



Making a Difference

Phoenix Park Academy



Assessment, Marking and Feedback Policy

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Assessment, Marking and Feedback Policy

High quality feedback includes verbal and written feedback that is instant during the lesson by the teacher or teaching assistants.

Principles for Effective Feedback for Learning

- Success criteria 'steps to success' make next learning steps clear
- Ongoing instant micro feedback is given by teacher and TAs whilst working with the pupil (verbal and written)
- The teacher/TA checks that the pupil understands any feedback given
- The pupil is given time to reflect on and to respond to the teachers' feedback
- The pupil's response to feedback is then marked by the member of staff
- The pupil should be able to tell you what they have learned, made progress with, need to do next

Features of feedback

- **Teacher feedback** that needs a response from the pupil is written in **red pen**
- **Pupils' responses** to teacher feedback are written in **green pen**
- Verbal feedback is noted briefly or stamped in books with a note of what it was about and if it was followed up by the pupil
- Weekly targets with next steps are in books for all subjects
- More diagnostic feedback for learning with next steps is half termly, e.g on extended pieces of work and this forms grading levels for half termly assessments.
- Steps to success are used as a clear tool for pupils to make progress
- Note on or near the pupil's work to indicate which parts of the work have been supported or completed independently (ind = independent, sup = supported)
- Peer and self-assessment are used regularly (using anonymous examples of work if necessary). Software available on iPads to enable teacher to share WAGOLLS.
- Use of a post-it note with a visual prompt to remind a pupil of their target/punctuation error that they can then stick on their next piece of work to remind them to include the punctuation/fulfil the target
- Sp for spelling for most work
- Gr for grammar for most work
- P for punctuation

All work is marked and **as much as possible feedback is given during the lesson** as pupils are working to encourage and identify and work on any misconceptions as they go along. Pupils with low self-esteem need the encouragement of feedback to do more work otherwise they will do less and less work.

All work - opportunities for positive comments about an aspect of the work (what went well)

Most work – a literacy correction is made and pupil follows up the correction (e.g. a spelling and or grammar point).

Most work – a specific next step or target that is linked to the learning objective that the pupil can work on – this is done easily if pupils are using ‘steps to success’ and they can see what they need to do next

Some work – After feedback is given a level/GCSE grade and what the pupil needs to do to develop the work to the next level/ GCSE grade – with an opportunity for the pupil to reflect on the feedback and follow it up, for extended pieces of work can be issued. (Primary adapt using star, wish, friend or next steps) Be careful – some pupils disregard the feedback as soon as they see the level – you may want to give a level once the feedback has been received.

Reflective questions on how effective your written feedback is:

Do you communicate clearly and specifically to pupils what they need to do next to make progress?

Do you use success criteria or steps to success to make next steps explicit?

Do you check that the pupil understands the feedback you have given them?

Do you give feedback in the same way for every pupil or do you differentiate according to how each pupil can understand feedback?

Do you allow time for pupils to follow up on your feedback?

Do you then follow up on the pupils’ feedback and corrections and check misconceptions are understood?

Do you refer to national curriculum levels or grades and give pupils a target to work towards? (This can be negative if the pupil is only interested in the grade and not what they need to do next).

Do pupils know the national curriculum level or GCSE grade they are at and the target they are working towards?

Do you give stretching and challenging verbal and written feedback to challenge most able pupils?

Can pupils tell you what they need to do to make progress?

Do you include a literacy focus in your feedback (e.g one or two spellings that pupils then follow up and practise and a grammar correction that pupils then follow up and practise?)

Questions to gauge how effective your verbal/written feedback is in the lesson:

Do you give feedback that is instant in the lesson to encourage and motivate the pupil to keep going?

Do you give feedback instantly in the lesson that will stretch and challenge?

Do you give feedback instantly in the lesson that addresses pupils' misconceptions?