

 English Department

**FEEDBACK / FEEDFORWARD POLICY**

**September 2021**

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| **DEFINITIONS****What is summative assessment?**Accurate ‘summative’ assessment identifies a student’s **attainment at a fixed point in time** and is used to **evaluate student learning** at the end of a taught unit **by comparing it against a standard benchmark**. Summative assessments are often high stakes (they have a high value within formal testing) and are **criterion-referenced**, i.e., we evaluate students according to the same criteria.In English, for both Key Stages, it awards a level or band attached to Edexcel’s *Assessment Objective* for a formal, timed assessment or examination. This is written **r**ecorded feedback that is linked to Edexcel Assessment Objectives and mark schemes or the departments KS3 assessment bands. Student attainment is used to direct the English department’s internal quality assurance process, and strategic planning. It is used at whole school level for performance analysis as summative assessment is **normative** i.e., the data allows us to compare each student against all others and to compare each group of students against other groups of students. Summative assessment underpins the school’s reporting cycle to students / parents / carers / governors. **What is formative feedback?*** Focused ‘formative’ assessment is ongoing verbal and written feedback that supports students to make further progress. Formative assessment should **inform both the student and teacher. It forms the basis of understanding for the student about their progress in learning; it directs the teacher in their future planning** of classroom and home learning. Therefore, It **feeds forward**.
* Formative assessment can be informal: this is the ongoing, rapid, and possibly instant lesson to lesson feedback which may be verbal or written to an individual, group(s) or whole class. It includes praise and advice from either the teacher, student or peer; however, it should not be general, vague or lacking in information, nor should it imply that students have an innate ability or lack of ability (see EEF’s *Effective Feedback, Task, Subject and Self-Regulation Strategies’)*
* The content of formative feedback may or may not be linked to Edexcel assessment levels. The positive impact of this form of assessment on student motivation and self-esteem should not be underestimated.
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| **ENGLISH LESSON FOCUS*** Assessment in lessons should be underpinned by a **lesson focus linked to Edexcel’s Assessment Objectives**. Teachers should avoid having too many lesson foci. The lesson focus should centre in on knowledge, concepts, skills or understanding. Beginning a lesson focus with a dynamic verb is motivating.
* The lesson focus should be written on the whiteboard and on student workbooks.
* It should be referred to frequently throughout the lesson.
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| **FEEDBACK PEN COLOURS****Purple – student self-marking and assessment****Red – peer marking and assessment****Red - student extra time exam or assessment access arrangements****Green – teacher marking and assessment** |

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| **It is essential that you read JSTC’s Feedback Policy 2021***It is also recommended you read the EEF’s:** *Full Guidance Report*
* *Summary of Recommendations Poster*
* *Effective Feedback, Task, Subject and Self-Regulation Strategies*

[*https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedback/*](https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedback/) |

**JSTC FEEDBACK POLICY – MPW SEPT 2021**

*‘At JSTC we are keen to ensure that our feedback policy avoids onerous written marking while providing feedback in line with the EEF’s recommendations\* and those of the DFE’s expert group which emphasises that feedback should be* ***meaningful****,* ***manageable*** *and* ***motivating****.’*

*\*Teacher Feedback to Improve Pupil Learning (2021)*

**EFFECTIVE FORMATIVE FEEDBACK**

* ‘Effective feedback should focus on moving *learning* forward, targeting the task, subject, and self-regulation strategies.’
* This communication may be delivered via written or verbal feedback or even colour-coded highlighting (and the method of delivery is likely to be less important than the feeding forward).

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedback/>



**ENGLISH DEPARMENT POLICY – FORMATIVE FEEDBACK**

* Formative feedback happens at any stage of learning. It should not be just at the end of a scheme of learning.
* Students should be given a clear idea of the type of summative assessment that they are preparing for and what success will look like, preferably through a student model, and success criteria; this will inform their current learning.
* Students should be actively involved in some sort of **self-marking and / or assessment** in purple pen in every lesson.
* Department **Marking Codes** should be used by teachers and students. This will reduce marking load for English teachers by avoiding the situation whereby a teacher writes the same sentences on multiple pieces of student work; the codes can be incorporated into PPT feedback resource that encourages students to read the code and action on advice in a whole class situation.
* Students will need more support with **peer-marking and assessment.** This is the process by which learners assess each other’s work and give each other feedback. The feedback is based on an understanding of what makes a successful piece of work. The teacher is vital in this process. A successful peer feedback session requires learners to ‘think like a teacher’ for each other. Each learner should apply a clear, focused success criteria to another learner’s work and make critical comments based on these. The learner then has to give their partner ideas for how to improve their work. Research shows that peer assessment is more successful if students are partnered with similar ability and / or if the work is anonymised. There should be clear protocols, so students know ‘how’ to respond, e.g. do they write on the work or on Post It notes? Give a clear time limit and set time for students to act on the feedback. (See ‘Sticky Teaching and Learning’ by Caroline Bentley-Davies, 2021)
* Students should always be **praised** first for what specifically they have done well but avoid empty or generic praise verbally and in writing.
* Students should regularly be given the opportunity to create **one or two** specific **targets after self / peer-marking or assessment.** They should be encouraged to takeresponsible action for how they can improve and make progress. These next steps should relate to Edexcel’s Assessment Objectives so that the learning continuously feeds forward to strong outcomes at the end of KS3 and KS4.
* Formative feedback does not necessarily need a level or band as the specific **target action** will ensure improvement. Levelling / banding is a requirement for summative assessment though.
* There should be active **feedback communication** (which does not have to be written by the teacher) between teachers and students, which might involve revisiting and reviewing learning from a previous lesson as well as prompts, questions, examples, demonstrations, models, comparisons, redrafting a defined section, speaking and listening activities, exhibitions.
* Students should be given a timely **opportunity to improve** their work through a task, discussion of learning processes, or self-regulation activities. The improvement should be written in purple ink so that it is clear that this is the action taken. During lessons, the opportunity might be immediate. The teacher should monitor and comment, in writing or verbally, on the improvement that has taken place.

**HOW OFTEN SHOULD FORMATIVE FEEDBACK OCCUR?**

John Spendluffe Technology College’s Feedback Policy (MPW 2021) states*:*

*‘…as a school we are focused upon the quality of interactions between teacher and learner in regard to feedback as this is what will make the most significant difference to the learner.*

*Feedback should be of a frequency whereby it is significant enough to move the learner forwards and to challenge their current level of skill, knowledge and understanding. As identified in the ‘Eliminating unnecessary workload around marking’ report from the Independent Teacher Workload Review Group (2016)…*

*… We do not set frequencies of feedback…’*

… the timing of feedback must be considered by the teacher in order to maximise effectiveness. If feedback is not

**HOW MUCH FORMATIVE FEEDBACK SHOULD THERE BE?**

John Spendluffe Technology College’s Feedback Policy (MPW 2021) states*:*

*‘ Time spent on feedback is done to move learning forwards and not to create an evidence base that it is being done…As professionals, we trust our teachers to engage in a level of feedback which is significant enough to move the learner forwards, but takes into account the well-being and workload of the teach in a sustainable career…each teacher is responsible for feedback with their teaching group and should be able to evidence that feedback in discussion, using student work to exemplify where and when feedback has taken place…’*

**ENGLISH DEPARMENT POLICY – BASELINE (DIAGNOSTIC) ASSESSMENT**

* A levelled baseline assessment should be given at the beginning of the unit if there is no baseline data for the AOs to refer to. This diagnostic assessment is a form of pre-assessment that allows a teacher to determine a student’s individual strengths, weaknesses, knowledge, understanding and skills prior to explicit teaching. It is primarily used to guide lesson planning and interventions.
* Diagnostic / baseline testing can be a helpful tool for the Additional Needs department; it may indicate slow processing or poor memory recall or slow writing. This must be reported to the Additional Needs department for further assessment and monitoring. This allows teachers to measure progress in particular skill areas between a fixed start and end point.
* The feedback from these assessments may inform parents / carers / tutors of any skills or areas their child may struggle with and how they can best support them.
* Baseline assessment outcomes must be recorded on the red folder student tracking sheet.

**ENGLISH DEPARMENT POLICY – SUMMATIVE ASSESSMENT**

* Levelled outcomes for AOs will be recorded on the red folder **student tracking sheet** which is stored at the front of the red folder.
* They take the form of a formal, timed examination in silence and without support from the teacher.
* Summative assessment feedback is on gold paper.
* The gold summative assessment feedback should contain a relevant section of the mark scheme and opportunities for student reflection and target setting.
* There is no expectation for English teachers to annotate summative assessments although this may be helpful for the judgement process.
* If the student is in KS3, teachers should make a note on the individual’s script if the student required extra time, ICT, scribe or small room. This should be monitored by the teacher. If extra time for assessments is regularly required by a student, this information should be passed to the Additional Needs department (LB) so that assessment for access arrangements can take place. This is the responsibility of the lead class teacher.
* Access arrangements must be adhered to; RAH has a responsibility to coordinate access arrangements and negotiate release of Learning Support Assistants for assessments within the classroom
* Access arrangements for mock examinations in the Sports Hall will be co-ordinated by RAH for all years in consultation with the Additional Needs Department and English colleagues.
* All KS4 summative assessments use Pearson Edexcel secure materials: students have no access to the paper or mark scheme online in advance. The mark schemes should only be shared with students on screen during whole-class formative feedback and are not to be printed or distributed. Summative assessments cannot be repeated for teacher assessed grades if the student has seen the mark scheme (see JCQ and Ofqual guidance). The Curriculum Map states the exam papers to be used for formative practice and summative assessments.
* KS4 students will be given a ‘walkthrough’ with a different exam paper to the summative assessment exam paper.
* KS3 Edexcel adapted exam papers and mark schemes with AO ‘bands’ are used for KS3.
* Some examinations in Y7, 8 and 9 will allow for pre-release material and practice tasks. The Edexcel KS3 examination are adapted to be **differentiated to stretch and challenge more able** students and support less able students. More able students may be required to prepare reading material **independently** of the teacher.
* Summative assessments, wherever possible, are **team marked** and moderated to exam board mark schemes and benchmarked exemplars to ensure judgements are fair and robust. All English department teachers and trainees must participate in this team process regardless of whether they teach a particular year group; equal distribution of marking reduces individual workload.
* All data from summative assessments is collected, collated, and analysed across the cohort to inform curriculum planning and intervention strategies. Set dates for data collection must be adhered to and will be communicated via department meetings and bulletins.

**HOW OFTEN SHOULD SUMMATIVE ASSESSMENT OCCUR?**

* A summative assessment is expected at the end of each thematic unit. This is termly: autumn, spring, and summer for each year group.
* Summative assessments are prescribed for all year groups and are on the English Curriculum Map (7-11)
* For shared classes, end of unit summative assessment is *per class* and not per teacher; however, teachers who are not lead teachers must assess the scheme of learning they are teaching in a formal way at the end of the unit. There should be evidence of marked work in the student’s red folder of work proportionate to the number of lessons taught. This should be discussed and negotiated with the lead class teacher.

References:

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedback/>

National Educational Online Network (Ref: ML-TCE-IC-NPQnotes\_4\_-\_Models\_of\_pupil\_assessment\_(Sept\_2017)