



# Willingdon School

## Assessment and Feedback Guidelines

for

**Teaching staff and Learning Support Professionals**

**September 2019**

### **Core principles:**

This set of guidelines have been drawn up in consultation with staff, students and governors. Their purpose is to give clarity to how assessment and feedback approaches should be used by all teachers to enable all learners to make progress. The guidelines reflect the school's belief that good feedback lies at the heart of good learning. It's about working the gap between what learners already know, understand and can do and what they will know, be able to understand and do in the future. In Willingdon we believe that the role of the teacher is not to close the gap for learners but to support them to close the gap for themselves. Effective marking and feedback allows teachers to provide this support. In Willingdon we have distilled our feedback approach into one core principle – at any time students should be able to answer three questions:

- 1. What are you doing well in this subject?**
- 2. What aspects of your work have you really improved on?**
- 3. What do you need to do to make further improvements?**

### **Teacher Workload:**

In addition to clarifying our approaches to marking and feedback we have adopted the principles of the DfE's 2016 report on workload that 'marking should be meaningful, manageable and motivating'. This sentiment is echoed in the EEF report "A Marked Improvement" which suggests that "a mantra might be that schools should mark less in terms of the number of pieces of work marked, but mark better". Based on these principles, the school guidelines signal the school's commitment to reducing staff workload by removing unnecessary tasks and marking practices which do not impact positively on students' progress. They represent the minimum expectation of teachers in terms of the assessment of and feedback on students' work. Beyond this, all teachers in consultation with their Directors of Learning, retain the autonomy to exercise their professional judgement about what to assess and the most appropriate methods to use

### **Core and summative assessments:**

In addition to choosing the most appropriate ways of assessing and feeding back on students' work, teachers are expected to continue to assess and record outcomes from the core/ summative assessments that are embedded in schemes of work. These assessments are essential in that they form the basis of the

grades that go to parents in reports and provide feedback on how students are progressing in relation to their starting points at each Assessment Point (AP). The regularity and nature of core assessments will be dictated by the requirements of each individual subject area (number of lessons taught, balance of written and practical work, key stage etc.) and will be documented in individual department's assessment guidelines.

### **Literacy:**

Literacy based subjects (English, humanities and languages) will monitor students' literacy skills (reading, writing, speaking and listening). All other subjects will focus primarily on embedding subject specific or third tier vocabulary and on extending students' vocabulary in both oral and written work. More guidance on this aspect will be provided in due course.

### **Homework:**

The school expectation is that all departments will continue to set homework according to existing departmental policy. However, teachers do not need to assess or provide feedback on every task completed. Decisions on what to assess/ provide feedback on and how will be down to the nature of the subject and how the learning outcomes from the set tasks set are to be evaluated or measured. To reduce marking workload, while maintaining a focus on students producing high quality outcomes, we encourage teachers to utilise the systems and resources available to them such as SMHW, IXL, MYMaths, Doodle, SAM Learning, PIXL and SENECA. Each of these can be set up to provide immediate feedback to students on the quality and accuracy of the work they have completed. Departments are also expected to use the rewards system to incentivise students to continue to give of their best for homework tasks. On occasion, it will be necessary to use the behaviour system if homework is not completed to the expected standard or not done at all. Willingdon is a school that strongly believes that homework plays a key part in students' ability to self-manage and operate as independent, resilient learners.

### **Overview of effective approaches to:**

1. Feedback (pages 2 - 4):
2. Verbal feedback (pages 2 - 4):
3. Target setting (page 5):
4. Self and peer assessment (page 5):
5. DIRT (page 6):
6. PLCs (page 6):

### **1. Feedback:**

**'Nothing we do to, or for our students is more important than our assessment of their work and the feedback we give them on it. The results of our assessment influence students for the rest of their lives...'**

**Race et al.**

#### 5 Research-Based Tips for Providing Students with Meaningful Feedback

Professor James Pennebaker from the University of Texas has been researching the benefits of frequent testing and the feedback it leads to. He explains that in the history of the study of learning, the role of feedback has always been central. When people are trying to learn new skills, they must get some information that tells them whether they are doing the right thing. Learning in the classroom is no

exception. Both the mastery of content and, more importantly, the mastery of how to think require trial-and-error learning.

Here are five research-based tips for providing students with the kind of feedback that will increase motivation, build on existing knowledge, and help them reflect on what they have learned.

### **A) Be as specific as possible**

In a review of the available research titled "The Power of Feedback," University of Auckland professors Helen Timperley and John Hattie highlight the importance of supplying learners with specific information about what they are doing right or wrong. Researchers suggest taking the time to provide learners with information on what exactly they did well, and what may still need improvement. They also note that it can be helpful to tell the learner what he is doing differently than before. Has the student's performance changed or improved since the last time you assessed him/her? Let them know about it, even if they still have a long way to go.

### **B) The sooner the better**

Numerous studies indicate that feedback is most effective when it is given immediately, rather than a few days, weeks, or months down the line. In one study that looked at **delayed vs. immediate feedback**, the researchers found that participants who were given immediate feedback showed a significantly larger increase in performance than those who had received delayed feedback. Another research project from the University of Minnesota showed that students who received lots of immediate feedback were better able to comprehend the material they had just read. Of course, it is not always possible to provide students with feedback right on the spot, but sooner is definitely better than later.

### **C) Address the learner's advancement toward a goal**

Timperley and Hattie note that effective feedback is most often oriented around a specific achievement that students are (or should be) working toward. When giving feedback, it should be clear to students how the information they are receiving will help them progress toward their final goal.

### **D) Present feedback carefully**

The way feedback is presented can have an impact on how it is received, which means that sometimes even the most well-meaning feedback can come across the wrong way and reduce a learner's motivation. Psychologist and author Edward Deci has identified three situations in which feedback could be counterproductive:

- When learners interpret feedback as an attempt to control them: Learners may sometimes interpret feedback as an attempt to control them or tell them how they should be doing something rather than guidance on how to improve.
- When learners feel an uncomfortable sense of competition: Feedback shared in a group setting could cause learners to feel like they have to compete with their peers. This can be another source of disengagement in learning.

To avoid these situations, Deci suggests fully explaining the purpose of any monitoring, and ensuring that learners understand how the feedback is meant to help them compete against their own personal bests rather than each other.

### **E) Involve learners in the process**

The importance of involving learners in the process of collecting and analyzing performance-based data cannot be understated. Pennebaker says: Students **must** be given access to information about their performance . . . At the broadest level, students need to know if they actually have mastered the material or not. Giving them information about the ways they are studying, reading, searching for information, or answering questions can be invaluable. When students have access to this information, they develop an awareness of their learning, and are more easily able to recognize mistakes and eventually develop strategies for tackling weak points themselves.

## **2. Verbal feedback:**

While there has been much focus on marking (written feedback), verbal feedback can also have a significant impact on students` progress. Effective verbal feedback shows students what they have achieved, what they need to improve and supports them to make changes. As with written feedback, It should be specific; a generic ‘well done’ is not helpful. There are many opportunities for verbal feedback during a lesson, including:

- **A quick prompt during independent work**
- **A guided writing session with the whole class to demonstrate expectations**
- **A mini plenary to address misconceptions**
- **Clarification of task expectations**
- **Longer dialogue with individual students about their work**

Verbal feedback is effective because it is often given during, or very quickly following, the learning or task. It offers more opportunity for dialogue between the teacher and students, ensuring that learners understand the feedback, enabling them to respond to it and to action the feedback straight away. To support this, teachers are encouraged to think about how they give feedback: the tone of voice used, body language and how students are encouraged to respond and join in with discussions. As well as explicit verbal feedback, teachers should also think about the implicit feedback given throughout the lesson.

In Willingdon we encourage teachers to circulate during the lesson and give students good quality verbal feedback during the learning process. Ideally, teachers will aim to see every student during a teaching cycle or over a number of lessons to provide individual verbal feedback to each one. In addition, aim to give both verbal and written feedback (via e mail) to parents when their children have made progress in their learning, mastered new skills or grasped a new concept etc.

## **3. Target setting:**

Research points out that short- term targets are more effective than longer – term goals. Students make better progress when they are only working towards a small number of goals at any given time. This must also be seen in the light of the number of subjects will be studying at any one time.

Targets for improvement are also most effective when they are co – constructed with or constructed entirely by – students. Involving students in the process of target setting helps them to better understand those targets and take ownership of working towards them. They are also enabled to phrase targets in a language they understand.

#### **4. Self and Peer Assessment:**

Some assessment methods only measure students' ability to regurgitate knowledge, not how well they understand the topic. Self-assessment can provide insight into students' true comprehension and can help to identify gaps in their knowledge. Encouraging students to examine their own learning and levels of understanding can also be an important 'wake-up call', identifying areas that require improvement. This approach promotes a shift towards student-centred learning in which students define their own goals and the steps required to meet them. Reflecting on the things that they have learned requires students to consider new knowledge in the light of their previous experiences. This can open up new levels of understanding, as well as dispelling any former misconceptions they may have had.

The transfer of ownership that takes place through discussion of assessment criteria can lead to a greater degree of student engagement and can encourage them to apply these criteria objectively and consistently. However, student involvement in the development of assessment criteria is not always possible.

The process of explaining the assessment criteria, or indeed defining the criteria in consultation with students can help promote deeper learning, as students must have an understanding of both the subject matter and the assessment task in order to gauge how well they have met the criteria<sup>2</sup>.

In order to assess their own work, students must develop their judgement skills so they can define what is 'good' or 'bad' about a piece of work. This ability to judge the quality of a piece of work can then be more widely applied to the work of others - including source materials. The increased use of technology in education has made this a valuable tool in the students' armoury, as the Internet has placed a vast range of resources beyond the usual set texts within easy reach of your students. It's therefore vital that they possess sufficient judgement to be able to discriminate between good and poor sources, not only for their studies, but as a lifelong skill.

#### **5. DIRT :**

**`Dedicated Improvement and Reflection Time`.**

In her book, Jackie Beere reminds how important the process of DIRT is:

*This is properly trained peer assessment or self-assessment where students measure their progress against the original objective in mini plenaries and think about how they have learned – what worked and what didn't. They spend time on improving their work, amending it and responding to feedback.*

David Didau has shared how the process can be effectively used in classrooms:

- **Dialogue** – Talking to students is key. Relying just on repeated written feedback is no guarantee that students read your comments, so find time within lessons to speak to students on how they can improve their work.
- **High Expectations** – Not only should the teacher have high expectations on the students, but the students should also place high and realistic expectations on themselves.

- **Keep a focus on Learning Targets** – Avoid overloading with too many steps for improvement. Make steps challenging, manageable and achievable.
- **Scaffolding** – This method of teaching (developed by Lev Vygotsky) involves providing support to students to help learn new concepts. As the skills are developed, the support from the teacher is gradually removed, allowing tasks to be completed with less assistance.
- **Target Feedback** – Make the time to review feedback within the classroom routine as it will help focus minds on improvement.
- **Review your Marking** – Check through students books regularly looking to see whether they have progressed within the last couple of months. Is your feedback and other assessment strategies making an impact?
- **Celebrate Mistakes** – We learn from our mistakes. Encourage students to correct your spelling errors (deliberate or not!), and highlight common mistakes in a supportive way.
- **Make the Time** – Managing the time, allowing for DIRT time is going to be a challenge, but an essential part all activities. Discipline yourself to stick to timings to ensure this reflective, supportive and important process is done in as many lessons as possible – build it into your routine.

See also examples provided in the Appendices at the end of the document.

**PLCs:**

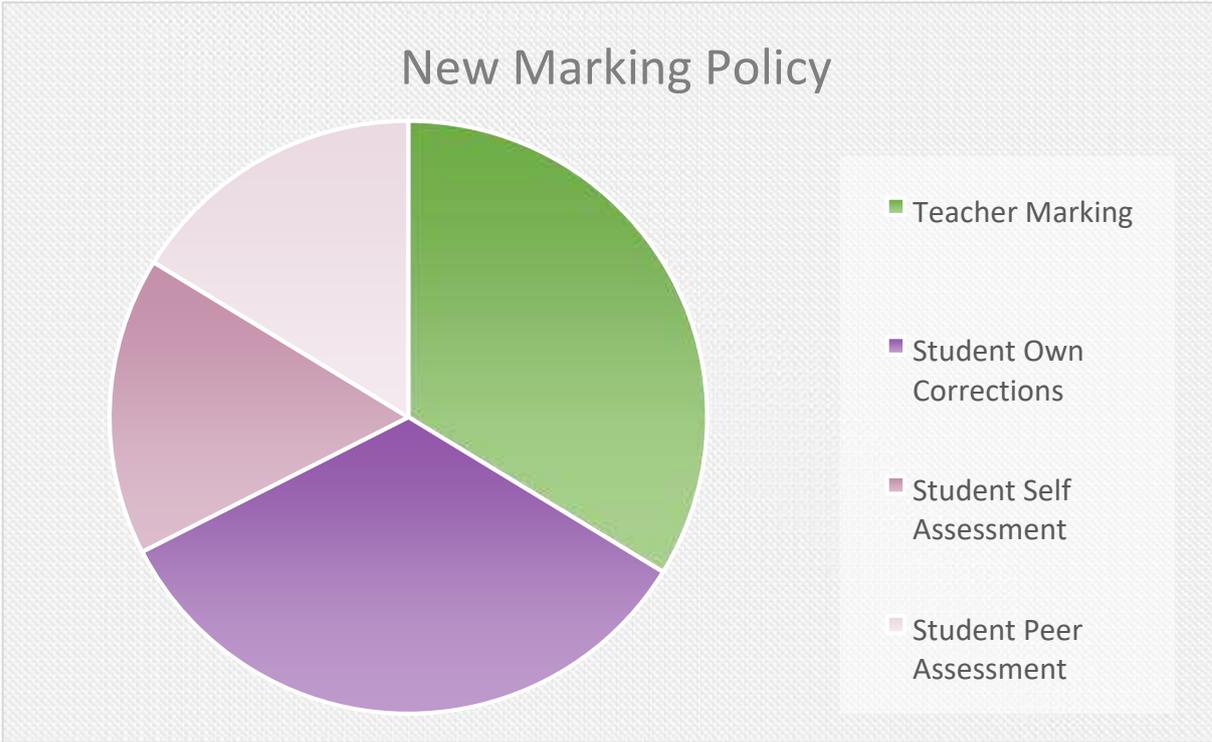
For more information on how to use PLCs in your subject, visit PIXL ([www.pixl.org.uk](http://www.pixl.org.uk))

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## Reducing workload for Teachers

As stated earlier under Teacher Workload, the aim of the new guidelines is to demonstrate that teachers represent only one part of the marking and feedback process workload and that students` actions based on the feedback they receive is equally, if not more, important. Teachers are asked to provide a minimum of two targets a cycle and these can be generated in different ways (see examples provided later in the document). Thereafter, students will respond through DIRT to the targets set. DIRT opportunities provide students with the time they need to engage with success criteria and revisit tasks both of which enable learners to take greater responsibility for their own progress. All teachers are asked to check on Book Basics once a cycle and this can be done using any appropriate method such as codes, stickers or dot marking.



## Marking and Feedback cycle KS3

**Figure 1**

### Minimum expectations

<b>Quality Teacher Assessment and Feedback (in any form) <u>based on success criteria</u></b> <b>2 pieces of work per cycle</b>
<b>DIRT; student response to teacher feedback (based on teacher targets )</b> <b>DIRT should include time for proof reading in literacy based subjects</b> <b>2 per cycle</b>
<b>Self-assessment by student</b> <b>1 per cycle</b>

<b>Peer assessment by student</b> <b>1 per cycle</b>
<b>Checking of spelling of subject specific vocabulary and Book Basics</b> <b>1 per cycle</b>
<b>Students correct literacy errors</b> <b>Students improve Book Basics</b> <b>1 per cycle</b>

**Cycles:**

**English, maths and science: at least once a term**

**History, geography, ethics, languages art, music, Computer Science, D and T, PE: once every two terms**

**KS3 overview**

**Suggested format for mapping departmental assessments**

Unit of work	Quality teacher feedback	DIRT	Self-assessment	Peer assessment	Literacy and BB checking	Students` corrections of literacy and BB
Details of work being assessed						


DRAFT

**KS4 overview**

**Minimum expectations**

**KS4: All subjects over one term**

**Suggested format for mapping departmental assessments**

<b>Unit of work</b>	<b>Quality teacher feedback</b>	<b>DIRT</b>	<b>Self-assessment</b>	<b>plc</b>	<b>Peer assessment</b>	<b>Literacy marking/ checking</b>	<b>Students` corrections of literacy and BB</b>
<b>work to be assessed</b>							

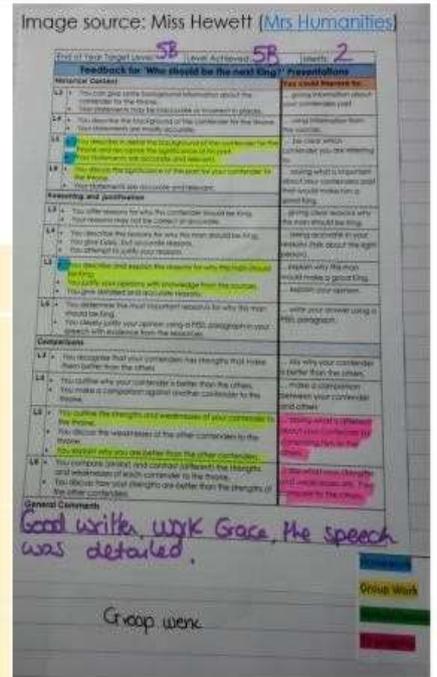

**NB: a PLC should be completed at least once a term at KS4 and could replace self-assessment**

# Examples of marking techniques to reduce workload:

## The Feedback Grid

This approach enables the teacher to provide success criteria at the start of an activity, allows them then to provide feedback during the activity and again once the activity has been completed. Can also be used for self and peer assessment.

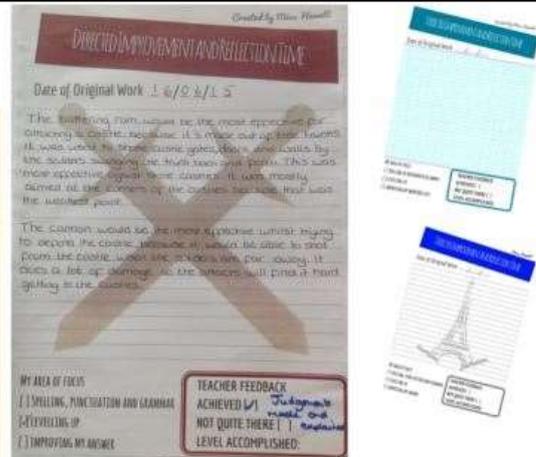
Instead of...	...writing out the same or similar comments and getting pupils to write down their verbal feedback.
The teacher...	...provides a feedback grid at the start of an activity. They highlight criteria that is met throughout the activity and circle individual areas for pupils to focus on as they work. Once the activity is complete the teacher highlights other criteria met by the pupil.
The pupil...	... reads the success criteria in the feedback grid. Pupils refer to the SC as they work, reflecting on where they are at different points in the lesson.
DIRT	Areas for improvement are highlighted on the feedback grid after marking and pupils make the changes and/or improvements to their work.



Different coloured highlighters help identify successes and areas for improvement .

## Level Up

Instead of...	... pupils reading feedback and not acting upon the feedback to improve to the next sub/whole level when they are secure in the previous knowledge or skill.
The teacher...	... sets a LEVEL UP task, something that will help the student reach the next level such as a question to expand a previous answer or a set of calculations appropriate for the next level.
The pupil...	... reads the feedback and completes the task set.
DIRT	Pupils work on answering the questions or completing to task to try to get to the next level of progress. This can be completed on a DIRT sheet or in their books.



LEVEL 1	Put an electronic environment. Describe what a person to this environment would need to do to live their characteristics.
LEVEL 2	Explain why.
LEVEL 3	Consider the challenges that Axtain Hanzey experienced on his journey. Decide which one you think was the biggest challenge to overcome.
LEVEL 4	On a DIRT sheet describe the challenge and explain why you think it would have been the biggest challenge. Use evidence to support your answer. (POINT, EVIDENCE, EXPLAIN)

Source of images: Miss Hewett (Mrs Humanities)

# Marking Codes

Instead of... ... writing out comments and/or annotations on a piece of work.

The teacher... ... gives a code from a set of pre-defined codes related to comments for successes and areas for improvement.

The pupil... ... identifies the code and the corresponding comment.

DIRT Pupils write down the corresponding comments in their books and make the changes/improvements to their work.

1A. Named types of renewable energy	2A. Described how 1 type of renewable energy is created	3A. Explained the positives of renewable energy
1B. Identified positives of renewable energy	2B. Described the positives of renewable energy	3B. Explained the negatives of renewable energy
1C. Identified negatives of renewable energy	2C. Described the negatives of renewable energy	3C. Considered differing opinions of renewable energy.

## Comments for Targets / Areas to Improve

- W1 - Use a wider variety of (correctly spelt) key terms more consistently
- W2 - Ensure spelling and punctuation is accurate
- W3 - Use a wider variety of descriptive words
- W4 - Develop explanations in your work, using words such as "because"
- W5 - Use evidence in your writing to support your point
- W6 - Make greater reference to graphs, stages or other work
- W7 - Include more detail in your work
- W8 - Ensure your work is well structured, including the use of paragraphs

**KEY**  
 W - Written work  
 1 - DIRT  
 G - Geography  
 H - History  
 T - Thinking

- S1 - Ensure all diagrams, maps or graphs have suitable titles
- S2 - Ensure all graph axes are labelled
- S3 - Improve the clarity of your graph/diagram work
- S4 - Ensure that your graphs have suitable scales
- S5 - Accurately plot all points on your graph/diagram
- S6 - Ensure that your map work always has a scale, key and compass
- S7 - Use A4 figure grid references to accurately locate your work
- S8 - Use the longitude and latitude to accurately locate places

- G1 - Consider scale in your work (local, national, global etc.)
- G2 - Consider different viewpoints in your work
- G3 - Consider social, economic and environmental categories in your work
- G4 - Consider different physical and human processes in your work
- G5 - Locate your work, i.e. use latitude, continent, country, distances etc.
- G6 - Complete extra research into the topic area to support your enquiry
- G7 - Identify different processes and patterns

- H1 - Identify primary and secondary sources of information in your work
- H2 - Name key historical figures/states/events in your work
- H3 - Demonstrate change and continuity between time periods/events
- H4 - Demonstrate cause and consequence in your work
- H5 - Consider the importance of historical events
- H6 - Assess the reliability/bias of the sources used in your work
- H7 - Ask suitable questions about sources and events

- T1 - Define the key terminology in your work
- T2 - Use greater descriptors in your work
- T3 - Organise the points in your work - consider the paragraph/sentence structure
- T4 - Explain your points with greater detail
- T5 - Analyse your work, including looking for patterns and/or connections
- T6 - Justify your opinions using the work you have completed
- T7 - Suggest alternatives or different answers to the work completed
- T8 - Articulate your work
- T9 - Reach judgements in your work

Image source: Miss Hewett ([Mrs Humanities](#))

# WWW, EBI

The teacher... ... provides a what went well (WWW) and even better if (EBI) comment.

The pupil... ... reflects on what they need to do and write a suitable improvement comment.

DIRT Pupils write a reflective improvement comment.

Could coincide with level up activities and the pupil decides on the level activity suitable for their improvement target.

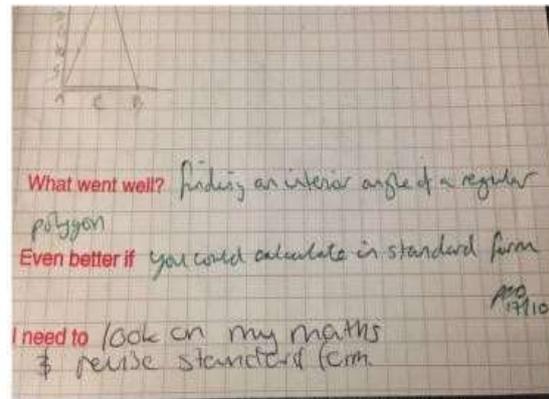


Image source: [Mr Collins Mathematics Blog](#)

# Self Assessment

## RAG123

Could also be used by the teacher to show how well the pupil their progress and effort within the lesson.

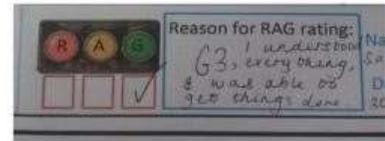


Image source: [Mrs Griffiths @MrsGriffithsSci](#)

The teacher... ... asks the pupil to identify where their understanding is on a traffic light scale and where they place their effort on a 1 to 3 scale.

The pupil... ... either writes out RAG and 123 and they circle where they are on the progress and effort scale or they could write the letter and number.

DIRT Pupils set themselves a target for improvement. They then focus on that target in the next lesson.

## RAG123 Reflection

		Effort Level		
		Green	Amber	Red
Understanding Level	1	Maximum effort and fully understand the work.	Moderate effort Does 'just enough' to show clear understanding	Claiming understanding but did little work to prove it.
	2	Maximum effort but not fully understanding so will need to look at this again.	Moderate effort that has lead to not fully understanding.	Little effort which means that you do not fully understand the work.
	3	Maximum effort but did not understand. MUST SEE TEACHER	Not a productive session because I did not understand the work. MUST SEE TEACHER	Did very little this session because I did not understand the topic - MUST SEE TEACHER

Image source: [Thoughts on managing variability](#)

# Self Assessment

## WWW, EBI

The teacher... ... asks the pupil to reflect on their progress and areas for improvement. The teacher takes the feedback and provides an activity such as a specific starter or a level up task to help pupils make the area for improvement.

The pupil... ... reflects on what they did well and what they could do to improve, writing a comment for both.

DIRT Pupil completes the set task to level up or improve the work based upon their self-reflection.

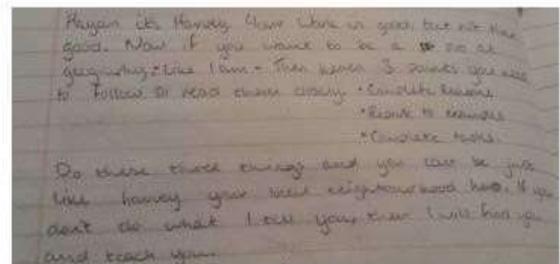


Image source: Miss Hewett ([Mrs Humanities](#))

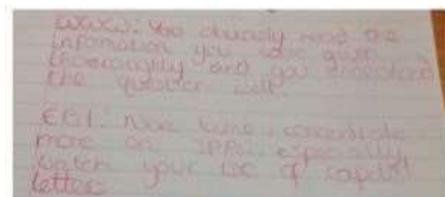


Image source: [Needle-Wade success](#)

# Peer Assessment

## Generic Peer Assessment

Instead of... ...only the teacher marking the work.

The teacher... ... provides success criteria.

The pupil... ...swaps their work with a peer and they mark each other's based on the success criteria given.

Peers could use marking codes, annotations throughout the text, use 'kind, helpful, specific' comments or WWW and EBI.

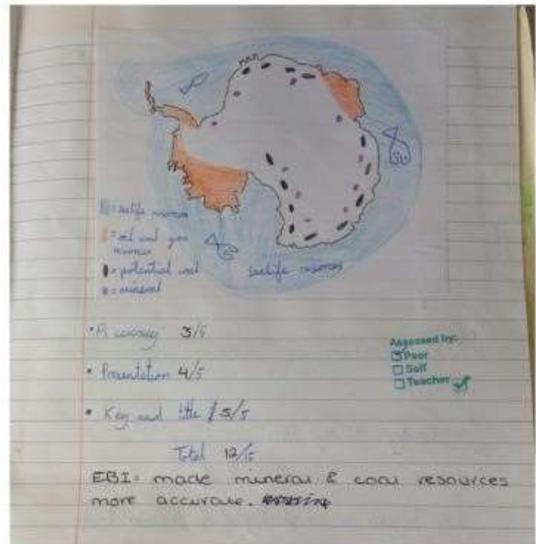


Image source: Miss Hewett (Mrs Humanities)

# Peer Assessment

## Pupil Choice

'My area for development is...'

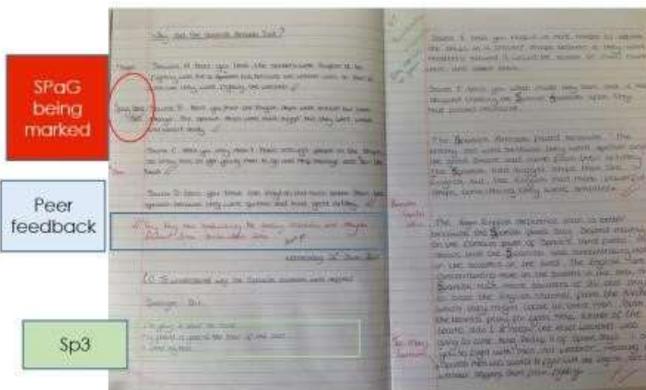


Image source: Miss Hewett (Mrs Humanities)

Instead of... ...the teacher deciding what to mark.

The teacher... ... gives choices on what should be assessed e.g. SPaG, explanation, use of examples.

The pupil... ... then selects what they want their peer to assess in their work e.g. their particular area for development such as use of capital letters, explanation or examples.

Peers could use marking codes, annotations throughout the text, use KSH comments or WWW and EBI.

DIRT The pupil makes the identified changes to their work based on their particular area for development. They could use a different colour pen for every time they make the suggested improvements or highlight them.

# Match the Teacher

Instead of...	... the teacher marking the work alone.
The teacher...	... photo copies a piece of work and hands a copy to the pupil. The teacher uses simple colour coding to highlight key aspects of the mark scheme.
The pupil...	... is provided with a mark scheme and set the same task, to be completed on their original work <b>PRIOR</b> to receiving the teacher version for comparison.
DIRT	Pupils can then compare their results, and also their own level / grade conclusions with that of the teacher.



Image source: [St. Peter's School Teaching & Learning Research & Development](#)

# Explain the Mistake

Instead of...	... the teacher marking the work and explaining successes, mistakes and how to improve.
The teacher...	... gives pupils work that is incorrect. This could be the students own work or work from other pupils.
The pupil...	... considers the mistakes made and explains why the answer is wrong.
DIRT	Pupils practice the skill or revise the content and then they either complete the same work again or a similar piece until they have mastered the skill or knowledge.

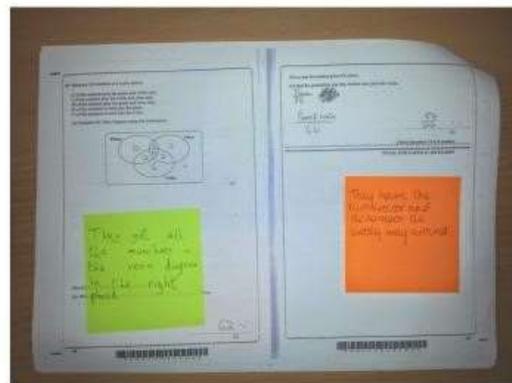


Image source: [The Maths Magpie](#)

# Peer Critique

Instead of...	... the teacher marking the work and outlining the successes and areas for improvements.
The teacher...	... gives pupils critique stickers/sheets.
The pupil...	... consider the successes and areas for improvement in the work and write them down on the provided sheets/stickers.
DIRT	The pupil practices the skill or reviews the content, they then complete the same or similar work or level up tasks are provided for those with a secure knowledge of the task or skill.

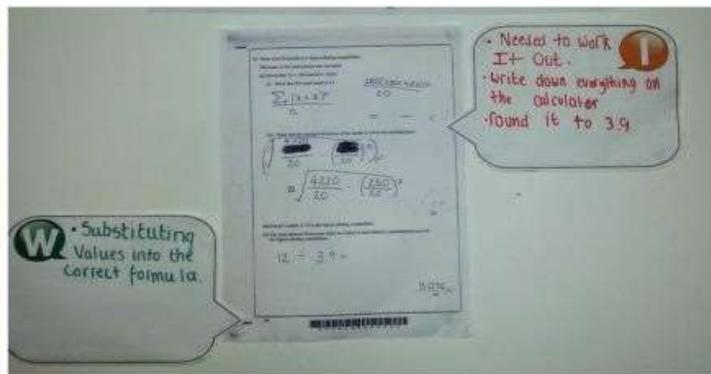


Image source: [The Maths Magpie](#)

# The Double Tick

This approach develops the simple acknowledgement marking most of us are familiar with.

Instead of	...ticking and flicking in acknowledgement.
The teacher...	...double ticks where success criteria/learning objective has been met. Could be combined with annotations to explain the double tick.
The pupil...	... reflects on their successes in the piece of work.
DIRT	The pupil or a peer explains why the teacher has double ticked each aspect of their work in a summary comment or paragraph.

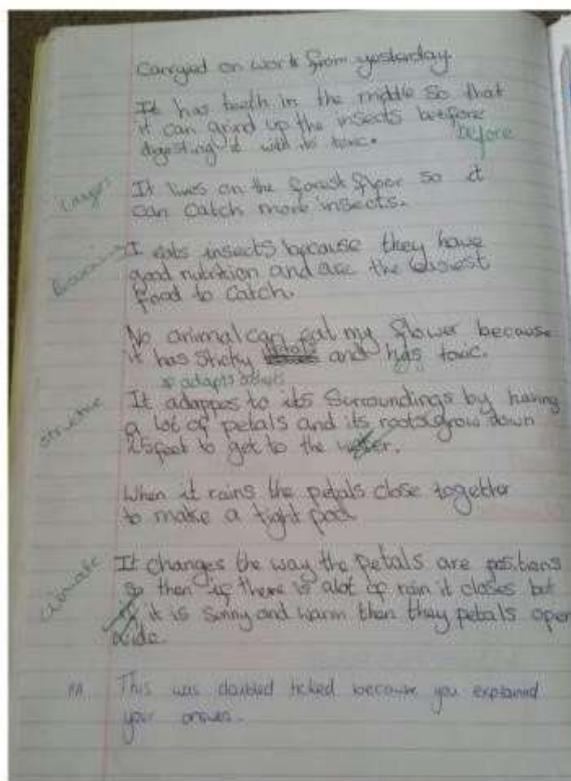
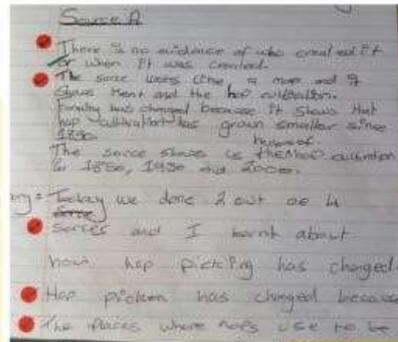


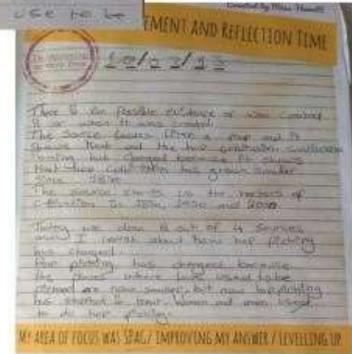
Image source: Miss Hewett ([Mrs Humanities](#))

# Dot Marking

Instead of...	... writing comments in books at the end of the piece of work.
The teacher...	... dots where improvements need to be made either within the lesson or once the work is complete. They may make a comment to the pupil in regard to what the dot means e.g. check you SPaG.
The pupil...	... checks the sentence/paragraph with the dot/s and makes corrections.
DIRT	If improvements are not made within the lesson, the pupil goes back over their work and looks for mistakes, then they make the amendments.



Source of images: Miss Hewett (Mrs Humanities)



# Annotations

Instead of...	... writing an extended comment at the end of the work.
The teacher...	... puts basic annotations in the margin. They could highlight work that meets specific criteria i.e. where mathematical formulas have been used appropriately or where the examples have been included.
The pupil...	... reads the annotations, reflecting on their successes and areas for improvement.
DIRT	The pupil summaries the overall successes of the piece of work and identifies how it could be improved.

They could then go on to improve the piece of work.

Could also be used as a form of peer assessment as shown in the example above.

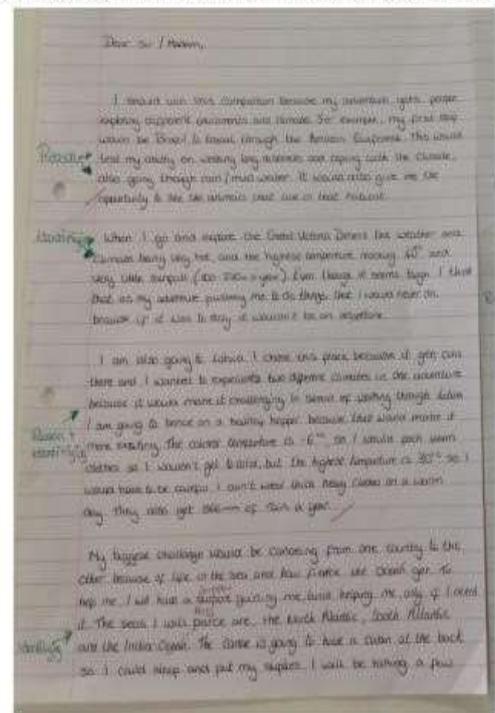


Image source: Miss Hewett (Mrs Humanities)

## **Responsibilities of all stakeholders to ensure assessment of students' work and the feedback they receive is effective in practice:**

### **Teachers will:**

- Read the guidelines to inform their practice
- Use green pen if writing targets or comments for learners
- Follow the guidance set out in their department assessment and feedback guide and schedule
- Use an appropriate and varied range of assessment and feedback approaches
- Ensure their assessment and feedback approaches are having impact on the quality of students' work and their learning

### **Students will:**

- Use purple pen for DIRT, self and peer assessment
- Read and respond to their teacher's feedback and targets during DIRT time
- When responding to teacher feedback, write at least as much for their response as the teacher has written in order to extend thinking and develop detailed, meaningful responses
- Complete any tasks set within teacher feedback i.e. to rewrite a paragraph in English, explain a science concept correctly or practise a drawing skill in art
- Refer to the assessment and success criteria when self-assessing or peer assessing work
- Correct any literacy errors that are highlighted
- Use appropriate subject specific third tier vocabulary in oral and written work and when self/peer assessing
- Follow Book Basics to maintain high standards of presentation in books

### **DoLs will:**

- Ensure that the guidelines are being followed and that the range of assessment and feedback practices in use are supporting good progress for learners and in keeping with subject expectations
- Share best practice across the department/ subject area
- Ensure new members of staff are conversant with the guidelines and supported to implement them
- Complete book looks to monitor impact of new practices and to share best practice
- Ensure assessment and feedback is a regular item on dept. agendas so staff can review and evaluate their practice regularly
- Complete student voice surveys to establish the impact of assessment and feedback on student outcomes
- Monitor the assessment and feedback workload of teachers in their team

### **Senior Leaders (line managers) will:**

- Work alongside DoLs to ensure guidelines are clear and fit for purpose for the subject
- Ensure students are informed about the new practices around assessment and feedback and understand how it will benefit their learning and progress
- Ensure assessment and feedback is supporting progress and is meaningful, manageable and motivating)
- Feedback on outcomes, particularly excellent practice, to SLT and the wider school group
- Provide training/ CPD to support teachers` practice
- Keep abreast of research and development in assessment and feedback practice and share articles/ publications and reports as appropriate.

### **Parents will:**

- Have access to their children`s books so they can follow their child`s progress at key points in the year
- Ensure homework tasks are completed when set
- Engage in dialogue with their child`s teachers at Parents Evening and at other points during the year if concerns are raised about quality of work
- Support the school in ensuring students maintain books and folders to a high standard and present their work according to the Book Basic expectations

***Marking Working Party***

***6<sup>th</sup> September 2018***