

The Priory School



Feedback and Assessment Policy

Monitoring	Frame of engagement	Date
Member of Staff Responsible	Assistant Headteacher – Data & Assessment	June 2022
Governor Accountability	Link Governor: Curriculum	
Consultation Parameters	Senior Leadership Team	
Information		
Date of latest version		June 2022
Date for next review (Annually)		June 2023
Uploaded to Website		June 2022

Feedback and Assessment Policy

“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 **and monitor** a student’s progress across time, **providing timely and impactful interventions when required**

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.**

Effective feedback moves learning forward. It should be regular, consistent, sustained and timely. Different departments should have their own strategies for delivering effective feedback and this should be embedded within schemes of learning and departmental policy and will be clearly evident in student exercise books, learning walks/observations and conversations with students.

The hall marks of excellent feedback could include:-

- student-centred, differentiated yellow box reflections which enable meaningful self-reflection **and self-improvement**;
- peer feedback provided **through collaborative learning strategies** (including 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 Reflect & Progress Reporting system 2 to 3 times per academic year.
- Reflect & Progress 1:1 meetings
 - Facilitating student reflection, agreeing targets and next steps via individual action plans 2 to 3 times per academic year
- Estimated GCSE Grades at KS4 compared to National Progress Expectations
- Exam Results
- Departmental Assessment points mapped into schemes of learning
- Subject Consultation Evenings at KS4

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 are applied and that **department** assessment practices **and policies** 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.