



Holderness Academy & Sixth Form College

Assessment and Feedback Policy

Effective Date: November 2023

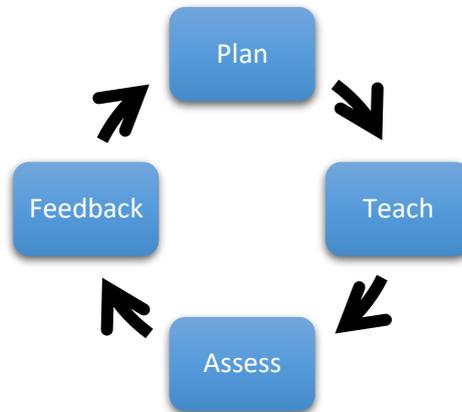
Date of minuted approval by the Board of Governors: 18th September 2023

Review Committee: Local Board

Review Date: November 2025

Please note that this supersedes the printed policy in the 2022-23 teacher planners.

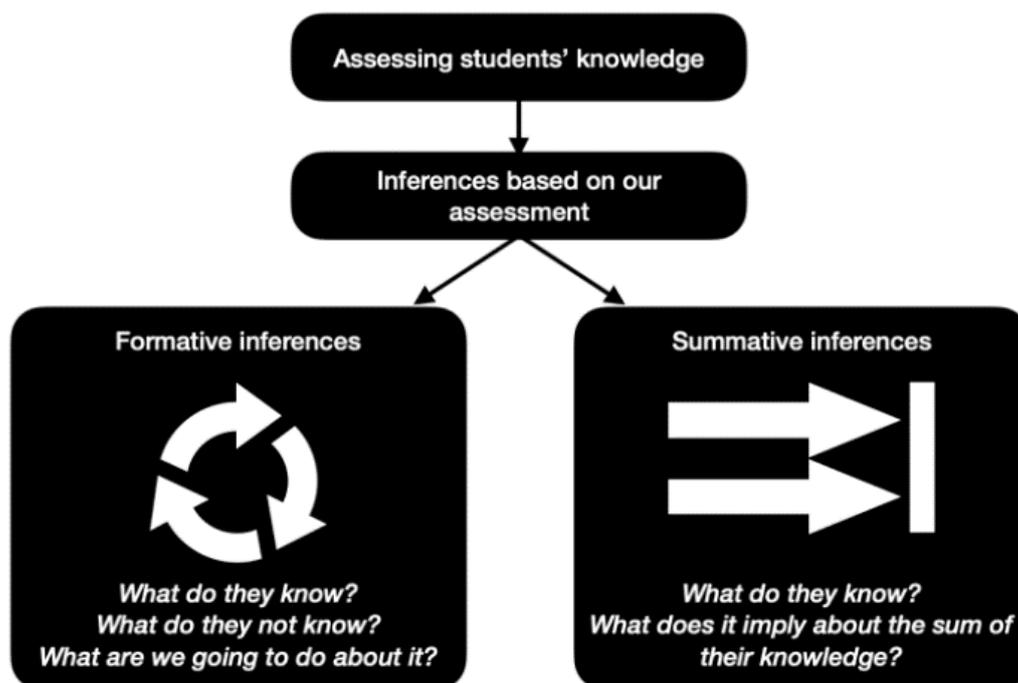
The best teachers teach responsively; they have a detailed understanding of what their students do and don't know and what they can and can't do. In the best lessons, teaching is planned in response to this understanding, ensuring that all students make optimal progress.



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, 2020). Summative inferences are made when we look to assess the sum of 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).



What William describes as 'responsive teaching' (formative assessment) happens throughout every single 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).

References

Cronbach, L.J. (1971) 'Test validation' in Thorndike, R.L. (ed.) *Educational measurement*, 2nd edn. Washington, C: American Council on Education

William, D. (2000) 'How to think about assessment' in Donarski, S. (ed.) *The ResearchEd Guide to Assessment*, Woodbridge, John Catt Educational

William, D. (2013) [Twitter] 23 October 2013. Available at:
<https://twitter.com/dylanwilliam/status/393045049337847808?lang=en>

Due to contrasting definitions from assessment theory for the processes of formative and summative assessment, we have instead focused on our own, evidence-informed model of categorising assessment:



Tiered model based on a model shared by J. Gilbert and C. Eastwood (Researched National Conference 2022).

Other assessment reading that we have used to inform our approach:

- Making Good Progress' (Christodoulou)
- Blogs from Christodoulou, including:
 - <https://daisychristodoulou.com/2015/05/problems-with-performance-descriptors/>
 - <https://daisychristodoulou.com/2022/09/research-ed-2022-linking-the-curriculum-assessment/>
 - <https://daisychristodoulou.com/2015/05/assessment-is-difficult-but-it-is-not-mysterious/>
- Researched Guide to Assessment' (especially chapter by William)
- Responsive Teaching' (Fletcher-Wood)
- 'On Your Mark' and Get Set Go' (Guskey)

Classroom Assessment and Effective Feedback

At Holderness Academy & Sixth Form College, we strive to maximise the efficacy of feedback. 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:

Principle	What are the active ingredients?	What does this look like at Holderness Academy & Sixth Form?
Feedback is clear and easy to understand	Feedback clearly identifies areas of success.	When feedback is given, we use the words ‘success’ and ‘target’.
	Feedback clearly identifies areas for improvement.	We use these codes to clarify this in written feedback: S (success) and T (target).
	Feedback is clearly communicated, so students understand the feedback.	Feedback is clearly explained and misconceptions are clearly addressed through re-teaching, with teachers checking student understanding through effective assessment. Written feedback is written clearly and concisely in a level of language that the student can understand.
Feedback improves the student, not the work	Feedback improves a student’s knowledge/skills, not a singular piece of work, therefore supporting their learning.	The feedback that is given is worded so that it can be applied to future pieces of work, not just that specific piece.
	Feedback can be applied to future pieces, ensuring that feedback leads to progress over time.	Students use targets from feedback to reflect on their improvements in future work.
Feedback is received, not just given	Students have time to understand, respond to and act on feedback.	Time is set aside in lessons for students to respond to feedback using green pen, through additional questions/tasks and editing/redrafting.
	Feedback makes students ‘think hard’ through answering questions or redrafting/editing, so students aspire to improve.	Response time in lessons is structured, including a combination of the teacher re-explaining/using models to illustrate success, independent working time and further assessment of learning. Teachers intervene where students do not complete green pen tasks (giving the appropriate support where needed).
	Teachers deliver feedback using strategies to boost students’ motivation, building resilient learners.	Teachers ensure that students can understand and articulate the impact feedback has had on their progress, so that students are motivated by a genuine feeling of success. Teachers actively discuss emotional reactions to feedback and failure in order to explicitly teach resilience.
	Assessment is ongoing: teachers circulate and review responses/redrafts to check whether feedback has been ‘received’ (so students understand and apply it).	Teachers intervene to ensure a ‘no-opt-out’ approach to responding to feedback. Teachers use a range of assessment strategies to ensure that feedback is being applied without further misconceptions.

Presentation of Work

As teachers at Holderness Academy & Sixth Form College, 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 & 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
- Live marking whilst the teacher circulates in the lesson
- Marked tests
- Verbal feedback on written work (individual and whole-class)
- Verbal feedback and questioning for practical/verbal responses
- Questioning
- Highlighting specific successes/areas for development (whether verbal or written)
- Tasks/explanations/lessons planned to fill gaps in learning and correct misconceptions

The most powerful feedback is that which students can act on immediately; as a result, we prioritise tasks that enable feedback within a lesson (including: verbal feedback during tasks; teacher questioning/comments from cold-call/mini-white boards; and live marking whilst the teacher circulates). Feedback will be given by teachers every lesson, both through clear successes/targets and adapting lesson planning to the needs identified through the process of constant assessment.

In subjects where written feedback is given, teachers will not use black, green, purple 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
- address whether or not the subject-specific approaches are being applied consistently
- be focused on teacher development

- be focused on the impact of feedback on students' learning/progress, rather than the quantity of written comments

What does subject-specific feedback look like in each faculty?

Faculty	How often will students get feedback on an extended piece of work?	What will feedback look like? How will we know feedback is 'delivered'?	How will we know our feedback has had an impact on progress? How will we know if feedback has been 'received'?
Business and ICT	Every 6-8 lessons	Written comments (successes, targets and tasks) with SPAG marking Coded feedback, where teachers highlight successes/targets Verbal feedback (individual or whole-class) given while teacher circulates in the lesson	Students will edit/redraft work or complete feedback tasks, using green pen Teachers will assess students' work in response to feedback (using classroom assessment strategies), checking that feedback has been understood and applied Assessment will inform future teaching, through tasks that respond to gaps in knowledge/ misconceptions from previous assessment
Creative Arts	Every 2-4 lessons	Live marking/verbal feedback through teachers constantly circulating every lesson Written comments (successes, targets and tasks) with SPAG marking at KS4/5 (for written responses)	Whilst continuing to circulate, teachers check that feedback is being applied correctly and provide further, iterative feedback
English	Every 6-8 lessons, not including library lessons	A combination of: Written comments (successes, targets and tasks) with SPAG marking Live marking as the teacher circulates in the lesson Whole-class feedback, recorded on a crib sheet Verbal feedback, with students making improvements/notes in green pen	Students will edit/redraft work or complete feedback tasks, using green pen Teachers will assess students' work in response to feedback (using classroom assessment strategies), checking that feedback has been understood and applied Assessment will inform future teaching, through tasks that respond to gaps in knowledge/ misconceptions from previous assessment

Faculty	How often will students get feedback on an extended piece of work?	What will feedback look like? How will we know feedback is 'delivered'?	How will we know our feedback has had an impact on progress? How will we know if feedback has been 'received'?
		Marking conferences (teacher working with small groups/individuals on feedback)	Previous feedback will be used to aid students' self-assessment of future tasks
Humanities	Every 6-8 lessons	<p>Written comments (successes, targets and tasks) with SPAG marking</p> <p>Coded feedback, where students highlight/list their successes/comments in conjunction with self-assessment</p> <p>Verbal feedback (individual or whole-class), recorded either using prepared sheets where students identify the areas relevant to them, or through notes that students record in green pen</p>	<p>Students will edit/redraft work or complete feedback tasks, using green pen</p> <p>Teachers will assess students' work in response to feedback (using classroom assessment strategies), checking that feedback has been understood and applied</p> <p>Assessment will inform future teaching, through tasks that respond to gaps in knowledge/ misconceptions from previous assessment</p> <p>Previous feedback will be used to aid students' self assessment of future tasks</p>
MFL	Every 6-8 lessons	<p>KS3: highlighted grammar focus areas (yellow if met, orange for other outstanding language).</p> <p>KS4: teacher will tick feedback sheet to identify successes/targets</p> <p>Written comments (successes, targets and tasks)</p> <p>SPAG marking across KS4/5 written pieces</p> <p>Verbal feedback (individual or whole-class), recorded either using prepared sheets where students identify the areas relevant to them, or through</p>	<p>Students will edit/redraft work or complete feedback tasks, using green pen</p> <p>Teachers will assess students' work in response to feedback (using classroom assessment strategies), checking that feedback has been understood and applied</p> <p>Assessment will inform future teaching, through tasks that respond to gaps in knowledge/ misconceptions from previous assessment</p>

Faculty	How often will students get feedback on an extended piece of work?	What will feedback look like? How will we know feedback is 'delivered'?	How will we know our feedback has had an impact on progress? How will we know if feedback has been 'received'?
		notes that students record in green pen	
Maths	Every lesson	<p>Individual verbal/live feedback given whilst students are completing a task</p> <p>Verbal feedback and worked examples at a whole-class level</p> <p>Teacher checking results of self-assessment</p>	<p>Students will complete additional tasks to re-test a certain element of knowledge/skills, following feedback</p> <p>Teachers will assess students' work in response to feedback (using classroom assessment strategies), checking that feedback has been understood and applied</p> <p>Assessment will inform future teaching, through tasks that respond to gaps in knowledge/ misconceptions from previous assessment</p>
PE	Every 2-4 lessons	<p>Live marking/verbal feedback through teachers constantly circulating every lesson</p> <p>Written comments (successes, targets and tasks) with SPAG marking at KS4/5 (for written responses)</p>	<p>Whilst continuing to circulate, teachers check that feedback is being applied correctly and provide further, iterative feedback</p>
Science	Every 6-8 lessons	<p>Written comments (successes, targets and tasks) with SPAG marking</p> <p>Coded feedback, where successes/targets are highlighted by the teacher</p> <p>Verbal feedback (individual or whole-class), recorded either using prepared sheets where students identify the areas relevant to them, or through notes that students record in green pen</p>	<p>Students will edit/redraft work or complete feedback tasks, using green pen</p> <p>Teachers will assess students' work in response to feedback (using classroom assessment strategies), checking that feedback has been understood and applied</p> <p>Assessment will inform future teaching, through tasks that respond to gaps in</p>

Faculty	How often will students get feedback on an extended piece of work?	What will feedback look like? How will we know feedback is 'delivered'?	How will we know our feedback has had an impact on progress? How will we know if feedback has been 'received'?
		Teacher checking of self-assessment to identify areas of misconception/gaps in knowledge	knowledge/ misconceptions from previous assessment

Departmental Assessment

Departmental assessment is when all class groups across a year group complete the same assessment at a similar time (at the end of a topic/unit, for example).

Aims of Departmental Assessment:

- To standardise quality of teaching across different class groups
- To standardise judgements of student progress (predicted grades, for example) across different class groups
- To identify strengths/areas of development for specific areas of knowledge/skills so that good practice can be shared and teachers can develop their subject knowledge
- To ensure that curriculum coverage/implementation is consistent across different class groups
- To identify areas of strength in the curriculum across different class groups
- To identify common areas for development in the curriculum across different class groups (therefore enabling subject leaders to adapt/improve the future curriculum in response to this)
- To identify common misconceptions, so that the curriculum can be adjusted to ensure that misconceptions are addressed (through re-teaching of these areas) for the current cohort and pre-empted for future cohorts

Departmental Assessment at KS4/5

KS4/5 departmental assessment will be completed using past papers/questions for the external exams that students sit in KS4 and KS5. Some of these will overlap with the whole-school mock exam periods, though individual departments might also have other key points in their curriculum where they choose to implement the same assessment task across the department.

What does KS4/5 departmental assessment look like?

How often will departmental assessment take place?	What will the tasks look like/include?	How will students get feedback on their performance?	How will feedback on the curriculum be collated and acted on?
At least once a term	Exam-style/external assessment questions (where possible, using past papers to allow for standardisation and moderation)	Raw scores Feedback as detailed in the subject-specific feedback policy above	The subject leader will collate feedback across classes through discussions with staff and departmental time, using this to review the remaining units for the year and the units for next year

At KS5, before a calendared data collection teachers should complete a subject review with each of their students. This focuses on the quality of work, organisation of folders, attitude to work and targets for improvement. Subject reviews provide additional data that can be used to assess student progress and when used in conjunction with data collection provide a more complete picture.

It also serves as an excellent opportunity to discuss face-to-face which grade teachers intend to give students and explain the reasons why. **A data collection grade should never be a surprise to a KS5 student.**

Departmental Assessment at KS3

At Holderness Academy, we recognise that trying to compare percentage scores both within and across different subjects' departmental assessments leads to invalid comparisons of progress (as this use of assessment lacks validity). We have also taken the decision not to use GCSE assessment/flightpaths at KS3, as this does not reflect the complex, non-linear nature of learning.

Instead, our departmental assessments at KS3 focus on providing formative feedback on the implemented curriculum across an entire cohort, in order to improve and enhance the curriculum going forwards.

These assessments will differ, based on the disciplinary needs of each subject. The specific designs for these are below, but all assessments will include:

- Tasks that test the knowledge/skills learnt from previous units (including content from previous years)
- Tasks that test the knowledge/skills learnt in the unit currently being taught

What does KS3 departmental assessment look like in each faculty?

Faculty	How often will departmental assessment take place?	What will the tasks look like/include?	How will students get feedback on their performance? <i>See feedback table for details of how students apply this</i>	How will feedback on the curriculum be collated and acted on?
Business and ICT: Computer Science	Once every project cycle (approx. every 8 weeks)	Mini projects, with products printed and stored in an assessment folder	Written successes, targets and tasks Highlighted successes, targets and response tasks	The subject leader will collate feedback across classes through discussions with staff and departmental time, using this to review the remaining units for the year and the units for next year
Creative Arts: art, DT, food and textiles	Once every project cycle (approx. every 10 weeks for DT/food/textiles and approx. every 8 weeks for art)	Art: ongoing assessment as students work towards each key piece DT and textiles: assessment of the process and final outcome for making a set product	Ongoing verbal feedback (including successes, targets and tasks that move learning forward within the unit)	Assessment within the project cycle will lead to small-group interventions within the unit The subject leader will collate feedback across classes through discussions with staff and departmental time, using this to review the units for next year

Faculty	How often will departmental assessment take place?	What will the tasks look like/include?	How will students get feedback on their performance? <i>See feedback table for details of how students apply this</i>	How will feedback on the curriculum be collated and acted on?
Creative Arts: music and drama	Once a term	<p>Multiple-choice and short answer questions on prior knowledge</p> <p>Multiple-choice and short answer questions on the current unit</p> <p>Assessment of the process and final outcome of the practical task</p>	<p>Self/peer-assessment of multiple-choice and short-answer questions</p> <p>Ongoing verbal feedback (including successes, targets and tasks that move learning forward within the unit)</p>	<p>The class teacher will gather feedback on the peer-assessed responses to gauge gaps in knowledge/ misconceptions</p> <p>The subject leader will collate feedback across classes through discussions with staff and departmental time, using this to review the remaining units for the year and the units for next year</p>
English	Once a half-term	<p>Multiple-choice and short answer questions on prior knowledge</p> <p>Multiple-choice and short answer questions on the current unit</p> <p>An extended written response on the current unit</p>	<p>Peer-assessment of multiple-choice and short-answer questions</p> <p>Written feedback on the extended written response</p>	<p>The class teacher will gather feedback on the peer-assessed responses to gauge gaps in knowledge/ misconceptions</p> <p>The subject leader will collate feedback across classes through discussions with staff and departmental time, using this to review the remaining units for the year and the units for next year</p>

Faculty	How often will departmental assessment take place?	What will the tasks look like/include?	How will students get feedback on their performance? <i>See feedback table for details of how students apply this</i>	How will feedback on the curriculum be collated and acted on?
Humanities and ARRK	<p>Once a half-term in geography and history</p> <p>Once a term in philosophy and ethics/ARRK</p>	<p>Multiple-choice and short answer questions on prior knowledge</p> <p>Multiple-choice and short answer questions on the current unit</p> <p>An extended written response on the current unit</p>	<p>Peer-assessment of multiple-choice and short-answer questions</p> <p>Whole-Class Feedback on the extended written response</p>	<p>The class teacher will gather feedback on the peer-assessed responses to gauge gaps in knowledge/ misconceptions</p> <p>The subject leader will collate feedback across classes through discussions with staff and departmental time, using this to review the remaining units for the year and the units for next year</p>
MFL	Once a term	<p>Listening: multiple-choice, short answer and gap-fill questions</p> <p>Reading: multiple-choice, short answer and translation questions</p> <p>Writing: 40-word writing task</p> <p>Speaking: description of a photo</p>	<p>A score for each skillset (reading, writing, speaking and listening)</p> <p>Grammar focuses highlighted (yellow if met, orange for other outstanding language).</p> <p>Written successes and targets</p>	The subject leader will collate feedback across classes through discussions with staff and departmental time, using this to review the remaining units for the year and the units for next year
Maths	Once a half-term	Exam-style questions, including equations/recall/ problem-solving (will depend on the unit that has just been taught)	<p>A score for the specific test</p> <p>Highlighted successes and targets</p> <p>Teacher explanation/ modelling to go through answers that were incorrect</p>	<p>The class teacher will use feedback to inform the final half-term of teaching</p> <p>The subject leader will collate feedback across classes through discussions with staff and departmental time, using this to review the remaining units for the</p>

Faculty	How often will departmental assessment take place?	What will the tasks look like/include?	How will students get feedback on their performance? <i>See feedback table for details of how students apply this</i>	How will feedback on the curriculum be collated and acted on?
				year and the units for next year
PE	Twice a half-term	<p>Recording the first conditioned activity (before teaching the new sport, at the start of the half-term)</p> <p>Recording the last conditioned activity (after learning for that unit is completed)</p>	Verbal feedback on practical performance, including successes and targets	The subject leader will collate feedback across classes through discussions with staff and departmental time, using this to review the remaining units for the year and the units for next year
Science	Once a half-term	<p>Multiple-choice and short answer questions on prior knowledge</p> <p>Multiple-choice and short answer questions on the current unit</p> <p>A scientific skills-based response, which applies literacy or numeracy content</p>	<p>A score for the specific test</p> <p>Improvement tasks/questions</p> <p>Teacher explanation/modelling to go through answers that were incorrect</p>	The subject leader will collate feedback across classes through discussions with staff and departmental time, using this to review the remaining units for the year and the units for next year