



# KING JAMES I ACADEMY

## Whole-Academy Feedback and Assessment Policy

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## 1.Statement of Intent

King James I Academy policy is centred on providing effective, regular feedback to our students that encourages teachers and students to recognise what students can do, what they cannot yet do and how they therefore need to improve.

Traditionally educational pedagogy has prioritised the need for written marking across all key stages, which has usually manifested in local policy that encourages retrospective marking with response from students. However, there has been little evidence gathered that has specifically focused on the impact of written marking and, where evidence of retrospective marking has been analysed, there is little to suggest that it results in long-term progress for students.<sup>1</sup> In contrast, numerous educational, psychological and theoretical studies have been conducted on the effect of feedback within the classroom. Feedback, when conducted effectively, can lead to an average of eight additional months' progress over the course of a year with no cost attached.<sup>2</sup> Whilst it is acknowledged that poor quality feedback can hinder student progress, feedback that aims towards an improvement in students' learning has marked long-term benefits within the classroom.<sup>3</sup> Feedback, as outlined in the Teacher Standards, can take a range of different forms including oral feedback, accurate marking and the encouragement of students to respond to the feedback provided.<sup>4</sup> Where feedback is particularly effective is where it redirects or realigns students with the desired outcome of their learning and encourages the student to refocus their learning.<sup>5</sup> This is further supported by Dylan William who argues that 'the idea is that the feedback gives something to the learner to do so that the immediate reaction of the learner is that they have to think'.<sup>6</sup> Similarly, research suggests that whole-class feedback, which is specific to the skills and knowledge needed within a particular curriculum subject, is of more benefit than generic written comments provided on an individual basis. Whole-class feedback should therefore provide students with a 'recipe for future action' and enable them to understand what they must do to further improve.<sup>7</sup>

Our policy is designed to build upon the overwhelming weight of research and allow for the development of the best methods available to practitioners to impact positively on student progress.

A range of stakeholders, including pupils, staff, senior leaders, parents and governors have been consulted as part of the development of this policy and the elements within it. The requirements of this policy form the basis for all assessment across the academy, but Directors of Learning and departmental staff will adapt and refine elements of it to meet the needs of learners in their own subject areas, and (in Key Stage 4&5) to meet the assessment requirements of external examination boards and providers. Subject-specific assessment policies should be clearly defined in a Department Assessment & Marking Policy, which should be agreed within departments and shared with all department staff.

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<sup>1</sup> Education Endowment Foundation, 'A marked improvement' (London: 2016).

<sup>2</sup> Education Endowment Foundation, 'Teaching and learning toolkit: Feedback' (London: September 2018).

<sup>3</sup> *Ibid.*

<sup>4</sup> Department for Education, 'Teachers' Standards: Guidance for school leaders, school staff and governing bodies' (London: July 2011)

<sup>5</sup> Education Endowment Foundation, 'Teaching and learning toolkit: Feedback' (London: September 2018).

<sup>6</sup> Dylan William, 'Assessment for Learning: why, what and how' (Cambridge: 2006).

<sup>7</sup> Daisy Christodoulou, 'Whole-class feedback: a recipe not a statement' (London: March 2019).

## **2. Book standards and presentation of work**

It is expected that there is a consistently high standard of work and presentation in all student exercise books and work on Chromebooks are kept in orderly subject files to allow for access to review learning and revision activities.

### **Book standards:**

The following guidelines should be present in all student exercise books:

- Dates should be written as 25<sup>th</sup> April 2022 in the top left hand corner of your work and underlined with a pen and ruler
- All work should have a title, underlined with a pen and ruler
- All titles and subtitles underlined and then miss a line before completing work
- At the start of a new piece of work, miss a line under the last piece of work, rule off and start on a new line
- All work should be completed in black pen
- Diagrams and drawings should all have a heading and be completed in pencil
- Coloured pencils and highlighters can be to be used in books
- Mistakes / errors should be crossed out with one line using a ruler
- Handwriting should be as neat as possible
- Books and files are to be kept in excellent condition; doodling or graffiti are not allowed
- Handwriting and presentation should remain consistent or improve throughout the year

### **Presentation:**

There should be a simple reminder for presentation every lesson. This should be a formal part of the beginning of every lesson and must be displayed in all classrooms and on the front of books.

### **PROUD**

**P** - Use black pen to write

**R** - Use a ruler for straight lines

**O** - Oops! Draw a neat line through mistakes using a ruler

**U** - Underline the date and title

**D** - Draw in pencil

### **3. Praise**

King James I Academy recognises the importance of the use of rewards to motivate students and as recognition of students whose effort meets our expectations. There are different ways that students are praised and rewarded for their high standards of work:

- PROUD – ClassCharts PROUD points to be used by teaching staff to award students who take pride in their work.
- PROUD Stickers given in books by SLT, DOL and Teachers to reward PROUD work.
- PROUD pens and pencil awards given by SLT and DOL for consistent PROUD work in a subject.
- DOL to nominate two KS3 students each half term to receive hot chocolate rewards and certificates for consistent PROUD book work/Chromebook work.
- Certificates to be given in rewards assembly for students with PROUD books.
- Whole-class feedback – the whole-class feedback sheet identifies students that have produced outstanding 'PROUD' work and are stars of the half term they are rewarded through 'ClassChart' points', 'Door Rewards', stickers, pens, pencils and/or student of the half term certificates.

### **4. Feedback Strategies**

The Feedback Policy is designed so feedback is applied at differing stages throughout the course of each term. The feedback strategies encapsulate the Deep Learning routines already in place in classrooms and are designed to encourage teachers to alter their planning as a result of what students can or cannot do. The strategies within the Feedback Policy are:

- Formal Assessment. (summative marking/QLA)
- Whole-class feedback
- Re-teaching a concept
- Verbal feedback
- Live marking
- Literacy
- Self/peer assessment

## **5. Summative Formal Assessment Points (2 annually per year group)**

Formal marking and the use of a QLA must take place in conjunction with the assessment calendar. It is expected that for each formal assessment, students receive a number mark and a percentage score on their assessment. It is important to note that formal assessments should be comment marked by teachers.

Where appropriate, the use of a numerical QLA should be used to help identify common areas for development to identify individual areas of strength and areas to develop.

Following the marking of formal assessments whole-class feedback sheets are to be used to feedback assessment outcome in order for students to make improvements in green pen. Assessments should then inform teacher planning to ensure gaps are filled in knowledge and skills for students to improve. Re-teaching of concepts should take place over the course of the next half-term so that areas for development are appropriately addressed.

## **6. Whole-class Feedback**

The whole-class feedback sheet can also be used to assess any quality work to check students' progress and feedback. The sheet should be used to praise outstanding effort, and to outline the areas of strength and development in relation to the specification/curriculum following marking. The whole-class feedback sheet should be stuck into all student exercise books following each assessment or quality piece of work.

Teachers should use the whole-class feedback to plan accordingly for the next half-term. Teachers should address the areas for development outlined on the whole-class feedback sheet and their planning should ensure that gaps are filled in knowledge and skills for students to improve, whilst still ensuring that they are following the intended curriculum.

## **7. Re-teaching a concept**

Once areas of development have been identified, it is paramount that planning is altered to ensure that concepts are re-taught if necessary. Rather than an individual feedback lesson, concepts that need to be re-taught should be interleaved throughout the next half-term, ensuring that the curriculum is still followed as intended on planning documents.

When re-teaching a concept, it is important that the concept is taught in a different way than it was initially. In many instances, the use of model responses and guided practice will enable a clear understanding from students. Once the concept has been re-taught, teachers should use retrieval practice (in addition to the use of retrieval bell/starter tasks each lesson) to ensure that the concept is embedded in student understanding.

## **8. Verbal feedback**

Verbal feedback is an intrinsic part of teaching in all lessons. As such, there should not be a lesson set aside for one-to-ones, but teachers should circulate the classroom whilst students are working providing verbal feedback throughout every lesson. Verbal feedback should allow for developed teacher-student dialogue and should enable students to take immediate action. In all lessons, teachers should constantly seek opportunities to praise success, effort and progress, and provide encouragement to students to ensure that their work is of high quality and is PROUD. Rewards should be placed on ClassCharts. Verbal feedback can be evidenced through a stamp or VF written in red pen which students can respond to in green pen.

## **9. Live marking**

Teachers are not expected to retrospectively mark student work following a lesson. Instead, all opportunities to live mark should be taken during each lesson. Teachers should circulate the classroom to support student progress. This may be done by a teacher modelling a process to students in their exercise book, or by adding probing questions to deepen student responses.

When teachers live mark student work, the comments should be in red pen and enable students to move forward in their understanding rather than be summative comments. All live marking should require action from the student, in green pen, to ensure that they have made progress. Moreover, it is important that all live marking supports students to be able to reach the objectives and success criteria of that lesson.

All students should have their work live marked over the half-term. The magic 4 students should be the immediate focus in every lesson. Magic 4 students are identified on the register and are those students who are making the least progress towards their given target grade. This can either be Verbal or Live marking feedback.

## **10. Literacy**

Teachers should take all opportunities to address issues with literacy within the classroom. Literacy errors should be identified through the use of marking codes in student work. Disciplinary literacy should be encouraged through immersing students in a learning environment where ‘thinking, speaking, reading and writing like a....’ is actively promoted. This culture of disciplinary literacy within the classroom should be modelled by staff through written and verbal interactions. These interactions should be constructed around the academy disciplinary literacy frameworks, as adapted by each curriculum area. Tier 3 vocabulary should be developed through the ‘Unlock’ framework, whilst reading fluency should be developed through the 4-part reading framework. Students should be supported to overcome barriers to reading fluency through the use of specific strategies identified by NGRT and recorded on class pen portraits. Within the classroom students should be encouraged to speak and write academically using Standard English and this should be modelled by staff.

Literacy Marking Codes

Marking Code	Explanation
Sp (word underlined)	Check and correct the spelling and complete 'Unlock' activity
P	Check punctuation and use the correct punctuation mark
Gr (identify error)	Correct the error identified
C	Capital letter needs to be used
//	New paragraph needed
?	Check your clarity of expression/ reword
SE	Standard English needed
T2 (Tier 2 Vocabulary)	Replace with a more ambitious/academic word
T3 (Tier 3 Vocabulary)	Use subject specific terminology
DL (comment on disciplinary literacy errors by making a comment e.g. Think like a ... by.../Read like a... by.../ Write like a ...by...)	Correct the error identified

## 11. Self/peer assessment

Self/peer assessment must be well planned by the teacher, ensuring that students are provided with clear success criteria ahead of any self/peer assessment. Students need to be supported and trained to give effective feedback based on a clear criterion. If using self/peer assessment, model answers must be used prior to exemplify the standard expected to all students. When completing self/peer assessments, students must use their green pen.

## 12. Quality Assurance

### QA Tracking

A clearly defined set of assessment criteria should be set by Director of Learning for all year groups, as appropriate to the key stage. Generally, PiXL PLC's are used in Key Stage 4, and staff designed PLC criteria in Key Stage 3.



## **QA Assessments**

At calendared assessment points, students complete a formal assessment in appropriate conditions. The blank proposed examination paper related to the year group will be past to the Key Stage lead along with a standard mark scheme, once a scrutiny has been carried out by the Key Stage lead and the paper has been past fit for purpose the examination can be given to the students. The standard mark scheme must be provided to all staff marking the assessment to ensure consistency of marking, and the Director of Learning / other staff should consistently moderate assessment decisions from all department staff for all year groups, and as appropriate.

Once marking and departmental moderation is complete, the teacher for each class will input assessment grades & other requested data into Arbor. Deadlines for Arbor completion can also be found in the Academy Assessment Calendar.

## **QA Book Scrutiny**

Book scrutiny takes place termly between the SLT link and DOL. This meeting allows for an active dialogue and can include learning walks, student and teacher voice. This supports identifying areas of improvement and best practice which can be shared Academy wide. Book Scrutiny is collated and shared with SLT.

## **APPENDIX 1 – Feedback Policy for Teaching Staff**

## **Book standards and presentation of work**

### **Student work**

All students must have the set presentation guidelines presented in all their exercise books. These are as follows:

- Dates should be written as 25<sup>th</sup> April 2022 in the top left hand corner of your work and underlined with a pen and ruler
- All work should have a title, underlined with a pen and ruler
- All titles and subtitles underlined and then miss a line before completing work
- At the start of a new piece of work, miss a line under the last piece of work, rule off and start on a new line
- All work should be completed in black pen
- Diagrams and drawings should all have a heading and be completed in pencil
- Coloured pencils and highlighters can be used in books
- Mistakes / errors should be crossed out with one line using a ruler
- Handwriting should be as neat as possible
- Books and files are to be kept in excellent condition; doodling or graffiti are not allowed
- Handwriting and presentation should remain consistent or improve throughout the year

### **Presentation**

A simple reminder for every lesson (a lesson routine in ALL classes). This must be a formal part of the beginning of every lesson and must be displayed in all classrooms:

**P**-Use black pen to write

**R**-Use a ruler for straight lines

**O**-Oops! Draw a neat line through mistakes using a ruler

**U**-Underline the date and title

**D**-Draw in pencil



### **High Quality Feedback**

Summative Formal Assessment	Whole-class Feedback	Re-teaching concepts	Verbal Feedback	Live marking	Literacy	Self/peer assessment
Formal marking and the use of a QLA must take place in conjunction with the assessment calendar. It is expected that for each formal assessment, students receive a number mark and a percentage score on their assessment.	One proforma used in all departments The whole-class feedback sheet must be used after every formal assessment and must be stuck into students books.	Whole-class feedback and QLA for each class should be used to inform planning across the next half term based on the gaps identified.	Verbal feedback is an intrinsic part of teaching in all lessons. There should not be a lesson set aside for verbal feedback or one-to-ones.	Use of red pen for all teachers marking in books. Live marking should highlight misconceptions and critique to support progress. Models and exemplifies should be used to generate progress. Marking codes should be used where appropriate	Literacy should be addressed through the use of marking codes. Subject specific language (Teir 3) should be encouraged through verbal and written interactions to develop a culture of speaking, reading, writing like a .....	Model answers must be used prior to all self/peer assessments. Use of peer/self assessment template Students should complete in green pen. Clear success criteria must be provided to students so they effectively able to self/peer assess.
Once marking and departmental moderation is complete, the teacher for each class will input assessment grades & other requested data into Arbor.	The whole-class feedback sheet can also be used to assess any quality work to check students progress and feedback. The sheet should be used to praise outstanding effort, and to outline the areas of strength and development in relation to the specification/curriculum following marking.	Bell and Starter tasks must be used to ensure constant recall of prior knowledge. Bell and starter tasks must be bespoke to the class and not generic across departments. Regular retrieval practice should be used to inform teaches of gaps in understanding and can be used to address gaps following the reteaching of a concept.	Teachers should circulate the classroom whilst students are working providing verbal feedback throughout the lesson. Praise on ClassCharts should be awarded.	Students should respond to live marking in green pen All students should have their work live marked over the course of a half term. Magic 4 students should be an immediate focus in every lesson.		
Every Assessment point	Every Assessment point and half term.	Throughout	Every lesson	Every lesson	Every lesson	Where appropriate

## APPENDIX 2 – Whole-class feedback sheet


## WHOLE-CLASS FEEDBACK

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<p>Extra-applause for: </p>	<p>Stars of this half-term:</p> <p></p>
<p>Area of focus: knowledge</p>	<p>Area of focus: skills</p>


Marking Code	Explanation
Sp (word underlined)	Check and correct the spelling and complete 'Unlock' activity
P	Check punctuation and use the correct punctuation mark
Gr (identify error)	Correct the error identified
C	Capital letter needs to be used
//	New paragraph needed
?	Check your clarity of expression/ reword
SE	Standard English needed
T2 (Tier 2 Vocabulary)	Replace with a more ambitious/academic word
T3 (Tier 3 Vocabulary)	Use subject specific terminology
DL (comment on disciplinary literacy errors by making a comment e.g. Think like a ... by.../Read like a... by.../ Write like a ...by...)	Correct the error identified

#### APPENDIX 4 – Self/peer assessment strategies


 **Self/Peer Assessment**

- the use of PEE paragraph structure
- a clear explanation sentence – ‘this was significant because ...’
- the use of key dates/key statistics

**Extra Applause for...**

 using PEE paragraphs including a key date e.g. 1537

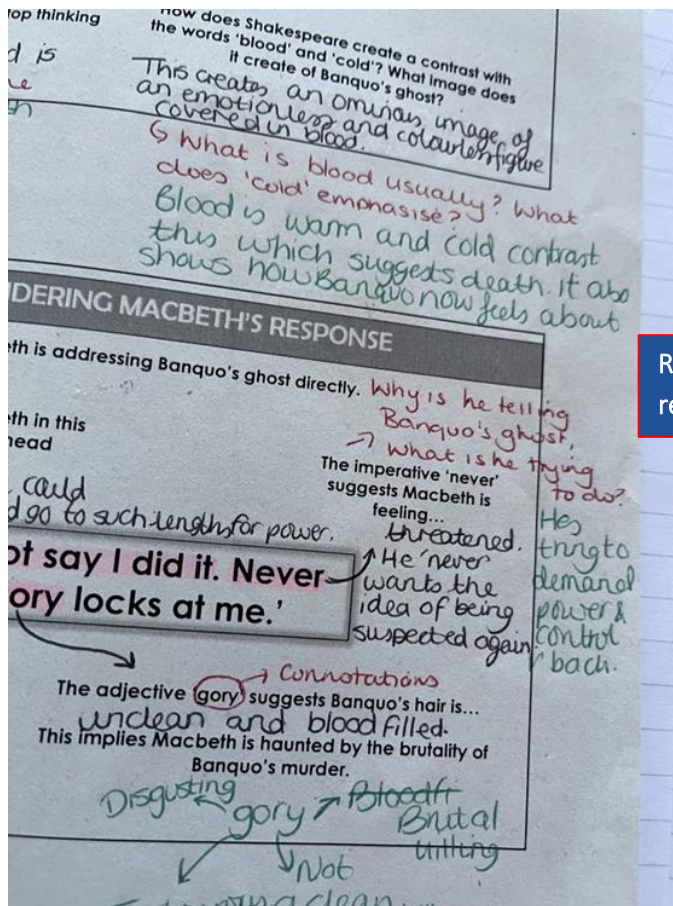
**To make your best even better...**

 you need to use the words in the question when you explain e.g. ‘significant’ not ‘important’

success criteria for teacher to complete prior to self/peer assessment taking place

praise for student based upon success criteria above

what the student needs to do to improve based on the success criteria above



Magic 4: Challenge/support questions and instant response in green pen

Red pen modelling and instant response in green pen

Please see Best Practice Booklet for further examples.