



Holderness Academy  
& Sixth Form College



THE CONSORTIUM  
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## Holderness Academy & Sixth Form College

### Assessment and Feedback Policy

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**Review Committee:** Local Board

**Review Date:** October 2024

**Owner:** Assistant Head – Quality of Education

#### What do we mean by assessment and feedback?

Assessment is the process of making inferences based on the tasks students complete (Cronbach, 1971). These tasks encompass a wide range of students' work, from practical pieces, to mini-whiteboard responses to verbal responses.

When it comes to assessment, "there is no such thing as *a* formative assessment or *a* summative assessment. There are, instead, formative and summative uses of assessment information (William, 2021). Summative inferences are made when we look to assess the sum of a students' learning (examples include standardised tests and external exams). Whenever teachers look at student work and adapt their teaching/feedback in response to this, formative inferences are being made. For this reason, some argue that formative assessment could be viewed as 'responsive teaching' (William, 2013).

Examples of external exams (for summative assessment) are those taken for qualifications in KS4 and KS5 (such as GCSEs, A levels, BTECs or EPQs). We also use Centre-Assessed Examinations (CAEs) for summative assessment throughout KS4 and KS5 courses. In KS3, we use other standardised tests at KS3 to assess reading, writing and numeracy across Y7-9 (in addition to Cognitive Abilities Tests at the start of Y7). We use this data to support with arranging interventions and assessing progress at KS3.

Formative assessment happens throughout every lesson. This can take a wide variety of forms, ranging from teacher assessment of practical/written work, to a teacher listening to verbal responses.

Feedback is how teachers' then respond to the inferences (assessment) from students' work. Again, this term encompasses a wide range of approaches/strategies (including written feedback, whole-class feedback, verbal feedback and overall curriculum planning).

#### Effective Feedback

At Holderness Academy, we strive to maximise the efficacy of feedback, as though it is 'one of the most powerful influences on learning and achievement' it is important to recognise that 'this impact can be positive or negative' (Hattie and Timperley, 2007). For this reason, each subject's approach to feedback is grounded in these evidence-informed principles of effective feedback:

Feedback is Clear and Easy to Understand

- *Feedback clearly identifies areas of success*

- *Feedback clearly identifies areas for improvement*
- *Feedback is clearly communicated, so students understand the feedback*

#### Feedback Improves the Student, Not the Work

- *Feedback improves a student's knowledge/skills, not a singular piece of work*
- *Feedback can be applied to future pieces, including for self-assessment*

#### Feedback is Received, Not Just Given

Students have time to understand, respond to and act on feedback

- *Teachers deliver feedback using strategies to boost students' motivation, building resilient learners*
- *Feedback makes students 'think hard' through answering questions or redrafting/editing, so students aspire to improve*
- *Assessment is ongoing, so that teachers can check whether feedback has been 'received' (so students understand and apply it)*

#### **Presentation of Work**

As teachers at Holderness Academy and Sixth Form we have the highest expectations of our students.

Ensuring the highest levels of presentation supports us in developing aspirational learners who take pride in their work.

The teacher's role in this is to:

- Set expectations for presentation (including date/title underlined with a ruler, drawings in pencil and writing in black/blue pen)
- Reinforce expectations through regular reminders
- Give verbal feedback in the lesson on presentation
- Set and reinforce the routine of proof-reading all pieces of extended writing

#### **Holderness Communicator Marking Codes**

The progress of a student's literacy skills is the responsibility of all staff within Holderness Academy and Sixth Form College. When marking extended responses, staff should apply the following codes (with students then given time to then make corrections).

- Sp for spelling error
- H for homophone error
- // for new paragraph needed

#### **What might teacher feedback look like?**

Teacher feedback can take a wide range of forms, including written comments, marked tests, verbal feedback on written work (individual and whole-class), verbal feedback and questioning for practical/verbal responses. Feedback will be given by teachers every lesson, both through clear successes and targets and adapting lesson planning to the needs identified through the process of formative assessment.

In subjects where written feedback is given, teachers will not use black, green or blue pen (as these are used by students). Students will use green pen when reflecting on their learning (either through responding to teacher feedback or any other editing/redrafting).

As the type of feedback given varies depending on the subject being taught, an outline of what our principles of effective feedback will look like in practice is below.

#### **Developing Quality of Feedback**

Dylan Wiliam has said that "Every teacher needs to improve, not because they are not good enough, but because they can be even better" (2012). As part of this, looking at the feedback that teachers give will form part of our monitoring processes, with subject specialists playing an important role in evaluating the feedback provided in each discipline. When we look at feedback given by teachers (whether verbal or written), these conversations will:

- be focused on the qualities of effective feedback listed above
- be focused on teacher development, rather than accountability
- be focused on the impact of feedback, rather than the quantity of written comments
- involve a subject specialist, who understands what great feedback looks like in that discipline

Faculty/subject	Which extended pieces will lead to focused feedback?	What forms of feedback will students get? How often will students get feedback on extended pieces (written or practical)?	What will this feedback look like?	How will we know that feedback is clear and improves the student?  How will we know that students are able to understand and apply feedback?
English	<p>For Y7-9, 100-word writing and evaluation challenges every 8 lessons</p> <p>For Y7-11, an extended written response (assessing curriculum, with exam practice for Y10-11) every 12-18 lessons</p>	<p>Verbal feedback and whole-class feedback as appropriate (on 100-word challenges and other verbal/written responses)</p> <p>Written comments and SPAG marking on these extended responses</p>	<p>- One-to-one or whole-class verbal comments on successes and what to improve</p> <p>- Examples and non-examples (including live modelling) to illustrate strategies/skills</p> <p>- Re-teaching of concepts</p> <p>- Targeted cold-calling</p> <p>- Written comments/tasks</p> <p>- Exercises/tasks to practise improvements</p>	<p>- Successes and targets are specific and focus on skills to improve the student rather than one piece of work</p> <p>- Teachers use cold-call, mini-whiteboards and multiple-choice questions to check understanding following feedback</p> <p>- Students practise/edit/redraft in response to specific tasks/exercises from feedback</p> <p>- Students use self/peer assessment in order to reflect on improvements after teacher feedback</p> <p>- End of unit reflection sheet used to evaluate impact of feedback over a unit of work</p>
Maths	<p>For Y7-10, a review of student knowledge every 12-18 lessons</p> <p>For Y11-13, a full practice paper every 12-18 lessons</p>	<p>Verbal feedback within lessons (every lesson, including on Aim High Starters) and whole-class feedback as appropriate</p> <p>Highlighted feedback on review documents, alongside full feedback lessons</p>	<p>- One-to-one or whole-class verbal comments on successes and what to improve</p> <p>- Examples and non-examples (including live modelling) to illustrate strategies/skills</p> <p>- Re-teaching of concepts flagged on RAG records</p> <p>- Targeted cold-calling, based on RAG records</p>	<p>- Students use RAG record to track specific successes/targets over time, as outcome of written and verbal feedback</p> <p>- Teachers use RAG record to plan future teaching (including Aim High Starters)</p> <p>- Students practise in response to specific tasks/exercises from feedback, using green feedback books</p>

		Written comments and marks on practice papers	<ul style="list-style-type: none"> <li>- Highlighted successes/targets</li> <li>- Written comments/tasks</li> <li>- Exercises/tasks to practise improvements</li> </ul>	
Modern Foreign Languages	<p>For Y7-9, 1 piece of independent written work and 1 piece of reading or listening every 10-16 lessons</p> <p>For Y10-11, 1 exam-style extended written response, 1 extended independent paragraph and 1 other exam style question every 12-18 lessons</p>	<p>Verbal feedback within lessons (every lesson, on various activities and mini-whiteboard tasks)</p> <p>Written comments on extended written responses identified</p>	<ul style="list-style-type: none"> <li>- One-to-one or whole-class verbal comments on successes and what to improve</li> <li>- Examples and non-examples (including live modelling) to illustrate strategies/skills</li> <li>- Re-teaching of concepts</li> <li>- Targeted cold-calling</li> <li>- Correcting areas</li> <li>- Activities that address misconceptions</li> <li>- Written comments/tasks</li> <li>- Strengths of work highlighted</li> <li>- Exercises/tasks to practise improvements</li> </ul>	<ul style="list-style-type: none"> <li>- Successes and targets are specific and focus on skills to improve the student rather than one piece of work</li> <li>- Teachers use cold-call, mini-whiteboards and multiple-choice questions to check understanding following feedback</li> <li>- Students practise/edit/redraft in response to specific tasks/exercises from feedback</li> <li>- Students use self/peer assessment in order to reflect on improvements after teacher feedback</li> <li>- Aim Higher tasks used to address misconceptions addressed through teacher assessment</li> <li>- Teachers re-teach and model and use prepared examples to address misconceptions</li> </ul>
PE	For Y7-11, students get feedback on practical work every lesson, focused on particular skills and tactics	<p>Verbal feedback within lessons (every lesson, including on practical work and Aim Higher activities)</p> <p>Written comments on the end of unit tests for exam classes followed up with verbal feedback in lessons</p>	<ul style="list-style-type: none"> <li>- One-to-one or whole-class verbal comments on successes and what to improve</li> <li>- Examples and non-examples (including live modelling) to illustrate</li> <li>- Written comments/tasks</li> <li>- Exercises/tasks to practise improvements</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers use cold-call, mini-whiteboards and multiple-choice questions to check understanding following feedback</li> </ul>
Business and IT	For Y7-9, 1 piece of independent written work	Verbal feedback and whole-class feedback as appropriate	<ul style="list-style-type: none"> <li>- One-to-one or whole-class verbal comments</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers use cold-call, mini-whiteboards and multiple-choice questions</li> </ul>

	<p>assessed every 12-15 lessons</p> <p>For Y10-13, 1 piece of independent written work every 12-15 lessons</p>	<p>Written comments and SPAG marking on these extended responses</p> <p>Highlighted areas of work linked to feedback for exam classes</p>	<p>on successes and what to improve</p> <ul style="list-style-type: none"> <li>- Examples and non-examples (including live modelling) to illustrate strategies/skills</li> <li>- Re-teaching of concepts flagged on RAG records</li> <li>- Targeted cold-calling</li> <li>- Written comments/tasks</li> <li>- Exercises/tasks to practise improvements</li> </ul>	<p>to check understanding following feedback</p> <ul style="list-style-type: none"> <li>- Students practise/edit/redraft in response to specific tasks/exercises from feedback</li> <li>- Students use self/peer assessment in order to reflect on improvements after teacher feedback</li> <li>- Teachers use RAG record to plan future teaching</li> </ul>
Science	<p>Y7-13 end of unit test every 6-10 lessons</p> <p>Y9-11 Long answer (6 mark) exam questions at least once per unit</p> <p>GCSE required practical skills feedback as indicated by SOL (22 across the course)</p> <p>Y12-13 Required practical CPAC skills (10 per A level course)</p>	<p>Written comments on the end of unit tests followed up with verbal feedback in lessons</p> <p>Verbal feedback on the long answer questions</p> <p>Written feedback as appropriate on Y12-13 practical skills</p>	<ul style="list-style-type: none"> <li>- Written comments for specific questions</li> <li>- Exercises/tasks to practise improvements</li> <li>- One-to-one or whole-class verbal comments on successes and what to improve</li> <li>- Written feedback sheet with areas for improvement detailed on Y12-13 practical skills</li> </ul>	<ul style="list-style-type: none"> <li>- Students explain how they used the feedback to improve</li> <li>- Teachers use cold-call, mini-whiteboards and multiple-choice questions to check understanding following feedback</li> <li>- Students use self/peer assessment in order to reflect on improvements after teacher feedback on long answer exam questions</li> <li>- Students use RAG record to track specific successes against targets over time, as outcome of written and verbal feedback</li> </ul>
Art and Technology	<p>Each key task (completed approximately every 6 lessons)</p> <p>Extended projects at KS4/5 (complete approximately every 6 lessons)</p>	<p>Written feedback at key points in the creative process and on extended tasks detailed</p> <p>Verbal feedback within lessons (every lesson)</p>	<ul style="list-style-type: none"> <li>- Verbal feedback that includes technical tips, advice and dialogue</li> <li>- Students receive a certificate for every task detailing the knowledge and skills achieved</li> </ul>	<ul style="list-style-type: none"> <li>- Verbal and written feedback incorporates objective success criteria for consistency across the specialisms</li> <li>- Verbal and written feedback informs the continual adaption of ideas and approaches in order to refine and develop high quality outcomes.</li> <li>- Written reflection and feedback is recorded in yellow progress books</li> <li>- The students independently apply success criteria to their</li> </ul>

				outcomes and the teacher can moderate that judgement
Humanities	<p>For Y7-9, a key knowledge quiz and an extended written task at pre-specified points in the SOL (see Progress Plans) at least one every half term</p> <p>For Y10-11, a key knowledge quiz and an extended written task at pre-specified points in the SOL (see Progress Plans) at least one every half term.</p>	<p>Verbal feedback and whole-class feedback as appropriate (extended writing tasks and other verbal/written responses)</p> <p>Written comments and SPAG marking on these extended responses.</p>	<ul style="list-style-type: none"> <li>- One-to-one or whole-class verbal comments on successes and what to improve.</li> <li>- Examples and non-examples (including live modelling) to illustrate strategies / skills.</li> <li>- Re-teaching of concepts.</li> <li>- Targeted cold-calling.</li> <li>- Written comments/tasks.</li> <li>- Exercises/tasks to practise improvements.</li> </ul>	<ul style="list-style-type: none"> <li>- Successes and targets are specific and focus on skills to improve the student rather than one piece of work</li> <li>- Teachers use cold-call, mini-whiteboards and multiple-choice questions to check understanding following feedback.</li> <li>- Students practise / edit / redraft in response to specific tasks / exercises from feedback.</li> <li>- Students use self / peer assessment in order to reflect on improvements after teacher feedback.</li> </ul>
Health and Social Care KS4/5				
Sixth Form only subjects: Psychology, Law, Criminology, Film Studies, Tourism and Financial Studies	Extended task every 10-12 lessons	<p>Whole-class and verbal feedback to be used as appropriate throughout each lesson</p> <p>Written feedback on extended tasks mentioned</p>	<ul style="list-style-type: none"> <li>- One-to-one or whole-class verbal comments on successes and what to improve</li> <li>- Examples and non-examples (including live modelling) to illustrate strategies/skills</li> <li>- Re-teaching of concepts</li> <li>- Targeted cold-calling</li> <li>- Written comments/tasks</li> <li>- Exercises/tasks to practise improvements</li> </ul>	<ul style="list-style-type: none"> <li>- Students will evidence their understanding through responding to the written feedback and suggestions for improvement on each assessed piece of work</li> <li>- Student assessment files will track progress over time</li> </ul>