningful without being overly burdensome.

The starting point for effective feedback is eliciting the right information about student progress through strategic assessment strategies. Assessment is the range of activities [formal and informal: summative and formative] through which we come to know the extent of the knowledge, skills and understanding that students have developed. Effective assessment strategies are the vehicle by which we can ascertain this, whilst feedback refers to actions undertaken by the teacher to advise students of their progress and precisely how to close any gaps.

There is strong evidence behind effective feedback having a high level of impact on student progress and attainment, however, retrospective book marking proves to be time consuming and often out-of-date by the time students receive the feedback. When feedback is most effective, it is in response to information gained from high quality formative assessment and given in a manner that is timely, regular and actionable.

The main purpose of this Policy is:

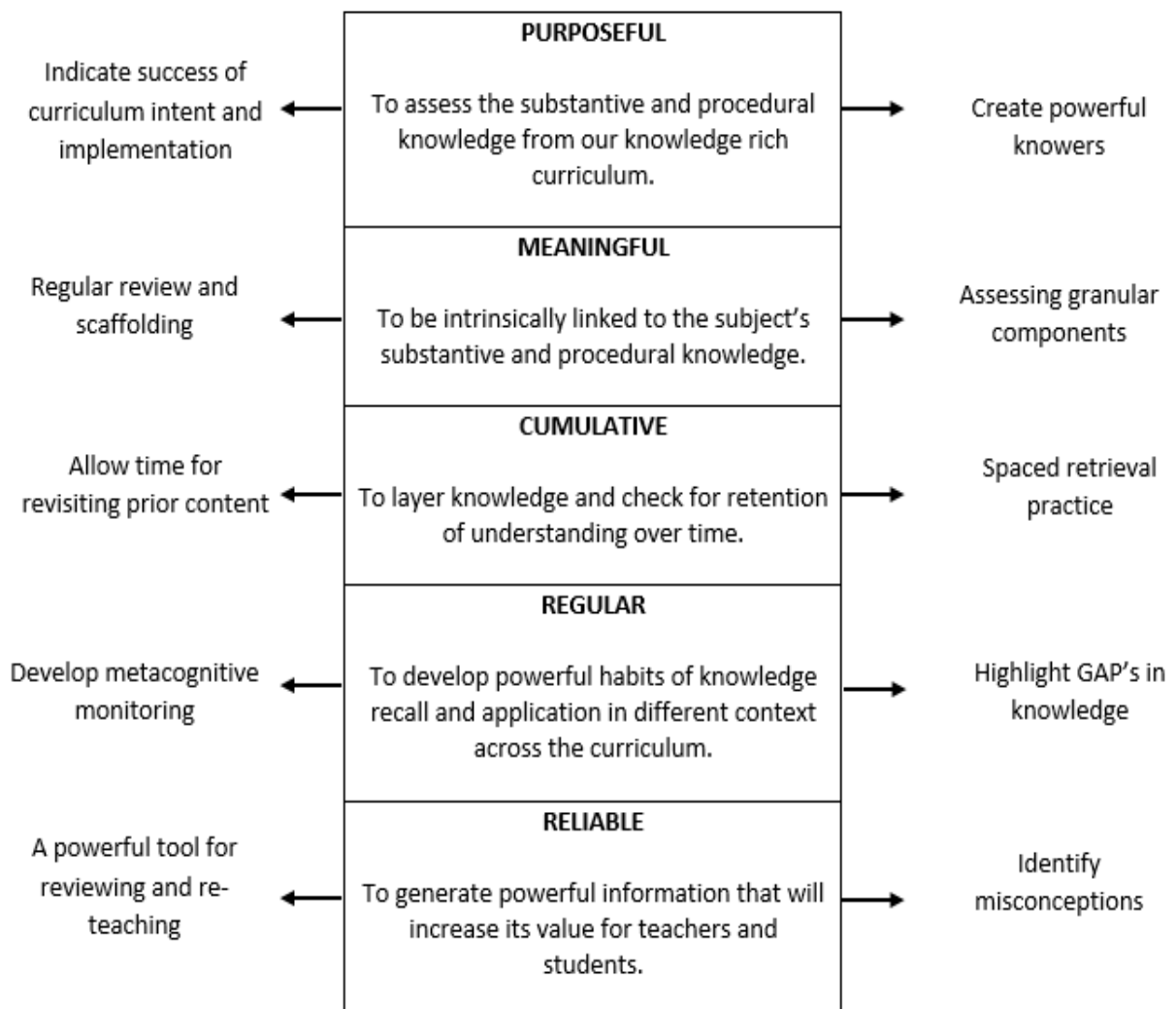
- To ensure effective and consistent assessment practices across the Academy.
- To ensure feedback is regular, meaningful, manageable, timely and actionable.
- To inform teachers' planning to address any deficiencies in students skills, knowledge and / or understanding.
- To ensure that all students know what progress they are making and how to raise their attainment levels.
- To ensure progress over time is clearly demonstrated to all stakeholders.
- To ensure students take pride in the presentation and quality of their work.
- To aid the monitoring of individual and groups of students' progress and attainment against national standards.

Section 2: Principles

The Gateway Academy outlines key questions which underpin high-quality assessment and feedback:

Gateway Academy Assessment Principles

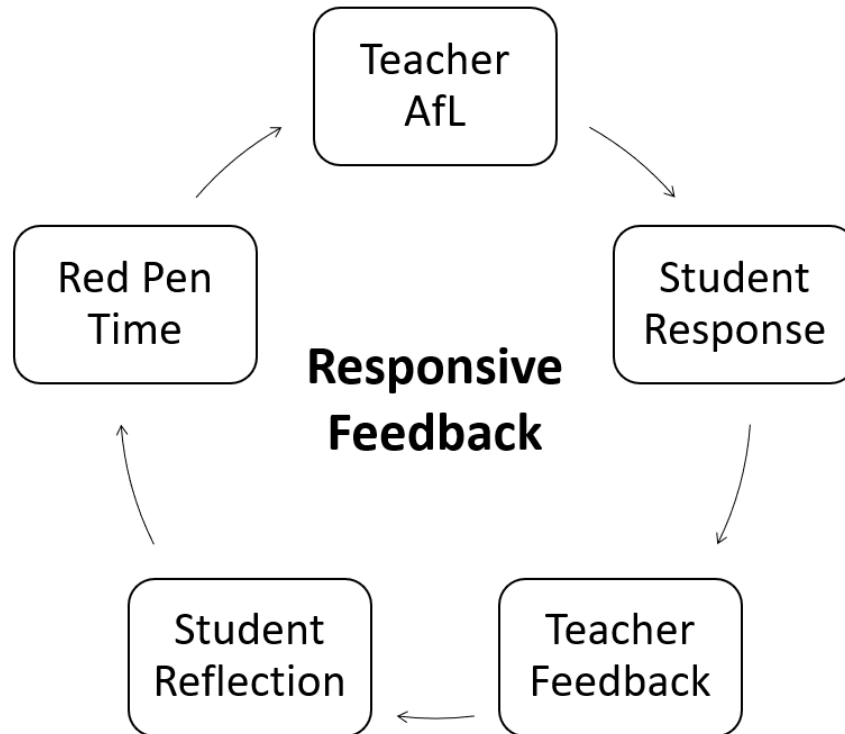
Every Student, Every Subject, Every Grade



Teacher Assessment:	Students:
<ul style="list-style-type: none"> • What do students currently know, understand and can do within this topic? • What are the 'endpoints' (link to expectations) for this lesson/sequence of lessons? • How can I guide students towards this? 	<ul style="list-style-type: none"> • What am I learning and how does this fit into the sequence of learning? • Do I know what areas I have done well in and what areas I need to improve in? • Do I know how to improve my work? What guidance have I been given?

Section 3: Implementation

The elements of responsive assessment and feedback outlined below should be evident in teacher planning, delivery and student progress. Each faculty / department should use the principles outlined above, alongside the responsive feedback cycle below, to plan and deliver regular, effective and manageable assessment and feedback strategies that are tailored to their curricula. Some suggested strategies are outlined in the appendices of this Policy.



3.1A Formative Assessment

Effective formative assessment involves collecting evidence about how student learning is progressing during the course of a lesson so that necessary adjustments can be made to close the gap between students' current understanding and the desired goals. Embedding formative assessment explicitly is a key component of laying the foundations for effective feedback:

“The quality of feedback that a teacher can provide depends crucially on the quality of the evidence about student learning that is available. If a teacher cannot think of what to say to a student - having seen the students' work - then

the fault is most likely that the questions, task, or activities that were assigned were not designed with a view to giving feedback in the first place.” - Dylan Williams (‘Teacher Feedback to Improve Student Learning Guidance’ Report)

Assessment for Learning (‘AfL’) and formative assessment strategies may take varying forms according to the demands of a subject, but the following are expected to be evidenced:

- Learning goals and endpoints (which must be of the highest expectations for all students) are clearly indicated and understood by students.
- AfL strategies are used to accurately assess student progress against these goals. This includes the use of a range of questioning techniques to assess the progress of all, individual and groups of students against the learning goals and endpoints [particularly focussing on those deemed to be ‘underperforming disadvantaged’].
- Questioning will be used to clarify students’ understanding; develop their reasoning; deepen their thinking as well as helping them to apply their learning in a range of contexts; to think creatively and to challenge convention. Questioning must:
 - Be mostly targeted and differentiated;
 - Provide opportunities for the full engagement of all students through activities such talk-partners and ‘popcorn’;
 - Be carefully timed and purposeful;
 - Provide, where appropriate, opportunities for students to agree with, challenge or extend on the subject of the questioning.
- Success criteria are shared or co-created to achieve a specific endpoint.
- There are regular moments of checking for student understanding to address misconceptions.
- Prior to the summative assessment, at least one key, consistent, piece of work will assess student understanding of a topic across a whole cohort of students. Teachers will ensure that diagnostic feedback is provided on this work. Red pen time should be planned to follow this feedback.

3.1B Responsive Feedback

The following principles are fundamental for effective feedback. Teachers are expected to be looking at work completed regularly whilst circulating the teaching space and providing responsive feedback, either written, verbal, or whole-class, that aligns with the following:

- **Underperforming disadvantaged and key groups of students should be prioritised when giving feedback to ensure rapid, accelerated progress.**
- **Responsive feedback is given in response to information gained from effective AfL.** Teachers should plan clear tasks and activities that allow them to check for student understanding and application of knowledge. Feedback should be given directly to student responses to these tasks.
- **Responsive feedback is regular.** Students should receive either written, verbal, or whole-class feedback on work completed on a regular basis. Verbal feedback should be given every lesson, either whole-class or individually, continuously guiding students towards improvement.
- **Responsive feedback is timely.** Once students have completed a task, the turnaround for feedback should be prompt. The shorter the turnaround, the more the students will value their feedback.
- **Responsive feedback is manageable.** For both teachers and students, the method of giving feedback should be efficient, effective and not burdensome. Students should be able to access the feedback in order to act on it.
- **Responsive feedback is focused on improving work that builds towards a summative piece of work.** Feedback should be precise and specific enough to help students understand how they can improve in small steps towards a summative assessment.

- **Responsive feedback is selective, formative, effective and reflective.** Teachers should carefully identify and select key moments where feedback is required; feedback should be focused on precise actions students can take to reflect on and improve their work effectively.
- **Responsive feedback is subject specific and precise.** Written, or verbal, comments should be related to how the student can improve their work.
- **Peer and Self-Assessment are used effectively.** Students should have opportunities to assess their own, or their peers', work independently against exemplars or success criteria.

3.1C Red Pen Time

"Students are given time to act on feedback so that they can make improvements. This is the key to effective feedback. Students should spend longer acting on the feedback than you spend giving it to them. If a student produces work and feedback is given, do students then use those comments to improve? Feedback should make students think." ('Teacher Feedback to Improve Student Learning Guidance' Report)

The process of giving feedback should be *"more work for the recipient than the donor"* (Dylan Williams, 'Embedded Formative Assessment') therefore, it is necessary that students act on the feedback given to ensure gaps in their knowledge and understanding are closed. Without time to reflect or act upon feedback, the feedback serves no purpose.

After effective feedback is given, students should have a clear idea of what they need to improve and how exactly to do this. The time to reflect and act on feedback will vary according to the complexity of the task and process being learnt; this may range from a few minutes to correct answers during a retrieval task, to a whole lesson spent redrafting whole pieces, or sections, of work. We can apply the principles of instructional coaching to student feedback: less is more; focus on one clear goal, help students achieve it.

The following principles underpin effective 'red pen time'. Not all may be present in every 'red pen time' task but there will be clear evidence of the following:

- Students are given regular opportunities to self-correct their work.
- All student corrections and improvements are completed in red pen (if written).
- There are planned opportunities for redrafting or precise practice of the gaps identified through the feedback.
- Modelling is used effectively and with a specific purpose, to demonstrate how students should improve their work and close gaps in learning.
- Students are encouraged to reflect against mark schemes, models and success criteria.
- Before students complete extended 'red pen time', there may need to be some reteaching, revisiting goals, revising the process or more practice.

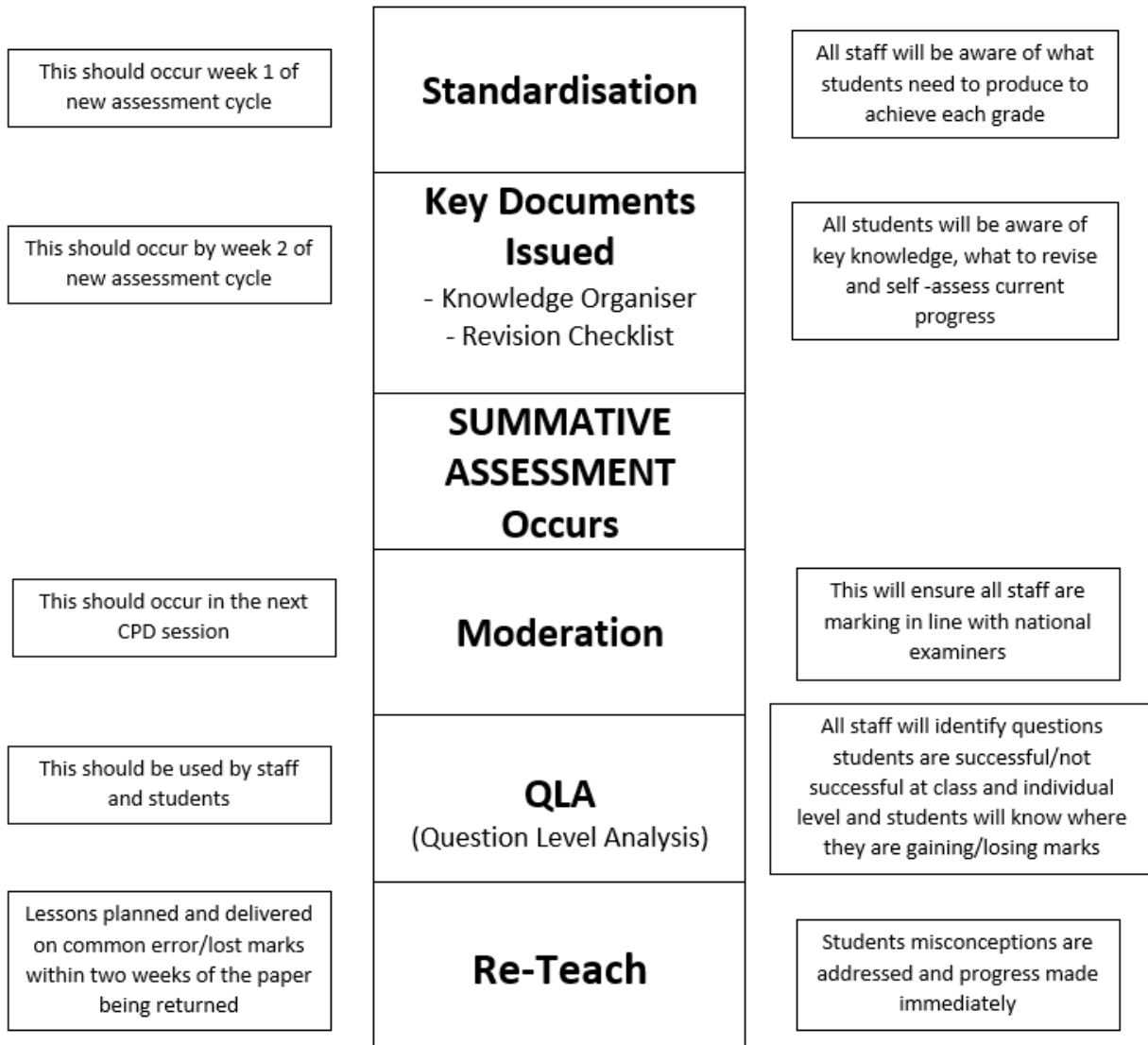
3.2 Summative Assessment

Summative assessments take place three times a year and are measured in grades / levels. The assessments mirror the GCSE/Btec subject equivalent examination model, however are 'age -related'. Summative assessments inform students of their strengths and areas to develop within a subject, 'set' movements and interventions. They also inform the next stages of teaching regarding planning, including any gaps or misconceptions identified.

Agreed Expectations for summative assessments:

Summative Assessment Agreed Expectations

Every Student, Every Subject, Every Grade



- Students must have been taught the relevant information in lessons that will allow them to make appropriate responses (transferable knowledge and skills). **Under no circumstances should students be given summative assessments based on content that has not been covered in the curriculum.**
- The content being assessed must be a culmination of knowledge across the academic year.
- If a student misses the two-week assessment window, they receive a current grade based on formative assessments and prior performance.
- If a student is absent for a prolonged period of time and has missed the preparation for the examination, they will receive a current grade based on formative assessments and prior performance.

- Assigning grades accurately depends on moderation and standardisation. The HoF / HoD must ensure this happens for all year groups at least three times a year.
- Summative assessments should be planned at least a term in advance for all year groups.
- All teaching staff should know the ‘endpoints’ within lessons and make it clear to students what knowledge and skills they need to acquire for summative assessments. Metacognition strategies to support students should be explicitly taught and embedded within SOW.

Section 4: Marking for Literacy

- Teachers and other adults will be expected to take regular opportunities to address errors in students' literacy. This should take place during lessons, both verbally and written in books. Teachers should particularly focus on the spelling and usage of subject specific vocabulary. Regular circulation around the classroom to read written work should be evident, with live, over-the-shoulder marking demonstrating responsive feedback to improve literacy.
- Common literacy errors should be identified and addressed when feeding back on summative assessments.
- The literacy marking symbols [see below] will be displayed in students' books;

Literacy Marking Codes	
O	Capital letter / Punctuation missing
sp	Spelling error
gr	Grammatical error
//	New paragraph required
^^^	Improve word choice

Section 5: PRIDE and Presentation

- Students should take ownership of the presentation of their work, as this shows that they are positively engaged in their learning. Teachers should ensure consistency in how work is presented by checking that students adhere to the standards and expectations of ‘Pride 5’.

Section 6: Monitoring and Evaluation

Monitoring will check that the Policy is being consistently enacted across the Academy. Examination of the quality of feedback will evaluate the impact of the Policy on student outcomes and progress over time. The impact of feedback will be evidence based and may take the form of redrafting of students' work at different stages, students' exercise books and by eliciting responses from teachers and students on learning walks. The evaluation of this should be triangulated through the following methods:

- **Lesson drop-ins, student conversations and informal book looks** HoFs / HoDs, Senior Leaders and the GLC Central Team will look to ascertain the manner in which feedback is given on a regular basis in lessons through drop-ins and conversations with students. The quality and confidence of student answers in response to meaningful questions used for AfL by the teacher may indicate the effectiveness

of feedback given to students. Students should also be able to articulate and verbalise an understanding of their own strengths and weaknesses as a result of effective feedback.

- **Faculty / Departmental Book Looks (or equivalent, subject dependent) (Appendix C) Faculties** and Departments will be required to monitor the strategies used to give feedback within their teams. Every half term, HoFs / HoDs should use the book look pro forma to lead a developmental conversation around assessment and feedback within their subjects.
- **SISRA Data** HoFs /HoDs should use summative assessment data to analyse and identify patterns in student performance. HoFs/ HoDs will prepare Raising Achievement Plans with clear actions steps for key groups / students. Patterns should be cross-examined against information from drop-ins and book looks to judge the quality and effectiveness of assessment and feedback.

The questions below may be asked of teachers and students to judge the quality and effectiveness of feedback. They may be used during lesson drop-ins, Faculty / Departmental book looks, line management meetings or coaching sessions:

Teachers:	Students:
<ul style="list-style-type: none"> ● Are students aware of the endpoints of lessons / sequence of lessons? How do you know? ● What specific assessment and feedback strategies are you deploying to target underperforming students, particularly the disadvantaged? ● What is the role of assessment within your Schemes of Work and subject area? How is this enacted in your lessons? ● How do you make sure assessment and responsive feedback adds value to students' learning within your subject area? ● How do you ensure students remember knowledge and skills in the long-term? 	<ul style="list-style-type: none"> ● Do you know the endpoints of the lesson? ● Do you know what you are expected to do in preparation for your termly assessment? ● What do you need to know for your termly assessment? What do you need to be able to do in the assessment? ● Do you know what areas you need to improve before the assessment? ● How often do you improve your own work? Do you know how to improve your work? ● How do you know if you have done well in a lesson? ● What do you do if you are stuck? ● Do you have time to respond to feedback?

APPENDIX A - WHOLE CLASS FEEDBACK

The process of whole class feedback ensures students are given precise feedback on a piece of work without adding to teacher workload. The exemplar pro formas below could be used whilst reading student work for teachers to inform their own planning, or shared with students directly.

Whole Class Feedback requires teachers to read, reflect and review before students then respond during red pen time.

- Read all student work with a focus on curriculum goals, learning intentions and success criteria.
- Reflect using a WCF sheet; write down in note form the feedback you want to give to your students. This must be specific to the end points of the lesson and topic.
- Review the next lesson and adapt the content to ensure that students know where they are right now and where they need to go next.
- Give time for students to respond, in red pen, to the feedback you have given in a purposeful way. In order to encourage independent metacognitive thinking, students should be encouraged to think deeply about the feedback being given to the whole class.

[WHOLE CLASS FEEDBACK TEMPLATES](#)

Work to Praise and Share	Need Further Support
Presentation	Literacy Errors
Misconceptions and Next Lesson Notes	

What Went Well	Even Better If
Success Criteria	Red Pen Tasks

APPENDIX B - BOOK LOOK PRO FORMA

This pro forma should be used every half term in faculty/departmental CPD time to reflect on best practice around assessment and feedback. This will allow subject leaders to triangulate data against evidence from student books, as well as learning walk observations.

BOOK LOOK PRO FORMA


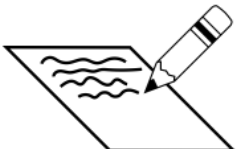
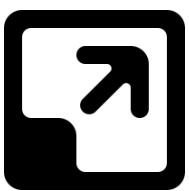
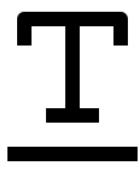
Responsive Feedback Book Look Pro Forma

Department: _____ | Date: _____

	Pride	Formative Assessment	Responsive Feedback	Reflection and Red Pen Time
	<ul style="list-style-type: none"> - Does student work demonstrate excellent pride in their presentation? - Does student work adhere to the standards of Pride 5? - Where pride does not meet standards, is there some evidence of teacher intervention? - Where pride does not currently meet all standards, is there evidence of improvement over time? 	<ul style="list-style-type: none"> - What types of tasks are students completing in their books? - What is the purpose of these tasks? What are the outcomes? - What information do these tasks provide about student learning? 	<ul style="list-style-type: none"> - Is whole class feedback used to provide feedback? - Is there evidence of teacher feedback in books? If not, what means of feedback does the teacher use? - Is there evidence that feedback given is specific and precise enough to close gaps in student learning? 	<ul style="list-style-type: none"> - Are students given regular opportunities to correct and improve their work with a red pen? - Are students given opportunities to reflect on feedback given? - Are students given opportunities to self and peer assess their work? - Does work in books demonstrate progress over time? - Is red pen time used effectively by students to close gaps in their learning?
Class	Notes		Next Steps	

APPENDIX C - GATEWAY PRIDE 5

Gateway Pride 5

PRIDE 5	ACTIONS TO CREATE CONSISTENCY ACROSS THE ACADEMY
	<p style="text-align: center;"><i>Handwriting is legible</i></p> <ul style="list-style-type: none"> • Teachers should be able to read the students work; • The question should be asked if the student has poor handwriting or the effort in writing reflects their engagement in class; • Teachers should be circulating the room and checking in – green pen in hand; • Teacher’s modelling is vital!
	<p style="text-align: center;"><i>Keywords highlighted in yellow</i></p> <ul style="list-style-type: none"> • Students should have their equipment with them at all times; • Students should write in black or blue pen; • Students writing in red is for corrections/redraft/DIRT; • Pencils are for drawing pictures, tables, diagrams; • Students should highlight keywords; • Students shouldn’t be distracted by being allowed to highlight titles and making things “pretty.”
	<p style="text-align: center;"><i>Date written in the top right-hand corner of the page.</i></p> <ul style="list-style-type: none"> • All students should be writing the date in full e.g. Wednesday 10th March 2022; • Teachers should be checking that days of the week (high frequency words) are spelt correctly and students are using a capital letter.
	<p style="text-align: center;"><i>All dates and titles are underlined with a ruler.</i></p> <ul style="list-style-type: none"> • All students should be underlining the date and title; • All students should be taking down the correctly spellings of the title from the board; • Correct punctuation should be applied e.g. if the title is a question then a question mark should be included.
<p>Mistake</p>	<p style="text-align: center;"><i>Mistakes are crossed through once with a ruler.</i></p> <ul style="list-style-type: none"> • Students’ should be reminded that mistakes do happen in books but it is how it is dealt with that’s important; • Students should not be scribbling out work; • Students should not be tearing pages out of their books; • Graffiti is not acceptable.

APPENDIX D - WALKTHRU STRATEGIES FOR ASSESSMENT AND RESPONSIVE FEEDBACK

ASSESSMENT	FEEDBACK
<p>WalkThrus 1: .</p> <ul style="list-style-type: none"> - Tiered Questions and Problems - pg. 62. - Metacognitive Talk - pg. 82. - Cold Calling - pg. 90. - Think, Pair, Share - pg. 92. - Show-Me Boards - pg. 94. - Check for Understanding - pg. 96. - Say It Again, Better - pg. 98. - Probing Questions - pg. 100. - Process Questions - pg. 102. - Quizzing - pg. 112. - Elaborative Interrogation - pg. 114. - Weekly and Monthly Review - pg. 122. . <p>WalkThrus 2: .</p> <ul style="list-style-type: none"> - No Opt Out - pg. 98. - Hands Up for Asking or Ideas - pg. 100. - Randomised Questioning - pg. 102. - Normalise Error and Uncertainty - pg. 104. - Multiple-Choice Questions - pg. 118. . <p>WalkThrus 3: .</p> <ul style="list-style-type: none"> - Assessment: Test Design - pg. 72. - Assessment: Triangulate the Data - pg. 74. - Adaptive Online Assessment Platforms - pg. 76. - Cold Call Variations - pg. 104. - Strategies to Check for Understanding - pg. 106. - Class Discussion - pg. 108. - Show Call - pg. 110. - Assessment for Student Agency - pg. 118. - Assessment Portfolios - pg. 122 	<p>WalkThrus 1:.</p> <ul style="list-style-type: none"> - Head-On Misconceptions - pg. 86. - Feedback That Moves Forward - pg. 104. - Feedback as Actions - pg. 106. - Whole Class Feedback - pg. 108. - Guided Practice - pg. 126. - Independent Practice - pg. 128. <p>WalkThrus 2: .</p> <ul style="list-style-type: none"> - Redrafting - pg. 106. - Selective Marking - pg. 108. - Spot Your Mistakes - pg. 110. - Success Criteria - pg. 112. . . <p>WalkThrus 3:.</p> <ul style="list-style-type: none"> - Comparative Judgement - pg. 78. - Short Feedback Loops - pg. 114. - CRAFT Feedback Time - pg. 116. - Formative Use of Tests - pg. 120