



**BRANNEL  
SCHOOL**

**POLICY FOR  
ASSESSMENT  
AND  
FEEDBACK**

Approved by Governors: 24<sup>th</sup> September 2015

# Assessment and Feedback Policy

Brannel School recognises that:

- Assessment takes time
- That it is neither possible nor desirable to mark every piece of work in the same way
- Detailed feedback must lead to action on the part of the learner
- Peer assessment and self-evaluation are valuable techniques and, if used effectively, can make a considerable contribution to learning
- Learning will be enhanced by effective assessment
- The successful development of AfL is predicated upon developments in classroom practice.

## Assessment: Types and Purpose:

We recognise also that, depending on the purpose for the marking, there are many different types of marking available. Choosing the most appropriate form of marking is a key decision in the process: teachers will not be expected to apply the same approach to marking to all tasks requiring marking. We consider that assessment should be a continuous process enabling teacher/student dialogue on how to improve. Different types of assessment, written or verbal, are outlined below:

- Assessing against external criteria
- For internal tests or examinations
- Initial marking of drafts (for guidance only: mainly KS3)
- Simple – no feedback
- Skim (to acknowledge.)

## Marking: General Principles:

- All assessment by the teacher, which uses pen, will be undertaken using **green** ink.
- Students self-assess in **red** and respond to feedback in **red**, where appropriate, supported and facilitated by the teacher
- Peer assessment is in **purple**
- Teachers have the option of highlighting the best bit of a piece of work with a **pink** highlighter (“tickled pink”)
- Teachers can use their VFG stamp to indicate where verbal feedback has been given. Evidence of a response by students to this feedback should be apparent
- Teachers will ensure that DIT (Dedicated Improvement Time) is built into lessons where considered appropriate: students should be given time to read and respond to comments/ feedback and encouraged to respond in detail to the comments/work/levels/targets
- Staff feedback should challenge and enable students to improve
- To support students’ literacy needs, teachers will ensure that key language errors are addressed. Staff are advised to set no more than five spellings to correct per page, should this be required.
- Use the whole-school merit system to acknowledge achievement/progress.

## Further Explication:

### ❖ **Written comments/advice:**

The key reasons for offering written feedback/advice are to celebrate achievement and advise on next steps or improvement. The target audience for written feedback is the learner. Written feedback is often called “formative assessment” – but it cannot be formative if no action is taken. If your feedback is to have any value, you need to ensure that written feedback leads to action by the learner by providing:

- Time for reflection (DIT)
- Read time/pairs time
- Correction time
- Redraft time.

Note: where appropriate, students respond in **red** so they can see where they have made improvements

### ❖ **Student-teacher dialogue/Learning Conversations:**

Assessment made through dialogue should be indicated on the work (“VFG” – Verbal Feedback Given; this can be recorded in writing or by using a stamp.) Points arising should be noted on the work by the learner for future reference (“I must remember to...”). This feedback is undertaken either as a one-to-one in the classroom, during the lesson, to small groups or to the class as a whole. As with written comments, it is the gradually accumulating nature of the learning relationship, built around effective feedback, that is critical to effective learning.

## Assessment for Learning (AfL):

### ❖ **Peer-to-Peer Assessment:**

Peer assessment will not be successful unless the learners have been thoroughly prepared beforehand, over time, to take on the responsibility.

Learners who are to assess each others’ work need to:

- Feel safe in the classroom
- Be respectful of each other
- Be confident when interacting with their peers. Peer assessment is only effective where pairs and groups are used to interacting in a positive and supportive manner. Where learners are not used to working in pairs or groups, peer assessment should not be introduced
- Understand the criteria for assessment
- Recognise the duty of care that accompanies the assessment of another learner’s work
- In some circumstances, a specially designed sheet will be used to record students’ assessments and is attached to the completed work
- It is the teacher’s role to coach students to engage effectively with AfL.

❖ **Group Assessment:**

The types of assessment activity that can be addressed by groups are:

- Developing assessment criteria together/developing the language of assessment
- Use mark scheme or criteria to assess anonymous work
- Grade or level work with evidence
- Defend level/grade awarded
- Oral presentations
- Drama/role play
- Presentations utilising IT skills/facilities
- Jig-sawing/expert groups.

❖ **Self-Assessment:**

- For self-assessment, students will, once again, need to be provided with the criteria/assessment focii for the specific task in a manner appropriate to their needs.
- There will also need to be opportunities built into the process for a one-to-one dialogue/learning conversation with the teacher in order to ascertain and agree on the next steps.
- **Note that self-assessment is, perhaps, the most difficult for students to undertake effectively – and in the hands of the least confident, it can lead to harsh self-criticism and a loss of self-esteem.**

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