



Assessment (Feedback) Policy

Head Teacher: Mr M Brown
Chair of Governors: Mr S Fitz-Gerald

	Date	Name	Signature
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Lead Person	DHT	Fiona Minnis	
Prepared by	DHT	Fiona Minnis	
Verified by	Head Teacher	Matthew Brown	
Approved by	Chair of Governors	Stuart Fitz-Gerald	

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Rationale

Assessment underpins the whole process of teaching and learning and is integral to good practice. In order for assessment to be credible and useful, the criteria for the judgment need to be shared, understood and agreed between the teacher and the learner. The more effective the assessment, the clearer the next steps required for learning will be. Assessment is important as it:

- Identifies strengths and weaknesses, indicating the next steps in the learning process.
- Is a vehicle through which feedback can be given and action taken.
- Provides teachers with essential information for lesson planning and supports target-setting and tracking of student progress.
- Measures attainment within a year group or against established criteria.
- Highlights and records positive achievement.
- Encourages students to be responsible for their own learning through target setting and self-assessment.
- Keeps parents and carers informed.

Outcomes

- Students have a clear understanding of the quality of their work, how it has been assessed and how it might be improved.
- A process of feedback and intervention that is manageable for teachers of all subjects to use and that enables students to improve their learning and make progress.
- A culture of learning and progress that is characterised by dialogue, in all its forms, between teachers and students.
- On-going process of Assessment for Learning which supports planning, differentiation and personalisation of learning.

Procedures

Not all work can or should be marked in detail. Within each unit of work, departments should identify a finite number of key pieces of work for more in depth, quality marking. The frequency of these in-depth, marked pieces of work is related to the number of lessons that are taught in a week.

- A minimum of six such pieces will be identified by foundation subjects over the course of a year. These should be evenly spread out across the year.
- Core subjects should identify additional opportunities for quality marking to take place, as teachers will mark two in-depth pieces of work per half term.
- These pieces of work will focus on the assessment of progress in relation to specific learning objectives.
- Success criteria will be shared with students and at the end of the marking process, it should be clear to students “what they have done well” and “what they need to do to improve”. The feedback should challenge students, be specific and should promote growth mindset attitudes to learning.
- An interim KS3 Level, GCSE grade, BTEC or other awarding body attainment criteria will be awarded and students will be given the opportunity to improve their work or respond to teachers’ marking during DIRT time.
- In addition to the more detailed marking, interim book-looks by the teacher will support peer and self-assessment.
- Agreed school notation for literacy correction should be used. In addition, a guideline of *three* literacy corrections per paragraph should be marked and corrected by students. *Some coursework exceptions may apply to follow exam regulations.*

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Key roles

DHT: To liaise with staff to ensure implementation of Feedback procedures; to ensure that the Feedback Policy is published to staff, students and parents and is reviewed according to schedule.

SLs: To ensure implementation of school feedback procedures; to manage procedures for moderating students' work on at least two occasions during the academic year; to ensure accuracy of departmental marking through use of a department portfolio or folder of moderated work that is easily accessible to staff; to encourage use of a range of feedback methods, as appropriate to the nature of subject teaching and assessment; to liaise with Key Stage Coordinators to co-ordinate intervention.

Form tutors: to liaise with Key Stage Coordinators to co-ordinate intervention after publication of Progress Updates.

Teachers: To follow the school Feedback policy; to ensure students understand purpose and expectations of feedback; to complete Intervention Actions in line with departmental guidance.

Students: To use feedback from Progress Updates to make progress and to participate in discussions with teachers and parents/carers about setting and meeting annual targets.

Parents/Carers: To use feedback from Progress Updates in discussions with students and teachers about the quality of progress being made.

Related documents

Reporting Policy, Literacy marking code