

BRANNEL



Assessment & Feedback Policy

Author: **Mr C Liles**

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Brannel School recognises that:

- Assessment takes time
- That it is neither possible nor desirable to mark every piece of work in the same way
- 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 Assessment for Learning 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. The different types of marking are outlined below, with additional guidance following:

- Assessing against external criteria
- For internal tests or examinations
- Whole class feedback
- Initial marking of drafts
- High challenge, low stake quizzes
- 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 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 and in red ink
- 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:

- **High challenge, low stake quizzes**

Quizzes are a good way of recapping learning and drawing out strengths and target areas for groups and individual students. By making them low stakes, students are more likely to engage and be motivated to participate. The challenge comes in the questions themselves, which could include recall, interleaving and addressing common misconceptions. Feedback could include an overall score, as well as questions or topics that need re-visiting- either for individual students or groups.

- **Written comments/advice:**

The key reasons for offering written feedback/advice are to encourage students to reflect on their learning and to 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 feedback is to have any value it should lead to action by the learner by providing:

- Clear targets for improvement or prompt questions for students to reflect on areas for improvement themselves
- Time for reflection (DIT)
- Correction or redraft time
- Opportunities to demonstrate progress in subsequent work/assessments

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 can be built into questioning strategies used within the lesson, where strategic and targeted questioning draws out understanding, addresses misconceptions and challenges all learner to extend their learning.
- Assessment made through dialogue can 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.

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 Assessment for Learning.

Whole- Class or Group Assessment:

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

- Developing assessment criteria together/developing the language of learning or assessment
- Use mark scheme or criteria to assess anonymous work
- Grade or level work with evidence
- Defend level/grade awarded
- Oral presentations

Feedback can also be provided at whole class level, so that the teacher identifies common strengths and areas for development. Students are then guided to reflect on their own work in relation to this whole-class feedback and identify for themselves where they have met the criteria or where they need to make improvements. This type of feedback encourages the student to reflect on their work at greater depth and to begin to develop agency in their own learning. Using whole-class feedback in this way can be a good foundation for effective self-assessment.

Self-Assessment:

For self-assessment, students will, once again, need to have a knowledge of the task, including an understanding of the criteria/assessment focii for the specific task in a manner appropriate to their needs.

There will need to be opportunities built into the process for:

- sharing and developing an understanding of the success criteria
- a dialogue/learning conversation about how the students can meet this criteria i.e. knowledge of the strategies that they need to apply to be successful.
- explicit modelling of the task, including the strategies used to successfully complete it.
- time to reflect on performance against the criteria both during and at the end of the task
- modelling of the self-assessment process of identifying success and areas for improvement- this might be through assessing a model response as a class or be scaffolded through whole-class feedback

Self-assessment should therefore be developed through explicit teaching of metacognitive regulation, including monitoring and evaluation. Self-assessment can be a powerful tool in developing students' knowledge of self, but appropriate time and training needs to be built in to make it effective. Teachers will need to guide and coach students to reflect on their knowledge of task and use of appropriate learning strategies, until they are able to do this more independently.

Should you require further information, please contact
the **Clerk to Governors**

**Brannel School
Rectory Road
St Stephen
St Austell
Cornwall
PL26 7RN**

Telephone: **01726 822485**
Email: clerk@brannel.com