

HADRIAN LEARNING TRUST

ASSESSMENT AND FEEDBACK POLICY

Rationale

- Formative assessment is central to effective teaching and learning.
- Formative assessment increases teachers' understanding of their students and helps them to provide students with feedback to improve learning.
- All students are entitled to regular, high quality feedback which helps them to improve and fulfil their potential.

Aims

- To recognise that it is the responsibility of all teachers to carry out formative and summative assessment of students.
- To share and understand a common meaning and approaches to assessment for learning.
- To support and facilitate improvements in formative assessment through appropriate development work between teachers and curriculum leaders.
- To monitor the quality of assessment via a cohesive and transparent procedure.

Principles of Assessment and Feedback

The key characteristics of assessment and feedback are:

(i) *Sharing learning objectives and success criteria.*

At appropriate points in the lesson, teachers should share learning objectives for the lesson and exemplify what success will look like.

(ii) *Effective questioning techniques*

All students should be afforded the opportunity to engage through questioning in whole class discussions and sharing of knowledge. A range of techniques will be used to facilitate this.

(iii) *Verbal feedback*

Verbal feedback will be a regular feature of all lessons to guide students towards success, provide support where needed and to deepen knowledge and understanding.

(iv) *Written marking and feedback*

Written marking and feedback may be provided by the teacher, the student (*self-assessment*) or their peers (*peer assessment*). Marking and feedback by the teacher will vary according to the subject. This could include: ticks on the student's work, 'traffic lights' (red/amber/green), highlighting, coding for spelling, punctuation and grammar and/or written comments. Within each unit of work, subjects will identify a number of key pieces of work for more in depth marking. Appendix I provides further details on written marking and feedback.

Roles and Responsibilities

(i) Senior Leaders are responsible for:

- Developing, monitoring and refining the implementation of the assessment and feedback policy across the Trust.
- Leading and managing the teaching and learning review process for curriculum areas, including monitoring standards of assessment for learning and feedback.
- Ensuring that staff are aware of current research and national initiatives related to assessment for learning.
- Formulating with curriculum leaders, formative assessment as part of departmental action planning.

(ii) Curriculum Leaders are responsible for:

- Interpreting and implementing a consistent approach to the assessment and feedback policy across the department.
- Monitoring standards within the department and the impact of formative assessment on student achievement.
- Intervention and support for individual teachers where appropriate.
- Developing the department's approach to assessment and feedback in conjunction with the senior leader with responsibility for teaching and learning.

(iii) Subject teachers are responsible for:

- Implementing the assessment and feedback policy appropriately and effectively for their students.
- Using formative assessment to inform their classroom practice so that students are supported to improve.
- Recording, moderating and analysing assessment information.
- Providing samples of student work for moderation and subject review.
- Ensuring that their practice with regard to assessment and feedback is informed by current research and national initiatives, shared through CPD.

Appendix 1

Written Marking and Feedback

Written marking and feedback is an essential part of formative assessment when it forms part of a considered approach by professionals on how best to guide students towards success. Marking and feedback should:

- Be meaningful and motivating for students, enabling them to make sense of any gaps in their knowledge and understanding and take action to close those gaps.
- Be manageable so that students can make the next, focused steps in their learning.
- Be considered carefully and actioned by students in curriculum time dedicated for this purpose.
- Include spelling, punctuation and grammar corrections where appropriate. This will be indicated by codes in the margin of students' work.
- Inform future planning for the teacher.

Hadrian Learning Trust has adopted an approach to formative, written feedback known as *Taking Learning Forward (TLF)*. Teachers will annotate students' work with *TLF* to indicate further actions by the student which will enable them to improve.

Summative Assessment and Marking

Students' understanding will typically be assessed at the end of a unit of work by way of common tasks for whole groups/cohorts. These are summative assessments designed to judge student attainment and therefore progress at a given point in time. Summative assessments will often include marks or grades. Any marks/grades awarded will be recorded by teachers manually and/or electronically.