

# The Priory School



## Feedback and Assessment Policy

Monitoring	Frame of engagement	Date
<b>Member of Staff Responsible</b>	Ruth Shaw	November 2019
<b>Governor Accountability</b>	Link Governor: Curriculum	
<b>Consultation Parameters</b>		
<b>Information</b>		
<b>Date of latest version</b>		November 2019
<b>Date for next review (and cycle)</b>		November 2021
<b>Uploaded to Website</b>		February 2020

*“At its heart, [feedback] is an interaction between teacher and pupil [...] making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.” DFE*

## Rationale and Context

Feedback enables all students to know where they are academically (and how they know this); where they have been; where they are going and how best to get there. Feedback allows students to confidently and meaningfully reflect on their own progress and the progress of their peers, independently, collaboratively and with stakeholders. Ultimately, the purpose of feedback is to drive pupil progress, allow purposeful tracking of student progress across time and enable teaching and support staff to make the necessary adaptations to the direction of the learning. Feedback does not mean marking; there is an ethos within the school of establishing realistic working patterns for all staff whilst maximising the educational progress of our students through adopting an effective, imaginative package of feedback.

Through our learning walks, and in particular our conversations with students, the benefit of effective feedback is very closely related to their confidence, resilience and progress. Whilst it is clear there is some excellent practice, this is not delivered consistently (for all students) and therefore the impact of this policy is that:-

- Students discuss where they are academically and how they know this; where they have been; where they are going and how best to get there.
- Staff employ a range of feedback and monitoring strategies to aid them in assessing where all students are academically, what their next steps should be and the best way of getting them there
- Staff track a student’s progress across time

In our students’ exercise books, you will see a range of formative assessment strategies employed and such a range of bespoke approaches for facilitating feedback is found in the Teachers’ Toolkit.

Feedback should therefore be regular, consistent, sustained and timely; it should refer to prior learning and make next steps explicit; ultimately it should be integrated into any curriculum mapping process and embedded into schemes of work.

The hall marks of excellent feedback are:-

- student-centred, differentiated yellow box reflections which enable meaningful self-reflection;
- peer feedback provided by learning partners;
- live marking to provide on the spot, immediate feedback;
- teacher-led reflection tasks tailored to the needs of an individual or whole class, which are given appropriate time, space and which are managed effectively;
- model answers alongside clear success criteria;
- layers of reflection over time and use of rewards.

Feedback in books is only a part of the feedback package. In addition students should benefit from a range of **summative assessments**, to include:

Attitude to Learning Grades (issued as part of the annual School Report, and in the interim); School Report; Pupil Planning Day (facilitating student reflection, agreeing targets and next steps via an Individual Action Plan); On, Above, Below data; exam results, Departmental Assessment points mapped into schemes of work and Consultation Evening.

- Attitude to Learning Grades (issued as part of the annual report, and in the interim)
- School Report (annual)
- Pupil Planning Day feedback (annual facilitating; with a focus on reflection, target setting and completion of an Individual Action Plan)
- On, Above, Below data
- Exam results (reported as a % alongside a grade where appropriate. The paper average is also reported to put a student's performance in context)
- Consultation Evening (annual)

### **Monitoring and Evaluation**

As part of the SLT and HODs monitoring role and to ensure consistent practice across an academic area, the outcomes and impact of assessment and feedback within the academic area must be regularly scrutinised as part of the school's self-evaluation process. A monitoring schedule is agreed with the relevant SLT Line Manager. The quality of feedback within the classroom and exercise books will be monitored by HODs and SLT to ensure consistency across the school. Quality assurance procedures must be in place to ensure that the common standards or are applied and that hall mark assessment practices are implemented consistently.

The success of this policy will be measured against the quality of conversation managers have with our students. Through conversations with students during Learning Walks, observations, book scrutiny etc line managers will ascertain the success of the strategies in place.