

# **Dixons Trinity Academy**

## **Policy Documentation**

### **Policy: Assessment, Feedback & Reporting**

**Responsibility for Review: Vice Principal**

**Date of Last Review: July 2015**

# Assessment, Feedback & Reporting

## Principles

Providing effective feedback is a key aspect of formative assessment (see *Appendix 1*) and can lead to significant gains in attainment. Implemented correctly, effective feedback can increase students' performance by an extra nine months in a school year. One study even estimates that the impact of rapid feedback on learning is 124 times more cost effective than reducing class sizes.

Dixons Trinity will harness the power of feedback to increase student learning, by ensuring that feedback causes cognitive rather than an emotional reaction – in other words, feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to assist students in becoming the engine for their own improvement.

Feedback can be about the learning activity or the *task* itself, about the *process* of the task or activity, about the student's management of their own learning or their *self-regulation* or about them as individuals (e.g. "good girl"). Research suggests that feedback is best directed at the *task* and *process* level. Research suggests that it should be:

- about *challenging* tasks or goals (rather than easy ones)
- given *sparingly* (i.e. needs to be meaningful)
- more focused on what is *right* than what is *wrong*
- as *specific* as it can be and, if possible, compare what they are doing right now with what they have done wrong before
- *encouraging*, and should not threaten self-esteem

## Aims

- To help students to rewrite/improve their next piece of work – EDITING.
- To correct errors – PROOF READING.
- To grade the work – EXAMINING.
- To check that the work was carried out – MONITORING.
- To set targets – COACHING.
- To mark all class work and homework and return it to students within the given time frame.
- To consistently adhere to the Academy's marking codes, system, expectations and ethos.

## Practice

### **Feedback**

Students will receive feedback in different forms; teachers will use their professional judgment to decide which method is most effective to engage students to act on their next steps. Feedback methods within a lesson and across a series of lessons will include:

- verbal feedback (whole-class, small groups, one-to-one)
- written feedback
- self and peer feedback

## **Written feedback**

There are three types of written feedback that all teachers will undertake:

### **1. The marking of basic literacy and numeracy skills. All identified written work to be assessed will be marked in this way – PROOF READING / EDITING.**

This marking will identify and target basic literacy and numeracy skills in order to raise basic literacy and numeracy levels across all areas of the curriculum.

#### *How it is marked*

- Literacy and numeracy marking policy and symbols are used:
  - T Literacy / Numeracy Target
  - SP Check spelling
  - P Punctuation
  - // New paragraph
  - ~ Awkward expression / wrong wording
  - IES Incorrect use of the equals sign
  - SIP Sketch in pencil
  - RI Rounded incorrectly
  - OOO Order of operations
  - STBS Same to both sides
  - SYM Show your method
  - STU State the units
  - IUC Incorrect units chosen
  - RTQ Read the question
  - UAC Use a column
  - UAG Use a grid
  - UAT Use a table / T-chart
- Academy presentation policy is applied to setting out work:
  - Black ink at all times
  - Date in margin and underlined
  - Title underlined
  - Diagrams, drawings, graphs etc. in pencil
  - Teacher comments / corrections in red ink
  - Peer / self-assessment in green ink
  - DIRT and corrections in green ink
- Students are given extra support, and time to reflect on and correct any mistakes.

### **2. Checking of students' work. Frequent marking – MONITORING / EDITING.**

This marking is the checking of work, ensuring that errors and misconceptions are clearly identified and students are made aware of them.

#### *How it is marked*

- Ticks are given to show where responses are accurate.
- Symbols are used to show errors and misconceptions.
- Numerical totals for the checking of a specific skill targeted exercise may be given.
- Students are given time to reflect on and correct any mistakes.

### **3. Diagnostic *comment-only* marking. Regular marking using academy sticker for key pieces of work identified within the scheme of work. Within 7 days of submission – COACHING / EXAMINING.**

This marking clearly identifies strengths and weaknesses in students' work, linked to learning intentions and success criteria. Students are given comments on what they have done well and set clear, measurable targets for how to improve. This marking should be applied to any substantial / sustained pieces of work. Comment-only marking does not preclude the giving of marks or grades to an assignment. The teacher can record the marks he / she awards to each assignment and use them to build up a picture of summative achievement for the student.

#### *How it is marked*

- Comment on what the student has done right / progress made; clearly linked to success criteria.
- Targets and next steps needed to improve performance or understanding; clearly linked to raising skills / KS3 percentage or PRAG / KS4-5 grades.
- *Current percentage / PRAG / grade (linked to a particular piece of work / project or summative assessment) should NOT be shared with the students at this stage of the feedback process, but may be shared later.*
- *Students are expected to evidence where they have addressed the next steps identified by their teacher.*

All students can expect to receive 1 & 3 at regular intervals during the academy year; the frequency of which will be identified by the HoD and specified in schemes of work. For lesson-based project work, which carries over several lessons, students can still expect to receive frequent and regular marking and guidance on their progress over the course of the lessons.

#### **Verbal feedback**

Verbal feedback is important because it is a quick and effective method of providing feedback to students. Students can act upon verbal feedback instantly to correct work and act on identified next steps. There are three main ways of delivering verbal feedback to students:

##### **1. Large-group verbal feedback.**

This should be used to address common misconceptions across a large number of students. It is likely this will be used after a whole-class response activity. It will allow the teacher to respond immediately to any technical inaccuracies.

##### **2. Small-group verbal feedback**

This should be used to address a small number of students who share a similar next step and who would benefit from additional input and support to help them to address this next step. This strategy would be particularly useful when students are working in small groups.

##### **3. Individual verbal feedback**

This should be used to address a specific next step with an individual student. The student is likely to need a highly tailored explanation to understand how to act upon a next step.

#### **Self and peer feedback**

Self and peer feedback allows students to apply success criteria to identified and appropriate pieces of work. When done effectively, it can raise student self-confidence and instigate powerful peer-to-peer support. These feedback methods should only be used when:

- students understand what the success of a task looks like
- students have acquired the skills to identify successes for a particular activity
- trust underpins the learning culture that has been created

## **Marking**

We recognise that the frequency of feedback / marking is dependent upon the number of times students are seen during a school week. Schemes of work will identify key pieces of work to be assessed; these should be returned to students within 7 days. When students are completing an extended lesson-based project over several weeks, students can still have the expectation that they will receive formal checking, assessment and guidance as they work through the project.

Homework-based cycle projects will have clear guidance on how the project will be marked / assessed for content and skills, which is available for students and parents / carers. There will be a clear outline of requirements and exhibition-based assessments that track student growth and progress, quality of work, and academic depth in the learning goals.

Heads of Department have responsibility for ensuring the feedback / marking in their subject area/s is appropriate, consistent and in line with scheme of work expectation. Teaching staff / those responsible for marking are responsible for ensuring they follow the policy as outlined by the academy and their HoD.

## **Roles and responsibilities**

The teacher with overall responsibility for the class is responsible for the consistent, appropriate, frequent and regular marking for all students within the group: in line with academy policy.

The HoD will have responsibility for ensuring marking is consistent, appropriate, frequent and regular across the department. They will undertake a work scrutiny at least once per cycle (every 13 weeks). This may be in the form of a 'drop-in' during lessons, a collection of a sample of books / folders or through lesson observations linked to quality assurance.

The HoD must ensure that schemes of work clearly identify an appropriate number of activities which teachers will assess and provide students with specific task-related feedback.

Senior leaders will quality assure all schemes of work to ensure that an appropriate number and range of activities have been identified to be assessed which will generate students' successes and next steps. During performance walks and on tours, senior leaders will check that department expectations are being followed.

## **Progress checks and report writing**

Students must be given opportunities throughout the year to complete summative assessments, as well as sustained and substantial pieces of work that allow them to demonstrate the skills, knowledge and understanding required to attain in the subject. HoDs are responsible for ensuring this takes place.

During each cycle (3 per year; 13 weeks) students will be expected to update an individualised 'Progress MAP' in each subject (to be displayed on the inside cover of the exercise book). Progress MAPs allow students to track their successes and next steps linked to the subject core standards. Subject 'review lessons' are used at the end of each cycle to consolidate learning and to ensure that all students are clear about how to make progress towards their subject next steps during the next cycle.

Parents / carers will receive a progress report at the end of each cycle (3 times a year); the marking the student has received will be reflected in these. The percentage, PRAG or grades given in progress reports will reflect the student's performance in the end of cycle summative assessment. Every half term parents / carers receive either a highly personalised written report, a face-to-face meeting, a telephone call home or a tailored note in the student's planner. Students are actively encouraged to contact their teachers for support and feedback in the evenings and at weekends via the academy email system or through twitter.

Every student has a one-to-one performance appraisal meeting with his or her Advisor at the start of each cycle (3 times a year). As a result of this data-driven meeting, students are able to develop a 'Learning MAP' for the cycle outlining how they will address areas of weakness and make progress towards their targets over the next 13 weeks. Advisors use DEAR time and mid-cycle review meetings to check that student commitments are being acted upon.

## Appendix 1

(Extracts taken from 'Embedded Formative Assessment', Wiliam 2011)

### **What, exactly, is formative assessment?**

The regular use of minute-by-minute and day-by-day classroom formative assessment can substantially improve student achievement. Although many different definitions of formative assessment have been proposed, the essential idea is simple. Teaching is a *contingent* activity. We cannot predict what students will learn as a result of any particular sequence of instruction. Formative assessment involves getting the best possible evidence about what students have learned and then using this information to decide what to do next.

There are five key strategies of formative assessment:

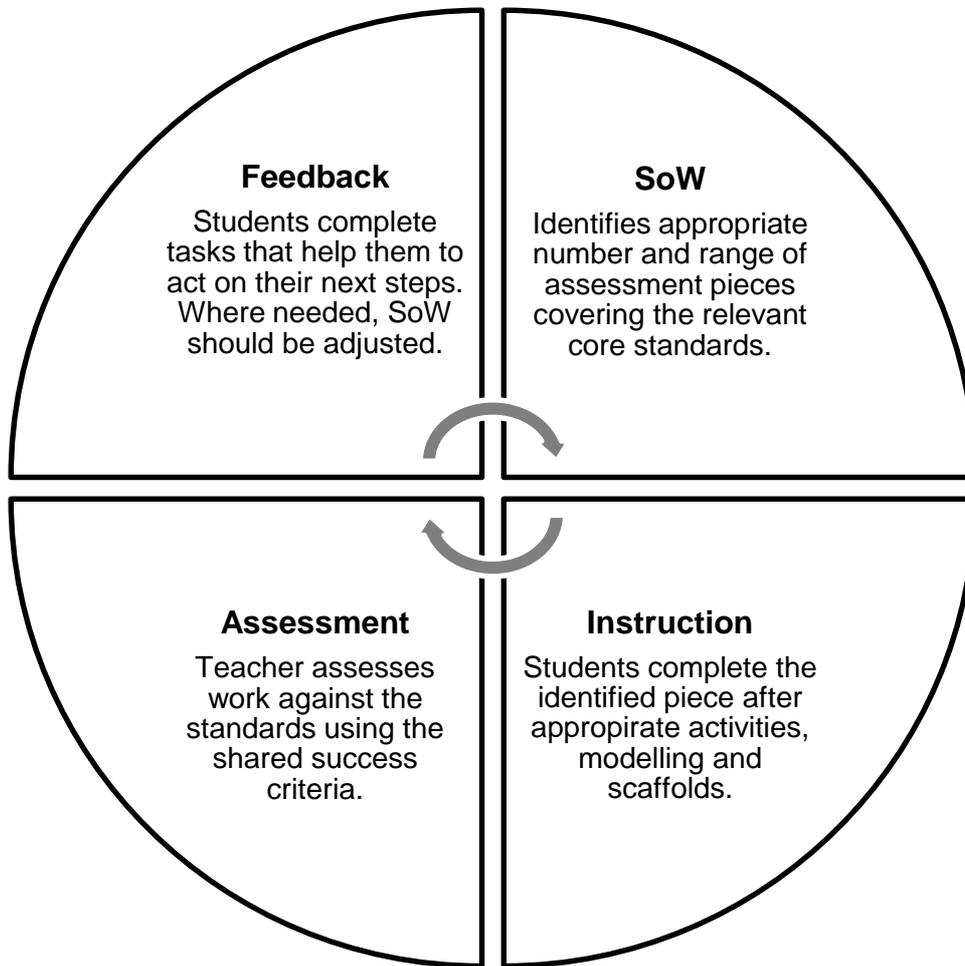
- Clarifying, sharing, and understanding learning intentions and criteria for success.
- Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning.
- Providing feedback that moves learners forward.
- Activating learners as instructional resources for one another.
- Activating learners as owners of their own learning.

***The big idea is that evidence about learning is used to adjust instruction to better meet students' needs – in other words, teaching is adaptive to the learners' needs.***

	Where the learner is going	Where the learner is	How to get there
<b>Teacher</b>	Clarify and share learning intentions.	Engineering effective discussions, tasks and activities that elicit evidence of learning.	Providing feedback that moves learners forward.
<b>Peer</b>	Understanding and share learning intentions.	Activating students as learning resources for one another.	
<b>Learner</b>	Understand learning intentions.	Activating students as owners of their own learning.	

## Appendix 2

### Marking diagram



Strategies for making feedback manageable and meaningful:

- Always share success criteria with students before they complete pieces of work.
- Pre-populating marking stickers with common successes and misconceptions.
- Using codes and symbols for students to identify key successes and next steps.
- Ask students to highlight evidence to support the agreed success criteria.
- Mark books in seating plan order to speed up the giving out of books.
- Get students to proof read their own work and show their corrections before they hand their work in.
- Ask students to highlight the part of their work which they found most challenging to indicate where they would like the teacher to focus their attention on most.
- Ensure next steps are supplemented with appropriate strategies to enable students to improve.