

FORMATIVE FEEDBACK AND ASSESSMENT POLICY

Non Sibi Sed Aliis

Your word is a lamp to my feet and a light to my path.
Psalm 119, vs 105

“All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness.”
2 Timothy 3:16

This policy document and the content contained therein remains the responsibility of the Headteacher and Governing Body of the school. No amendments can be made without their express instructions and they remain the final arbiters in any matters relating to it.

Review Date: Summer Term 2020

Next Review Date: Summer Term 2022

Reviewed By: Mrs S Thomasson

APPROVED BY THE HEADTEACHER – Summer Term 2020

Rationale:

The following policy review and implemented changes is underpinned by the findings of the 2016 EEF's report, A Marked Improvement. All marking should be driven by professional judgement and should be "meaningful, manageable and motivating".

The suggestions below, taken from the EEF's report have been used to shape Balshaw's marking and feedback policy:

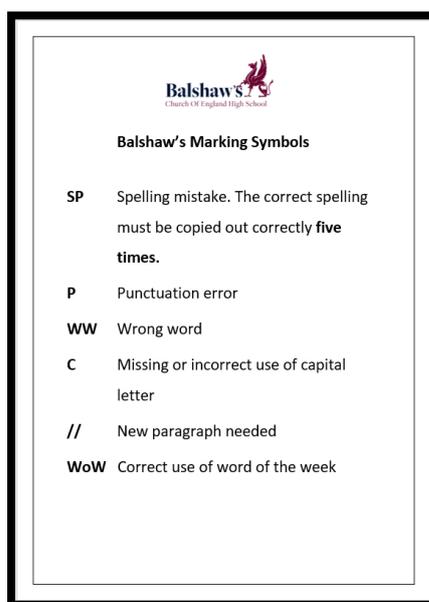
- *Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.*
- *Awarding grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers' formative comments.*
- *The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress.*
- *Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking.*
- *Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress. A mantra might be that schools should mark less in terms of the number of pieces of work marked, but mark better.*

Aims:

- Students should receive formative feedback on all assessed pieces of work, as per departmental assessment calendars.
- Marking should be diagnostic in nature and provide opportunities for the student to understand the process required to improve. Students should be able to answer these two questions:
 - What am I doing well in this subject?
 - What do I need to do to improve in this subject?

Guidance for effective feedback:

- ✓ Each subject must determine the frequency of marking of key tasks and assessments, these should be identified on the department assessment calendar.
- ✓ It is not necessary to mark every piece of work.
- ✓ Students need to understand marking systems, both the success criteria for marking as well as the comments and grades or marks awarded.
- ✓ All departments should follow the whole school approach to literacy marking, using the Balshaw's Marking Symbols. This should be stuck on pupil books.



- ✓ Where presentation is poor, this should be highlighted and pupils are to be encouraged and expected to improve.
- ✓ Marks for formative assessments, as per department assessment calendars, should be recorded in a mark book and/or the relevant department spreadsheet.
- ✓ Effective feedback should inform students: **www** (what went well) and **ebi** (even better if). This should enable students to answer these two questions:
 - What am I doing well in this subject?
 - What do I need to do to improve in this subject?
- ✓ Effective feedback can take a variety of forms:
 - Teacher marking,
 - Teacher oral feedback,
 - Self-assessment
 - Peer assessment.

***Peer and self-assessment should be written in green pen.*

Assessment – MAD (make a difference) time

- Formative comments will be given that show what has been done well (www) and what still needs improvement (ebi), they will direct students how to improve their performance and move them on in their learning. These comments may be written on the work by the class teacher, provided by peers or identified during whole class feedback.
- MAD time tasks require students to respond to teacher feedback and take action to improve their work and make progress.
- MAD time should lead to the student actively engaging with the teacher or peer feedback.
- MAD time tasks are to be completed by students in purple pen.

Frequency of Book Marking:

- The type and extent of written feedback will vary from subject to subject, this will be highlighted in each department's marking policy.
- Marking that provides no constructive feedback is not required however, regular monitoring of literacy, completion of tasks and presentation of work is expected.
- No ticking of work is required.