

*Tomlinscote School
&
Sixth Form College*

A Specialist Language College



Feedback Policy

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Tomlinscote School & Sixth Form College

Feedback Policy

Aims and Objectives for the Main School – Key stages 3 – 4

Tomlinscote School and Sixth Form College, believes that assessment and feedback are an integral part of a pupil's learning experience. Effective feedback and assessment should be a formative process, a tool used to enable pupils to make progress through dialogue with their teacher/peer.

We promote the use of deep marking, which is a generic term, used to describe a process whereby teachers provide written feedback to pupils, offering guidance with a view to improving or enhancing the future performance of pupils. Pupils are then expected to respond in writing to the guidance which in turn is verified by the teacher.'

We expect pupils to respond to feedback using Dedicated Improvement and Reflection Time (DIRT). This refers to when a pupil responds to teacher feedback in the form of an action.

Aims and Objectives for the Sixth Form

We acknowledge that the teaching of the Sixth Form demands a different level of rigour in terms of the provision of feedback. Our typical expectation is that within the Sixth form, there should be a formatively or summatively assessed piece of work completed once every 3 weeks.

Guidance for what assessment should look like

Minimum Expectations for frequency of marking and feedback

The expectations regarding marking are dependent on the number of times a week that a teacher sees a class. Our general expectation is that a teacher will look at the book or file belonging to each pupil twice a half term.

There are also different expectations for differing year groups. Years 7 and 10 follow the same methodology using a new assessment flight path based system. Here, the marking expectations are set out **per assessment window**.

In contrast, Years 8, 9 and 11 are grouped together and use sub levels and grades when marking work. This is because these year groups are continuing to follow the national curriculum and legacy GCSE programmes. These marking expectations are set out **per half term**.

Future years (8, 9 and 11) will follow the same system as outlined in year 10.

Summative assessments - Gold sheets should accompany a summative assessment and contain the assessment outcomes, as well as a grade, WWW, EBI and followed by a Pupil Action (DIRT).

All summative assessments should be in the pupil's main book or file. Work is graded as per our assessment system.

Formative pieces of work - contain a WWW, and an EBI. Teachers will set the target for improvement within the EBI where the Pupil action would be when the pupils improve their work during DIRT. As stated in the planner, the onus is on the pupil to provide a **purple**, **red** and a **green** pen.

Alternatively, the action may be a question that the teacher poses to the pupils. Each pupil would then respond to the question asked. In practical subjects, this formative marking may be provided verbally during the lesson and the pupil will have responsibility for recording it. It is at the discretion of the teacher as to whether a grade or mark is allocated to formative feedback.

Peer (PA) /Self assessed feedback (SA) should be written in **green pen** and contain a WWW, an EBI followed by a Pupil Action. An action refers to something that the pupil will complete. This may be improving work or indeed the answer to a question. The initials PA and/or SA need to accompany, as well as the date. This may include a score if appropriate. Pupils should act on feedback using their '**purple pen of progress**'. Peer assessment refers to when one pupil assesses the work belonging to another student.

Presentation

We expect teachers to add comments throughout books/files where appropriate, reflecting areas such as:-

- Presentation – teachers should comment on examples of poorly presented work/doodling or graffiti examples (unless SEN) found within books or files. The expectation is that poorly presented work should be redone, as should any work with doodling or graffiti on.
- Literacy
- Misunderstandings
- Incomplete work

Further details of how this assessment works in practice can be seen in Appendix 1.

Appendix 1 for parents/carers

Year 7 Marking and Feedback expectations per Assessment window

Assessment window	Dates	Assessment	Expectations - 1 lesson per week	Expectations – 2 lessons per week	Expectations – shared class and teach one lesson a week
1	September to Mid-October	Baseline Assessment	1 Summative 1 peer/self	1 Summative 1 peer/self	1 teacher for this class will complete the summative Other teachers of the class will each complete 1 formative 1 peer/self
2	Mid October to Mid-February	Area of Focus 1 & 2	1 formative teacher 1 summative assessment 2 peer or self-assessment	2 summative assessment 2 teacher formative assessed piece of work 2 peer or self-assessed piece	Teachers of the class will decide as to who will teach the 2 summative assessments Each book should typically have 1 summative 1 formative 1 peer or self-assessed
3	Mid-February to Mid-June	Area of Focus 3 & 4	1 formative teacher 1 summative assessment At least 2 peer or self-assessment	2 summative assessment 2 teacher formative assessed piece of work 2 peer or self-assessed piece	Teachers of the class will decide as to who will teach the 2 summative assessments Each book should typically have 1 summative 1 formative 1 peer or self-assessed
4	Mid-June to end of Year	Area of Focus 5	1 summative assessment 1 peer or self-assessment	1 summative assessment 1 teacher formative assessed piece of work 1 peer or self-assessed piece	Teachers of the class will decide as to who will teach the 1 summative assessment Each book should typically have 1 summative or formative 1 peer or self-assessed

Year 10 expectations per Assessment window

Assessment window	Dates	Assessment	Expectations - 1 lesson per week	Expectations – 2 lessons per week	Expectations – shared class and teach one lesson a week
1	September to Mid-December	Area of Focus 1 & 2	1 formative teacher 1 summative assessment 2 peer or self-assessment	2 summative assessment 2 teacher formative assessed piece of work 2 peer or self-assessed piece	Teachers of the class will decide as to who will teach the 2 summative assessments Each book should typically have 1 summative 1 formative 1 peer or self-assessed
2	January to Mid-May	Area of Focus 3 & 4	1 formative teacher 1 summative assessment At least 2 peer or self-assessment	2 summative assessment 2 teacher formative assessed piece of work 2 peer or self-assessed piece	Teachers of the class will decide as to who will teach the 2 summative assessments Each book should typically have 1 summative 1 formative 1 peer or self-assessed
3	Mid-May to July	Area of Focus 5 & 6	1 formative teacher 1 summative assessment At least 2 peer or self-assessment	2 summative assessment 2 teacher formative assessed piece of work 2 peer or self-assessed piece	Teachers of the class will decide as to who will teach the 2 summative assessments Each book should typically have 1 summative 1 formative 1 peer or self-assessed

Years 8, 9 and 11

For teachers who see a class at least **2** times a week, per half term, we would expect to see at least:

- **1 summative assessment**
- **1 teacher formative assessed piece of work**
- **1 peer or self-assessed piece**

For teachers who see a class **only 1** time a week, **each term** we would expect to see:-

- **1 formative teacher**
- **1 summative assessment**
- **At least 2 peer or self-assessment**

For teachers who teach a **shared class** and see a class **only 1** time a week, **each half term** we would expect to see:-

- **1 teacher out of the teachers sharing the class would undertake a summative assessment. This same teacher would undertake at least one peer or self-assessment**
- **The other teachers would complete 1 formative and 1 peer or self-assessed piece**

For teachers who share a class and teach them for at least **2 lessons** a week, **each half term** we would expect to see:-

- **One of the teachers for the shared class would undertake the summative piece of work**
- **Each teacher would complete at least 1 formative assessed piece of work and 2 peer or self-assessed pieces**

Where a class is shared and one teacher teaches twice and the other only once, our expectation would be that the teacher teaching them twice a week would provide more feedback. If the one lesson a week member of staff was due to set the summative piece for that half term, then the 2 lesson a week teacher would have 2 teacher formative and 1 peer or self-assessed piece per half term.

In Key stage 4, during times where a teacher is undertaking Controlled Assessment work with a class, no other work will be marked for that specific class, for the duration of that piece. Exam boards are clear that no ongoing feedback can be provided during or after the Controlled Assessment piece has been completed.

