Key Principles

- Feedback serves a single purpose at Cardinal Allen - to advance pupil progress and improve outcomes. This is achieved through teacher feedback and student self-reflection which is **meaningful, manageable and motivating.**[1]

- When marking, teachers draw useful conclusions about what pupils can do now and what they may be able to do in the future. Marking informs future planning and enables teachers to decide what needs to be taught again or better.

- When planning, teachers across the school consider the most appropriate and effective ways to provide feedback. Feedback at Cardinal Allen takes a variety of forms and the impact is measured through the improvement in pupil progress.

- The Teachers' Standards state teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'.[2] It is recognised by our school that feedback should be regular and takes many forms but that 'unnecessary marking can be unmanageable for teachers, which could affect their ability to operate effectively in the classroom'.[1]

As a school we recognise that teaching staff are subject experts and aware of what constitutes effective feedback in their subject. All teaching staff understand that not only is frequency of feedback important, but that activity combined with instant feedback has the greatest impact. Teachers read students' work regularly and will use a variety of the following feedback strategies ensuring that feedback always forms an integral part of every lesson:

- Low stakes quizzing with follow-up questioning
- Visualiser feedback to showcase, construct or deconstruct student work
- Deliberate practice combined with feedback
- Individual verbal feedback and discussion
- Self and peer assessment of work supported by model answers/checklists/knowledge organisers
- Mini whiteboard work
- Questioning
- Regular informal assessments
- Reading of students' work followed by a whole class feedback session identifying strengths, areas of development and next steps (see whole-class feedback template example)

Core Expectations

Cardinal Allen Catholic High School recognises that requirements for feedback will vary from subject to subject. This policy seeks to set out the main principles for whole-school feedback which will be expected to form part of departmental assessment and feedback policies.

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[1]   **DfE 'Eliminating unnecessary workload around marking' - Marking Policy Review Group (MPRG), 2016:**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf

[2]   **DfE Teachers' Standards**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283566/Teachers_standard_information.pdf

Each faculty/department has developed and issued its own feedback and assessment plan detailing its own best practice and expectations for feedback, marking and assessment within their subject. This must meet the overall requirements as set out by this policy.

Written feedback should fulfil the following school-wide expectations:

> *Frequency***.** For feedback to be timely and purposeful it must take place regularly. Feedback takes a variety of forms but detailed written feedback from a teacher should take place a minimum of <u>every six lessons in pupil exercise books or folders</u>. It is an expectation that pupils will be provided with the time to respond to this feedback at the first available opportunity. Heads of faculty/department will decide in consultation with their SLT line manager a reasonable expectation of how and when other work is marked.

> *Success criteria:* For a piece of work to be given detailed teacher feedback, clear success criteria in line with the school's assessment policy (Grades 9-1) must be shared with pupils prior to its completion. Teacher feedback, where applicable, should be phrased as a question or extension which then prompts pupils to act. Numerical grades should only be provided as part of feedback on formal assessments.

> *Whole-Class Feedback:* Teachers are expected to regularly read pupils' written work and can choose to provide whole-class feedback through **departmental feedback/marking crib sheets.** This would be in line with the school-wide expectations on frequency (see example in appendix E).

> *Learner response:* There should be clear evidence of pupils responding to feedback throughout pupils work. This may take place during dedicated improvement and review time (DIRT). A different coloured pen may be used by the pupil to indicate where pupils have acted on any form of feedback.

> *Presentation:* Pupils books are expected to show they take pride in their work and reflect their best effort in relation to their ability level. Generally, each lesson must start with a title and date written in blue or black ink, which is underlined with a ruler. All diagrams/illustrations should be drawn using a pencil and ruler. Where pupil presentation falls below this standard it is expected that a teacher will provide appropriate feedback to the student.

> *Numeracy and Literacy:* Literacy issues should be highlighted using the school marking code in appendix B particularly where pupils use extended writing and throughout formative assessment pieces marked by the teacher. Pupils are expected to correct issues that have been highlighted. Where applicable, numeracy issues should be highlighted where required across subjects and pupils expected to correct their errors.

> **Peer and Self-Assessment:** Self and peer assessment is to take place where appropriate and should be purposeful, as agreed at a faculty or departmental level. Pupils are to complete self or peer assessment activities that are well structured by the class teacher using clear success criteria. A different coloured pen may be used by the pupil to indicate where they have conducted self or peer marking

> **Summative Assessment:** All pupils will complete a minimum of <u>**5**</u> summative assessments during the year, such as end of topic tests or mock exams, these will be assessed and marks will input into departmental tracking sheets. All other summative assessment will be decided by the curriculum leader and/or lead teacher and must be **meaningful** and **manageable** as set out in our key principles.

> **Rewards:** Teachers will regularly comment on effort, attainment and the presentation of work using a variety of methods to reward and motivate this could take the form of merits, stickers, stamps or postcards.

Monitoring and Evaluation

Curriculum and senior leaders are committed to developing the quality of learning and ensuring staff are given opportunities to reflect and develop their practice.

Books are regularly reviewed against the agreed expectations set out in this policy by curriculum leaders and senior leaders as part of whole school work scrutiny during 'Quality Assurance Fortnight' (QAF). In addition to this books may be sampled during drop ins, lesson observations or as deemed appropriate by the Headteacher.

Appendices:

A - Examples of Feedback techniques and learner responses

B – Literacy Marking Codes

C - A guide to 'Perfect Presentation'

D - Examples of effective peer and self-assessment techniques

E - Example of departmental whole class feedback/marking crib sheet

Appendix A: Examples of Feedback techniques and learner responses

Pupils are given WWW and EBI based on clear success criteria linked to assessment objectives.

Appendix A: Examples of Feedback techniques and learner responses from departments

Marking Crib Sheet used for whole-class feedback. Pupils are directed to complete specific tasks.

Pupils act on spelling corrections

Specific criteria relating to exam requirements are highlighted providing students with WWW and EBI.

L
I
T
E
R
A
C
Y

Code

How to understand your literacy feedback and improve your work

Sp - Spelling

C – Capital letter needed

Gr - Grammar

P - Punctuation

// - New paragraph

^   - Missing word

? - Not clear _____
(Why?)

Appendix C: A guide to 'Perfect Presentation'.

Title and date both underlined.

Coastal Landscapes   9-10-17

The UK's evolving physical landscape: Coastal change and conflict

LO: To understand the factors influencing changes in coastal shape (Erosion, mass movement and weathering).

Weathering takes place when rocks are attacked by the weather and environment where they sit (in situ).

Erosion is the wearing away of the land - removing the material loosened by weathering.

Blue or black pen used for written tasks.

Physical Weathering : Freeze thaw.

① water collects in rock crack
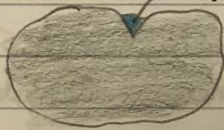
② water freezes and expands, forcing crack to widen.
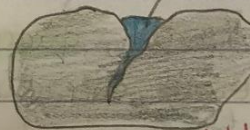
When does the At night water freeze? when temperature drops.

③ Ice thaws, contracts and water gets deeper into cracks again

④ Repeated expansion and contraction causes further cracks until rock splits.

Physical Weathering: Onion Skin

Diagrams and illustrations drawn in pencil but labelled in pen

① Rock surface heats up and expands.

Appendix D: Examples of effective peer and self-assessment techniques

Strategies for peer and self assessment

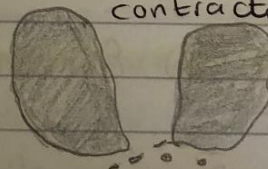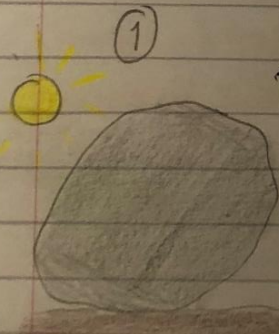| Strategies for peer or self assessment	Key benefit(s)	Example of how and where it could be used in a lesson
1. Encourage pupils to listen to pupils' responses to questions and presentations made in class and to ask questions on points that they do not understand.	• Pupils think about what they have not understood • Pupils publicly acknowledge that they can, and want to, learn from each other • Promotes the idea of collaborative working – 'many brains better than just one' • Can help establish 'working together' protocols	• Whole-class discussion, making conjectures about comparison of data displayed in two pie charts. Pupils respond using whiteboards followed by episodes during which successive pupils add to or refute explanations • Pupils research different alternative energy resources and make short presentations to the rest of the class about how each one works and its advantages and disadvantages. The teacher acts as chair and takes questions from the rest of the class, feeding them to an appropriate pupil on the presentation team
2. Use examples of work from anonymous pupils and ask their peers to suggest possible ways of improving the work and how they would meet the learning outcomes.	• Pupils see what success looks like and explicitly identify the features that make for a good piece of work • Helps moderate shared understanding of standards • Sets benchmarks for target setting	• Pupils are given some solutions to a problem and asked to evaluate the efficiency of the strategies chosen, to identify errors and make suggestions for improvement • Pupils are given some background and results from a particular scientific enquiry and a set of results. Before writing their conclusion of the enquiry, pupils are shown examples written by other pupils and discuss which is the better conclusion and why • The teacher uses a piece of work that is not perfect but is about the standard that the pupils might achieve. Pupils work in groups, using the criteria to agree the level
3. Ask pupils to use the expected outcome to comment on strengths of each other's work and to identify areas for improvement.	• Pupils identify their own strengths and areas for development • Pupils are sometimes more receptive to constructive criticism from peers than from the teacher • Helps moderate shared understanding of standards	• The whole class evaluate and revise an anonymous written draft explanation interpreting the data given in a graph or chart. Pupils then work in pairs and fours to draft, evaluate and jointly revise similar explanations for other charts
4. Ask pupils to 'mark' each other's work but without giving them the answers. Instead, ask them to find the correct answers from available resources.	• Helps pupils distinguish between learning objectives and learning outcomes (and how to 'come up with the goods') • Helps pupils recognise a range of alternative appropriate responses • Promotes research and independent learning	• Pupils share their conclusions to an enquiry and discuss what might improve each other's work
5. Ask pupils to write their own questions on a topic to match the expected learning outcomes and, in addition, provide answers to others' questions.	• Helps pupils distinguish between learning objectives and learning outcomes (and how to 'come up with the goods') • Helps pupils recognise a range of alternative appropriate responses	• At the end of a topic of work, the class generates its own end of topic 'test', with mark scheme using the expected outcomes for that topic and their own books and textbooks as a resource
6. Ask pupils in groups to write five questions and, following whole-class discussion, identify the best two from each group (to generate 10–12 questions, e.g. for homework).	• Pupils gain confidence as they create their own questions and answers • Helps pupils recognise a range of alternative appropriate responses	• A 'checking progress activity' at the end of an important section of work within a topic
7. Ask pupils to analyse mark schemes and devise their own for a specified task.	• Pupils are able to reflect on what the key aspects or ideas in a unit of work or task are, and refine their own interpretations of requirements and possible pitfalls • Helps pupils recognise a range of alternative appropriate responses	• The whole class evaluate short responses to the 'explain' part of a test question interpreting the data given in a graph or chart. Pupils make a judgement as to which responses would gain the mark in the test • The teacher sets homework then asks the class what the success criteria will be. Following completion, the work is peer-marked • The teacher constructs an exemplar copy of each topic test with model answers and shows this to pupils when returning their test papers, allowing time for pupils to compare their answers to the model ones
8. Ask pupils to decide whether they think an answer is reasonable, whether they can add to the answer, or whether they would have given another answer.	• Pupils can evaluate the validity of statements and generalisations and discuss common mistakes and misconceptions • Helps moderate shared understanding of standards	• Pupils discuss the validity of general statements, and whether they are sometimes, always or never true, e.g. *multiplication makes numbers bigger*, or *if a square and a rectangle have the same perimeter, the square has the greater area*, or $2n - 3 = 3 - 2n$ • Pupils are shown anonymous answers to particular test and exam questions and asked to improve or expand on the answer given
9. Encourage pupils to develop assessment criteria for periodic assessment tasks.	• Helps pupils focus on what they need to produce or demonstrate to have their achievement recognised	• As an extension to a starting point activity in a new topic, having found out what pupils already know ask them to speculate about what they think they might need to learn about next
10. Ask pupils for their level of confidence with a particular piece of work.	• Pupils can identify productive areas on which to focus their efforts and develop mastery of particular concepts and skills	• The teacher asks pupils to 'traffic light' concepts for a particular piece of work. Green is 'happy'; amber is 'not quite sure'; and red is 'very unsure'. Greens can then support ambers and reds. Many red marks mean more in-depth teaching is required

Appendix D: Examples of effective peer and self-assessment techniques

<div align="center">

Teacher Toolkit – 7 Tips for Peer and Self-Assessment
https://www.teachertoolkit.co.uk/2017/05/18/peer-assessment/

</div>

1. Have a clear assessment criteria
Make sure that you are crystal clear what makes a piece of work successful. Language must be kept factual; anything that is open to interpretation can complicate the process. In an art lesson, saying 'you have used at least 3 different tones (highlight, mid-tone and shadow)' is often easier for a student to understand than 'effective use of tone'. Tick boxes and checklists work particularly well, especially with younger students.

2. Develop the assessment criteria with students
Rather than just providing an assessment criteria, have the class get involved with creating it. This will get them to take ownership and they are likely to develop a much deeper understanding of how to make progress. It also means that it will be written in "pupil speak", so less chance of confusion!

3. Use anonymous examples of work
This can be particularly helpful for assessing creative work, when pupils can be self-conscious about sharing personal work with the class. Alleviate this stress by collecting together examples of work done by a previous class (make sure there are no names on it) and use that as the basis for your assessment. Pupils could rank the examples from most too least successful and create a success criteria without the fear of offending their mates.

4. Vary the work they assess
If your Pupils are in a seating plan and mark their neighbours' work, then they will often be critiquing work of similar quality. If they are different abilities this could be quite demotivating and it won't really challenge them. Instead, mix it up, laying the work out randomly on the desks before the pupils come in means that they see something different each time.

5. Model responses
If left to their own devices many pupils will just try to get away with writing, "it's really nice" as their feedback, which is no use to anyone! If you provide pupils with clear frameworks to use it can have a huge impact on the quality of their feedback and therefore their learning. Using a sentence starter such as "In order to improve you need to…. so that…" ensures that pupils give specific examples of areas for improvement and explain them fully.

6. Allow time to respond
Don't use peer/self-assessment as a plenary task right at the end of your lesson. In order for feedback to have proper impact pupils must have a chance to digest it and to make changes in response to it. Restructure your lessons so that the assessment takes place at the midpoint. Then return to it at the end of the lesson to review progress.

7. Provide feedback on their peer/self-assessments
Once pupils have completed a peer/self-assessment task, don't just move on straight away. Spend time with the class discussing the quality of the feedback they have given. Get pupils to read out what they have written and have the class critique it and suggest further improvements. This will get pupils to really understand how to structure their responses. By providing feedback and spending time on it you will also help pupils to see it as something important, rather than a tick box exercise.

Appendix D: Examples of effective peer and self-assessment techniques

Example 1: English
- pupils are given clear success criteria for peer assessment.

Example 2: History
- pupils are given clear success criteria related to the GCSE mark scheme for peer

Appendix E: Example of departmental whole class feedback crib sheet

Cardinal Allen Whole Class Feedback Sheet

Date: Class:

Great work:

Missing/Incomplete Work:

SPaG:

Even Better If:

Presentation:

DIRT Activities:
Consolidate

Develop

Stretch

NEXT?

Misconceptions: