



FALINGE
PARK
HIGH
SCHOOL

Effective Feedback Policy

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At Falinge Park High School, our core purpose is to create a compelling learning experience within a culture of creativity and consistency. Compelling learning is engrossing, irresistible and creative. It is like a book you can't put down. It is gripping, riveting, enthralling, absorbing and thrilling. It is characterised by curiosity, relevance and rigour. It secures high levels of attainment, celebrates a wealth of achievements and is both inclusive and challenging. We believe in creativity as defined by the opportunity to develop ideas, solve problems, hone skills and increase knowledge, understanding and the ability to apply through quality educational processes – those of research, planning, application, questioning, iteration and evaluation. We value the personal and social development of all our students as paramount.

Feedback

Feedback is the term we use to describe our academic conversations with pupils and their parents.

Feedback to pupils is the day to day verbal and written communication with pupils, the sole purpose of which is to further pupil's learning.

Feedback to parents means the written communication of a pupils journey in lessons, where they are, what they can do and what they need to do to improve. This takes place, in the form of a report, three times each year. In addition years 7 to 10 will have a Midyis report. Midyis is an external assessment of a pupil's current performance across the curriculum.

In order for this communication to take place there will need to be assessments of the learning taking place by each pupil.

Our principles of assessment

At FPHS we understand that assessment is all about learning, it is to build a shared understanding of the progress a pupil has made and to provide pointers for further development.

When we assess it should:

- Be part of our planning of teaching and learning
- Focus on how pupils learn
- Be central to classroom practice
- Promote our commitment to the learning goals and a shared understanding of the criteria by which they are being assessed
- Be based on developing key knowledge and skills required for success in both KS3 and KS4
- Provide pupils with constructive guidance about how to improve
- Develop pupils capacity for self-assessment so that they become reflective and self-managing
- Inclusive for all pupils

Purpose of assessment

We will use different types of assessment:

- **Formative assessment** – informs teachers of what has been learned/understood by pupils, in a lesson or series of lessons, and to identify gaps and misconceptions, to enable teachers to adjust their planning to meet the needs of pupils.

This may take the form of:

- Rich questioning during lessons
- Marking of pupils' work
- Observational assessment
- Regular short re-cap activities
- Scanning work for pupil attainment and development

The teacher will decide what data/information to be recorded from these assessments

'Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests.' (Commission on Assessment without Levels)

- **In-class summative assessment** - enables schools to evaluate how much a pupil has learned at the end of a teaching period.

Faculties will decide when they need to make such assessments, the nature of these assessments, their frequency, what data will be collected and the format of that data.

SYNOPTIC ASSESSMENT – summative assessment of learning over a longer period of time eg. End of year examinations

- **Nationally standardised summative assessment**- for example GCSE examinations

Schemes of learning

Our schemes of learning (SOL) must enable teachers to plan successfully for their classes. Lesson objectives should be divided into SUPPORT, CORE AND CHALLENGE learning objectives. These should be seen as a minimum guide to the learning that needs to take place. In fact pupils following the support journey need to accelerate their learning so they catch up to their peers following the Core journey. Additionally those following the Core journey need to be aspirant to achieve some of the Challenge objectives. Each of the three journeys overlap and at no time should there be a ceiling on the learning that can take place.

For each set of lesson objectives there should be a success criteria so teachers know what will be assessed and pupils know what they need to learn.

In order to plan successfully teachers will need to complete the Learning Goal sheet with each pupil in each of their classes

Learning Goal Sheet

Key stage 3

At the start of each new module/unit of work pupils should begin a new learning goals sheet. Each learning goal sheet should be for a module/unit of work of no more than 6 weeks duration.

Purpose of the learning goal sheet

1. To give pupils opportunity to be more involved in their learning
 - Pupils will know what they need to learn
 - They will know on what they are being assessed
 - Pupils can see the path their learning will take
2. To assist teachers in their planning
 - Give clarity about what and how they want pupils to learn

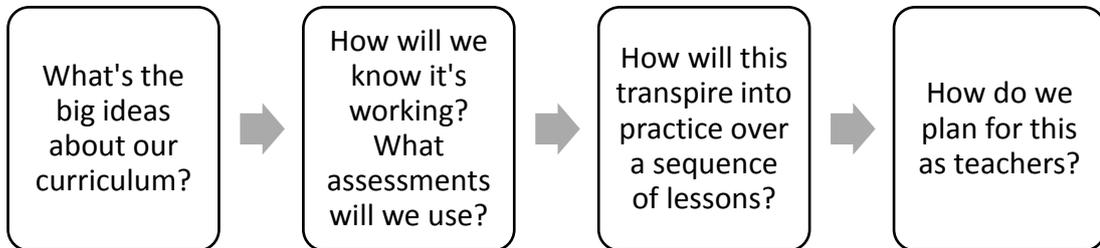
Impact

- Allows no ceiling on expectation as teachers can see what pupils need to do to progress beyond expectations.
- Allows progress to be tracked against expectations
- Supports teacher planning
- Allows students to demonstrate what they know, understand and can do through assessment that is best fitted to the learning objectives

John Hattie states

“The more transparent the teacher makes the learning goals, the more likely the student is to engage in the work needed to meet the goal.”¹

Learning goals cascade from the work we have been doing on our curriculum and assessment.



Falinge Park High School: Learning Goals sheet

Subject:	Name:
Module/Unit:	Date:
The big picture	What do I know already?
How will I know I have been successful?	What are my strengths and what are my next steps?

¹ John Hattie: Visible Learning for Teachers

Feedback to pupils

At Falinge Park High School our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong.

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further pupil's learning ; to be meaningful, manageable and motivational
- Written comments should only be used where they are accessible to students
- Feedback delivered closest to the point of action is most effective and as such feedback delivered in lessons is more effective than comments provided at a later date; this should be built into pedagogical choices
- Feedback is provided both to teachers and pupils as part of the assessment process in the classroom and takes many forms, including written comments
- Feedback is part of the schools wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make progress
- All pupil's work should be reviewed by teacher at the earliest appropriate opportunity so that it impacts on future learning. When work is reviewed, it should be acknowledged in books
- Praise should be given for a pupil who has shown effort, persevered and stepped up to a challenge

Feedback is given in three ways

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

Type	What it looks like	Where it will be seen
Immediate (Formative)	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching' including questioning, mini-whiteboards, book work, visualiser etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task 	<ul style="list-style-type: none"> • Learning observations and learning walks • Use of literacy or subject specific guidance from the teacher or TA • Some evidence of annotations or use of marking/highlighting • Improvements evident in books either through editing or further working
Summary (Formative)	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide the teacher's further use of review feedback' focusing on areas of need 	<ul style="list-style-type: none"> • Learning observations and learning walks • Lessons planned to include this type of feedback. • Some evidence of self- and peer- assessment • May be reflected in selected focus review feedback (marking)
Review (written feedback) (can be formative or summative)	<ul style="list-style-type: none"> • Takes place away from the point of teaching using Faculty marking success criteria • Will involve written comments/ annotations for pupils to read/ respond to • Provides teachers with opportunities for assessment of knowledge, understanding, or application of skills • Leads to adaptation of future lesson through planning via the curriculum objectives of each faculty • Will lead to future learning goals being set for pupils either for immediate response or response after learning 	<ul style="list-style-type: none"> • In books/ folders/ performance/ other work produced • Written comments and appropriate responses/ action • Adaptations to teaching sequences tasks compared to planning • Use of annotations to indicate future learning needs

Cross-Curricular Literacy Marking

All staff must correct punctuation and basic grammar errors as well as the spellings of the most commonly used words - such as because, whether, which – as well as correcting subject specific vocabulary. Staff should ensure that pupils are using Standard English in both written and oral communication. (except MFL target language, of course!)

Staff should be judicious and use their professional judgement in relation to marking spelling for different groups of students.

Staff can either use the codes below or use a highlighter to identify errors. In either case there must be **clear evidence of pupils making corrections which are acknowledged**:

Sp. = spelling error

p. = punctuation error

caps. = a capital letter is needed

Feedback to parents

All subjects will report to parents three times each academic year as part of our data capture cycle.

Years 7, 8 and 9

The autumn and spring report will have a description of a pupil's performance, in terms of their:

- Behaviour for learning
- Attitude to learning
- Pride in work
- Progress in meeting the learning goals - as set on their learning goal sheets – this is a measure of the progress made between data captures and not a cumulative measure

For the spring report there will also be a written comment, for each pupil, from the teacher of each of their subjects

In addition the final report (summer term) will include the following:

An **Attainment** measure: this is a cumulative measure of the standard of pupils work, shown by synoptic assessment (test and examination results), up to the point of the report.

Additionally there will be description of a pupil's performance, in terms of their:

- Behaviour for learning
- Attitude to learning
- Pride in work
- Progress in meeting the learning goals – over the whole year

For the third data capture there will also be a written tutor report.

Years 10 and 11

The autumn and spring report will have a description of a pupil's performance, in terms of their:

- Behaviour for learning
- Attitude to learning
- Pride in work
- Progress in meeting the learning goals - as set on their learning goal sheets – this is a measure of the progress made between data captures and not a cumulative measure

In addition the report will show, for each subject, a minimum GCSE/BTEC target grade and a grade to show the predicted grade, at the end of year 11, given a pupil's current performance.

Year 11 will also have a written comment from each of their teachers in their February report.

Year 10 will have a written comment from each of their teachers in their end of year report.

KS3 SUBJECT REPORT AUTUMN 2016

Subject: _____

Teacher: _____

Description of pupil performance	OUTSTANDING Consistently performing above expectation	EXCEEDING Performing above expectations	EXPECTED Performing at the minimum expectation	EMERGING Performing below expectations	CAUSE FOR CONCERN Significantly underachieving
Behaviour for learning	Your child is fully committed to improving their own learning and the learning of others, making valuable and constructive contributions to lessons and extending their learning beyond the classroom	Your child is committed to improving their own learning, making positive and meaningful contributions to lessons	Your child has a positive attitude and is eager to learn, is well behaved, follows instructions and is respectful of others	Your child needs encouragement to work and sometimes needs reminding of classroom expectations and good behaviour	Your child is reluctant to work and regularly disrupts the learning of others
Attitude to learning	Your child consistently meets deadlines, always completes homework, arrives promptly and is well prepared for lessons	Your child readily meets deadlines and completes homework, is punctual and prepared for lessons	Your child meets the vast majority of deadlines, almost always completes homework on time and is usually prepared for lessons.	Your child regularly misses deadlines including homework, is sometimes late to lessons and without the required equipment	Your child consistently hands work in late and does not complete homework, is regularly late to lessons and arrives without equipment
Pride in work	Your child strives for excellence in their work and tries to put quality into everything they do	Your child's work is routinely above average for both classwork and homework	Your child's work is normally at the required standard for both classwork and homework	Your child's standard of work is inconsistent; the quality and content is generally at an unacceptable standard	The quality and content of your child's work is consistently poor
Progress in meeting learning objectives	Your child is consistently making outstanding progress towards their learning goals	Your child is making good progress towards exceeding their learning goals	Your child is making adequate progress towards their learning goals	Your child is making insufficient progress towards their learning goals	Your child's lack of progress is a significant cause for concern

KS3 SUBJECT REPORT *(End of year)*

Subject: _____

Pupil: _____

Current level of ATTAINMENT of year 7 units of study	OUTSTANDING	EXCEEDING	EXPECTED	EMERGING	CAUSE FOR CONCERN
	Shows expertise in all aspects of the subject.	Shows deep knowledge, skills and understanding, and can apply to unfamiliar contexts	Consistently shows a good standard of knowledge, skills and application	Shows reasonable level of subject knowledge and skills and can sometimes apply this confidently to tasks	Has limited subject knowledge and skills and is unable to apply this to tasks

Description of pupil performance	OUTSTANDING Consistently performing above expectation	EXCEEDING Performing above expectations	EXPECTED Performing at the minimum expectation	EMERGING Performing below expectations	CAUSE FOR CONCERN Significantly underachieving
Behaviour for learning	Your child is fully committed to improving their own learning and the learning of others, making valuable and constructive contributions to lessons and extending their learning beyond the classroom	Your child is committed to improving their own learning, making positive and meaningful contributions to lessons	Your child has a positive attitude and is eager to learn, is well behaved, follows instructions and is respectful of others	Your child needs encouragement to work and sometimes needs reminding of classroom expectations and good behaviour	Your child is reluctant to work and regularly disrupts the learning of others
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Progress in meeting learning objectives	Your child is consistently making outstanding progress towards their learning goals	Your child is making good progress towards exceeding their learning goals	Your child is making adequate progress towards their learning goals	Your child is making insufficient progress towards their learning goals	Your child's lack of progress is a significant cause for concern

Teacher comments

