

The Magna Carta School

Assessment and Feedback Policy

Summary

Every student must receive actionable feedback that leads to a clear positive impact on their progress at least once per half term. When giving written feedback, comments made should be precisely done on key assessments only to ensure “feedback [is] more work for the recipient than the donor”. Learning time must then be allocated to act on the specific next steps given. Actionable feedback can either be formative or summative depending on the needs of the subject, but there must be at least one summative (graded) assessment that leads to actionable feedback during each termly reporting cycle. The impact of this actionable feedback should be clear in subsequent lesson planning and the implementation of each subject’s curriculum. All students must therefore be able to explain how they will make progress towards addressing any gaps in knowledge and skills and can adapt their own learning accordingly. A central aim of this approach and Policy is to maximise student progress and minimise teacher workload.

Actionable Feedback

Students need precise feedback on the successes of their learning so far, and specific next steps (“Even Better If”) to make improvements in areas to develop. **Such information is central to effective teaching as lesson planning must respond accordingly.** EBIs could take the form of an extension question or activity to be completed in Direct Improvement and Reflection Time (DIRT Time), guidance for completing a redraft or next steps for subsequent learning. In this instance, future teaching should make it clear that prior feedback is being utilised. *For feedback to have its full impact it needs to be swiftly given to students*, so strategies should be utilised to ensure this – structured peer/self-assessment, “whole class feedback” and in-class/“live marking” for example. There is no requirement to record verbal feedback, or to give further feedback on DIRT activities.

“Every student must receive actionable feedback...on key assessments only”

Subject Leaders should make key assessment opportunities clear in their curriculum planning. With written feedback in particular this will ensure high-impact, actionable feedback is being given only on these structured learning opportunities – this will ensure that teachers’ time is focused solely on what benefits student progress. Feedback to students is given constantly of course, but our most incisive feedback will usually come through such thorough planning. This will ensure that assessment *supports* the implementation of a subject’s curriculum, rather than driving it.

“... there must be at least one summative (graded) assessment during each reporting cycle in each term.”

The grades from summative assessments should be used to help create attainment grades for our termly reports, in line with the Assessment and Reporting Calendar. This means Subject Leaders should plan their curriculum accordingly to allow sufficient time for their teams to complete (and moderate when necessary) such assessments before report deadlines.

The impact of this actionable feedback should be clear to all.

Key half-termly assessment feedback may be recorded on the Feedback Proforma (see p2) or on an adaptation of this. There should be clear evidence of **impact** from the actionable feedback (redrafted or amended work, student reflections, extension work, DIRT activities in a second colour etc). Written feedback must be printed on green paper so it can be easily utilised in future learning. Heads of Faculty can recommend to BWX appendices to this policy as long as every effort has been made to minimise workload for their teams. Formative assessment feedback can be given in whatever format suits the subject context and promotes learning. The impact of feedback however must be clear and visible to:

- Students, so that they understand and can address any gaps in their knowledge and skills to ensure progress;
- Parents, so that our high standards of teaching and learning are clear and they can support our class teaching.

Feedback: Specific information about how a student is doing in their efforts to make progress. This must be given in a format that encourages a student response which leads to progress.

Formative Assessment: ...or “responsive teaching” means our ongoing monitoring of student progress, which shapes future lesson planning and intervention. *This should not be graded*, with the focus instead on positive actionable feedback to help students “close the gap” between their current and potential attainment (or challenge their learning further).

Summative Assessment: A graded assessment that often comes at the end of a module or course, and will form the basis of termly reports that follow the Assessment and Reporting Calendar. As always, actionable feedback should be given on such assessments.

How could we get students to engage with feedback during DIRT time?

- ✓ Set critical questions as EBIs for students to answer, for example “*Why might X be described as the main reason for Y?*”
- ✓ Set specific activities to address EBIs, which are completed in the following lesson in a different colour to show progress.
- ✓ Ask students to highlight where their EBI has been done perfectly in a piece of model work, before they make improvements on their own assessment.
- ✓ Utilise “whole class feedback” so students can be publicly rewarded for their hard work and progress, before completing specific DIRT tasks.
- ✓ Give a class 2/3 overall EBIs from their assessments, then in small groups students use their unmarked responses to create an exemplar answer in line with this feedback.

Feedback Proforma:

Target Grade:	Student Signature:	
Current Grade:	Effort: EX GD AD CO PR	Date:
WWW:	EBI:	
Student Response:		

Approved by SLT **Nov 2019**; approved by Teaching and Learning Committee **BLANK**