



Cardinal Langley RC High School

Feedback Policy

Rationale:

At Cardinal Langley we use assessment procedures to support learning and teaching whilst developing motivated, independent and reflective learners. Assessment is used to celebrate success and provides guidance on how to improve, maximising the potential for raising standards. To achieve this, our assessment policy integrates both formative and summative assessment.

Students have identified that teachers should consider the following when providing written feedback for learners:

- To include positive comment/s and at least one target
- To include curricular targets that lead to progression
- To show how to make progress
- To incorporate time for reflection and response
- To include opportunities to improve/re-submit
- To show evidence of numeric GCSE grades each half-term

Formative assessment (assessment for learning) supports ongoing, day-to-day learning and planning and helps to inform teacher decisions for the tracking of students' progress. Summative assessments (assessment of learning) are assessments at a particular point in time to support the tracking of students' progress, reporting, evaluation, planning and target setting.

Purpose:

Formative Assessment - assessment for everyday learning for all key stages

Ongoing learning in the classroom is supported by assessment that provides students with the information that they need in order to make progress and teachers with the information that they need to support learning.

- At Cardinal Langley, all students should have an understanding of the standards they are aiming for in their learning. There is an expectation that teachers will share and discuss the learning objectives and success criteria with students. Learning objectives should be expressed in ways that students can understand and success criteria should define the ways in which students can successfully achieve the learning objectives. Learning objectives and success criteria are the tools for demonstrating progress in the short term which helps teachers to inform planning, and in making decisions on the next steps in learning to close the gaps and maximise potential.
- At Cardinal Langley, all learning should be supported through feedback. The expectation is that teachers will provide students with verbal and written comments relating directly to the success criteria, showing students where they need to go next in their learning and allowing time to respond to feedback. Clearly planned questions and regular review of the learning taking place is essential to provide appropriate feedback. Teachers will use the whole school marking codes to provide clear written feedback in addition to individual comments for improvements.

Mark in Margin	Meaning
Sp	Incorrect spelling: teacher will correct in main body of text; student to write correct spelling at end of text.
P	Incorrect punctuation: teacher will circle the mistake; student to use correctly next time.
W	Incorrect word used: teacher will suggest alternative word in main body of text; student to use next time.
G	Incorrect grammar used: teacher will suggest alternative; student to consider for future use.
//	Structure: teacher identifies where a new paragraph should have started.
^	Missing word: teacher to identify where a word is missing, making a suggestion for the missing word on occasion; student to act on prompt and insert missing word.
?	This is confusing for the reader: teacher to identify where some expressions don't make complete sense; student to evaluate and alter expression to clarify meaning.

- At Cardinal Langley, all students should reflect on their own and others' learning. There is an expectation that teachers plan opportunities for self and peer assessment. This involves students using success criteria to assess themselves and each other. It should be explicit to students and teachers where progress is made.

Summative Assessment - assessment of extended pieces of work in all key stages

In conjunction with formative assessment, every subject area conducts summative assessments of students' work against course grade descriptors. Formative and summative assessment is used to inform interim current grades and predictions. This information is made available to parents.

- At Cardinal Langley, students should know clearly the standards they are aiming for. The expectation is that teachers will share the success criteria before every key piece of work. The success criteria are based on numeric GCSE grades 1 - 9 at Key stages 3 and 4. At Key stage 5, the success criteria are based on course grade descriptors.
- At Cardinal Langley, students' learning should be supported through feedback. The expectation is that teachers provide clear written feedback for key pieces of work. Feedback should refer to the work linking to the success criteria. Written feedback will be given within two weeks of the completion deadline. Every opportunity should be provided to allow students to improve their knowledge and understanding by reflecting on and responding to the feedback. The work will receive a numeric GCSE grade. For greater differentiation a +, = and - should be used (for example 5+, 5= or 5-).
- At Cardinal Langley, students should have a clear understanding of where they are in their learning. Three times each year there is a planned opportunity for teachers to share the numerical grade that students are working at. This information will also be saved in SISRA and will be used on review days and parents' evenings as well as for monitoring individual students' performance. Teachers will share the current grade and prediction with students and parents.

The teacher uses a combination of evidence from formative and summative assessment and professional judgement and will also share with students what they need to do to progress towards their individual targets.

Strategies for Providing Feedback:

Verbal Feedback - ongoing. Teachers will provide students with positive comments as well as areas for improvement, showing students where they need to go next in their learning. Improvements will be noted by teachers in marking and it should be explicit to students and teachers where progress is made.

Written Feedback - of key pieces of work (identified in schemes of work). Teachers will mark work, using green pens, highlighting positives, identifying areas for improvement and providing time for students to respond using the following strategy:

- **WWW (what went well)** identifies what the student has done well
- **EBI (even better if)** explains how the work needs to improve to reach the next level

Self and Peer Feedback - ongoing. Students use one of the strategies listed above to assess work using red pens.

Reflection:

This is the crucial part of feeding back, allowing time for students to respond to the feedback, using purple pens, and therefore improve their work. Such time needs to be built into lesson time.

Attitude to Learning:

At Cardinal Langley, we also report Attitude to Learning grades using the following success criteria:

1	Outstanding	<ul style="list-style-type: none"> • An organised, resourceful and highly motivated learner who demonstrates a high level of initiative and resilience when working on complex tasks. • A very committed and reflective individual who learns from, and acts upon, past experiences. • Asks perceptive questions and demonstrates a high level of reasoning while being prepared to take risks in order to improve performance. • The ability to take responsibility and self-manage, set targets and practice is very evident through exceptional examples of class activities
2	Good	<ul style="list-style-type: none"> • The learner is objective, demonstrates curiosity, responsibility and shows initiative and resilience on a regular basis. • Is persistent, learning from, and reflecting upon previous experience. • Asks good questions and is developing reasoning skills while also being prepared to take risks. • Examples of resourcefulness are evident through the ability to self-manage; set targets and practice, examples of class activities are often a standard above expected

3	Requires Improvement	<ul style="list-style-type: none"> • Sometimes works well and is resourceful when provided with clear instructions. • Work is sometimes completed to the satisfaction of the teacher, often showing resilience but more invention, reasoning or extension of the task may further improve performance. Feedback is acted upon and some progress is evident between class assessments. • The learner is willing to take positions of responsibility in collaborative tasks. • Targets are known, recorded and reflected upon by the learner
4	Inadequate	<ul style="list-style-type: none"> • Occasionally shows curiosity for learning but has frequent lapses of attention. • Progress in learning is insecure as too often resilience and responsible participation when set challenging tasks is variable. The learner repeats mistakes by not reflecting and acting upon advice or by not learning from previous experience. Sometimes lacks resourcefulness by being unwilling to complete work in the classroom. • Attempts to take few learning risks and finds it very difficult to be objective and reason. • Setting individual targets proves difficult unless guided by the teacher

Quality Assurance:

The monitoring and evaluation of feedback to students will be undertaken through the school's calendar of quality assurance where evidence of the impact of verbal and written feedback will be collated through work scrutiny, data scrutiny and student voice.

Policy Approval

Signature of Headteacher  Date: 05.06.2018

Signature of Chair/Vice-Chair of C&P Committee  Date 05.06.2018