



Avonbourne Boys' & Girls' Academies

The best in everyone™

Part of United Learning

Feedback and Assessment Policy

Feedback

Aims of Feedback

- i. To help students make progress;
- ii. To provide strategies for students to improve;
- iii. To give students dedicated time to reflect upon their learning and put in effort to make improvements;
- iv. To inform teachers planning and structure the next phase of learning;
- v. To ensure teachers are engaged with the learning and progress of the students they teach;
- vi. To encourage students to have a sense of pride in their work and presentation;
- vii. To identify and address mistakes and common misconceptions, with a focus on literacy skills and to address any gaps in knowledge.

Rationale

- i. To reduce teacher workload, so that more time is spent on planning, pedagogy and learning, including producing high quality writing frames and model answers.
- ii. To allow more time to be spent on resourcing for the future to ensure the highest levels of knowledge, skills and challenge for our students.
- iii. To provide meaningful feedback which has immediate or more timely impact on progress.
- iv. Much of our daily pedagogy consists of oral formative feedback. Oral feedback has the strength of being instantaneous in comparison to the delay of written feedback. Regardless of what teaching and learning activity is being undertaken, oral feedback is integral to learning and progression.

Type and frequency

KS3

Verbal – ‘Mark Live’

- Verbal feedback should be given **each lesson**, the expectation is a minimum of 20 minutes of silent work during which the teacher circulates and checks students’ books.
- Checks should be made for: presentation of work, quality, quantity and understanding.
- Common misconceptions and errors in the lesson should be identified and addressed using ‘Show Call’ with a visualiser. Show call can also be used to show excellent examples of work.
- Teachers should record errors they identify in feedback logbook* to inform planning and address in future lessons.

Written

- Teachers will check books **every half term (Following department policy) for presentation, quality**, quantity and common errors/misconceptions in the subject, as well as literacy errors. These checks should take approximately 30 minutes per class.
- Teachers should do these checks following departmental guidance and keep feedback logbook or folder to record notes on these areas which will be addressed as **whole class feedback** in the next lesson, or as appropriate.

- Where appropriate, and as often as possible, students should also be issued with teacher-produced model answers and peer exemplar answers as part of the feedback process and Evidence of Improvement tasks.

Peer

- Peer feedback should take place in lessons where appropriate with use of green pen.
- The process should be clearly led and modelled by the teacher, and students will have clear criteria/mark schemes to support.

Self

- Self-assessment/marking should take place in lessons where appropriate with use of green pen. There should be evidence of this each lesson in student Do Now quizzes at the beginning of each lesson.
- The process should be clearly led and modelled by the teacher, and students will have clear criteria/mark schemes to support.

KS4 & KS5

Same as above, plus:

- Teachers will mark exam questions (homework, classwork), but self-marking and peer marking in green pen is also acceptable and should be used whenever possible and appropriate.
- Where appropriate KS4 and KS5 work should be graded, specifically after mock examinations.

Evidence of Improvement

Once work has been checked, students must be given time in class to improve their work based upon the areas identified and recorded in the feedback logbook and given as whole class feedback.

- Teachers should share with the class the areas identified - this could be in the form of a PowerPoint slide that has been shared in the Teaching and Learning Handbook, or by utilising sections from the feedback log.
- Evidence of Improvement (i.e. student response to the areas identified) must be explicit in exercise books/booklets in green pen.
- Students should use green pen to complete improvement work, including corrections made to an existing piece of work.
- This should normally take place in the following lesson (there should therefore be evidence of this once per half term).
- The teacher should drill corrections with students and/or carry out a very short test/quiz/chanting – for students that have not made those specific errors, it is an opportunity for consolidation.

Monitoring and Evaluation

- Regular work scrutiny checks will be carried out to look at the quality and quantity of work and student progress. This should take the form of fortnightly work scrutiny by the Head of Department in all subjects, with different year groups or student target groups as the focus of scrutiny on a rotational basis.
- *There is no prescribed format for the feedback logbook. E.g. exercise book/ notebook/folder.

Assessment

Purpose:

While the purpose of assessment varies according to the nature of the task or work set, it should normally serve one or more of the following functions:

- To ascertain student knowledge and understanding at a specific point within the curriculum
- To monitor student progress
- To use as evidence for professional predictions and/or judgements on a student's current performance
- To provide data as part of the Academies' reporting cycle which will in turn be used to make meaningful and timely intervention
- To simulate "real" examination or other assessment scenarios that students will partake in during KS4
- To highlight vulnerable groups or students within each class and it is the teacher's responsibility to outline what strategies for intervention are required to improve the achievement of these students

Formative Assessment






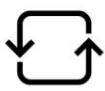






It is expected and understood that each department may adopt its own conventions and practices around formative assessment as appropriate to the knowledge and examination formats of that subject.

This may include:

- 'Low stakes' knowledge quizzes
- End of unit/topic tests
- Day-to-day looking at work in student books/folders
- Written work
- Verbal questioning

Formative assessment should be used to identify gaps in knowledge and understanding and therefore determine areas of the curriculum which need to be re-visited/re-taught at individual or whole-class level. Assessing United Learning KPIs will be part of some departments' formative assessment strategy.

Whole staff CPD in previous academic years has had a specific focus on formative assessment strategies and adaptive teaching. All teachers are able to refer to the following handout to support the implementation of more consistent and more effective formative assessment strategies and adaptive teaching.

Formative Assessment Tools and Adaptive Teaching Strategies						
Formative Assessment	 <p>Do Now Analysis</p> <ol style="list-style-type: none"> 1. Ensure Do Nows assess knowledge from different topics. 2. Record common misconceptions. 3. Use soft data to plan subsequent lessons. 	 <p>Oracy Strategies</p> <ol style="list-style-type: none"> 1. Set the parameters for the oracy task 2. Circulate and listen in to student conversations 3. Take whole class feedback and address any misconceptions 	 <p>MWB Questioning</p> <ol style="list-style-type: none"> 1. Plan questions using True/False, Spot the Difference, Gap Fill and Find the Error. 2. Use MWBs to gather responses. 3. Record common misconceptions. 	 <p>Hinge Questioning</p> <ol style="list-style-type: none"> 1. Plan MCQ based on misconceptions. 2. Use MWBs for answers. 3. Ask students to justify and explain. 	 <p>Cold Calling</p> <ol style="list-style-type: none"> 1. Ask the whole class a question. 2. Pause for thinking time. 3. Select a student to respond. 	 <p>Circulate</p> <ol style="list-style-type: none"> 1. Set independent practice. 2. Circulate the room going to SEN/PP/EAL students first. 3. Record misconceptions.
	 <p>Technology</p> <p>Use assistive technology or software, for example a translate app or lesson subtitles.</p>	 <p>Pre-teach</p> <p>Anticipate barriers to learning. Pre-teach new vocabulary, concepts and background knowledge in advance.</p>	 <p>Examples/Non-Examples</p> <p>Provide pre-made examples to demonstrate excellence, or contrast good examples with non-examples and elicit justifications for both.</p>	 <p>Pair Work</p> <p>Allocate pairs to facilitate Turn and Talk or Think Pair Share. Ask pairs to problem solve or generate ideas together.</p>	 <p>Language</p> <p>Adjust the language that you use to explain a concept or idea to simpler terms.</p>	 <p>Scaffold</p> <p>Scaffold tasks with a success criteria of small, achievable steps, or temporary support, like a writing frame.</p>

Summative Assessment

Key Stage 3

Summative assessments will take place five times across Key Stage 3 in foundation subjects and 7 times across key stage 3 in core subjects. The percentage results of these assessments will be used to rank students and ascertain the following:

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Y7	Mid-Yis Eng/Maths UL exams					ROA
Y8			ROA			ROA
Y9			ROA		EOY Exam	

- Whether students are making progress in individual subject areas
- Whether students are remaining, exceeding or falling below their rank on entry according to key stage 2 data and ranking against other Avonbourne Boys' & Girls' students in their year group
- Whether students are remaining, exceeding or falling below expected progress targets as determined by their key stage 2 result and ranking against other United Learning students in their year group (English, Maths, Science, History, Geography and MFL only)
- Whether students are in the correct stream and to make changes as necessary

The results of these assessments will also be used to report student progress to parents and carers. Teachers will also report a 'REACH' attitude of Excellent, Good, or Unsatisfactory.

Summative assessments will be known as 'Rank Order Assessments' (ROA) and will take place during the centrally-set ROA windows. Assessments will take place as per the timetables published. ROA assessments should:

- Use the Academy proforma
- Be cumulative in nature and not just test students on the most recent topic studied
- Increase in difficulty as students progress through Key Stage 3

Where available, United Learning group-wide tests will be used as ROA assessments. PE, Art & Technology and Performing Arts will award a percentage mark that includes practical work completed in a sequence of lessons/

ROA assessments will be awarded a percentage mark which will be inputted by teachers by the set deadline which will be used as stated above. Once assessments have been marked, teachers are expected to:

- Deliver feedback to students at both whole-class and individual student level as appropriate (see feedback)
- Encourage students to make corrections and additions to their exam papers based on teacher feedback (see feedback)
- Encourage students to re-draft sections of their exam papers as appropriate based on teacher feedback (see feedback)
- Store exam papers in students' blue folders (folders that store student booklets and assessments).

Key Stage 4/5

Summative assessments will take place three times across Key Stage 4 in foundation subjects and four times across key stage 4 in core subjects, not including 'live' GCSE terminal examinations.

Summative assessments will take place three times across Key Stage 5.

The percentage results of these assessments will be used to ascertain the following:

- Whether students are making progress in individual subject areas
- Whether students are making positive progress across all subjects (Progress 8)
- Whether students are remaining, exceeding or falling below their end of Key Stage target (KS4)
- Whether students are in the correct set and to make changes as necessary

The results of these assessments will also be used to report student progress to parents and carers. Teachers will also report a 'REACH' attitude of Excellent, Good, or Unsatisfactory.

Summative assessments will be known as 'Mock GCSE Examinations' (Mocks) or in the case of KS5 'Assessments' (Mocks) and will take place during the centrally- set mock windows. Assessments will take place under formal examination conditions as per the timetables published.

Mocks should:

- Largely be based on past or specimen GCSE/A Level papers (or parts of them)
- Be cumulative in nature and not just test students on the most recent topic studied
- Where possible, be weighted in such a way to take consideration of GCSE/A Level assessment strands and weightings
- Increase in content coverage as students progress through Key Stage 4/5, with an expectation that students are ready to sit 'full' papers by the end of the Autumn Term of Year 11 (KS4)

Where available, United Learning group-wide tests will be used as mocks (KS4).

Mocks will be awarded a percentage mark which will be converted into GCSE 1-9 scores/A Level grades based on the previous year's grade boundaries. Once assessments have been marked, teachers are expected to:

- Deliver feedback to students at both whole-class and individual student level as appropriate (see feedback)
- Encourage students to make corrections and additions to their exam papers based on teacher feedback (see feedback)
- Encourage students to re-draft sections of their exam papers as appropriate based on teacher feedback (see feedback)
- Store exam papers in secure department areas.

Monitoring and Quality assurance

Heads of Department will:

- Quality assure marks awarded to summative assessments through a thorough standardisation and moderation process,
- Ensure teachers meet deadlines for the submission of marks,
- Work with the KS3 and KS4 Raising Standards members of SLT to identify students who require additional support/intervention based on the results of summative assessments,
- Work with class teachers and other staff to ensure intervention plans are in place and delivered,
- Monitor the progress of students with intervention plans,
- Evaluate the effectiveness of intervention.

The Senior Leadership team will:

- Quality assure the standardisation and moderation process,
- Quality assure examination papers.

Original by Imogen Bull	September 2019	Review period	1 Year
Type of policy	Statutory	Approval S Ingram 11.2.2022	
Reviewed by Peter Thorne	February 2025	Ratified by M Dyer Spring 2025	
Date of next review	Spring 2026		