Assessment and Feedback

**Rationale**

All pertinent research postulates that providing effective feedback is a key factor in an educational establishment, and lies at the heart of promoting a positive learning ethos within the establishment. As a result, Oakfield Academy is committed to providing quality and valuable formative and summative feedback in all areas of the school, demonstrating to pupils that we value their learning, celebrate their success, and diagnose areas for development.

 **Our Process**

Through consultation with teachers and pupils, the Academy has developed a series of processes that are followed to ensure that all pupils, regardless of ability, are provided with challenging and relevant feedback that encourages them to improve and develop.

* Providing feedback of any sort needs to be done as soon as possible after the completion of the task set, so that the pupils feel that their work is valued and the process of *closing the learning loop* can begin.
* The feedback code, *(written)* agreed by staff, should be used and be visible to pupils when they are reflecting on the feedback they have been provided.
* Assessment of pupils learning should be positive and celebrate successes, as well as challenging and constructive in its feedback.
* Any comments made should encourage pupils to challenge their own learning to a greater depth*;* emphasising that anything that is incorrect is a chance to learn
* When providing feedback, additional needs will be taken into account with the overall outcome reflecting this
* Feed Forward comments are to be used and acted upon by the pupils.
* Where applicable, assessment ladders, modelled exemplars and success criteria are to be used to support pupils in their learning. When success criteria/ ladders are used, they will follow the **R.A.G.** colouring system to demonstrate when objectives are/still to be met. The **R.A.G.** system may also be used to assess the pupil’s effort in relation to their work.
* Pupils will be given the requisite amount of time when responding to any challenges set. This may involve peer or self-assessment methods (see Assessment: Formative, Summative and Recording Guidance).
* Assessing of the quality/accuracy/attainment of work must be consistent across subject areas and is to be monitored by the departmental head and subsequently the relevant member of SLT
* Rewards given to the pupils will follow the *school’s* reward system

To ensure that the quality of both formative and summative assessment remain at a beneficial level for pupils and staff, regular reflections and evaluations are made through the use of pupil/staff voice, discussion at whole staff and departmental meetings and staff surveys. Sharing of positive practice can be achieved through morning MOT sessions, teach meets, learning walks and any other teaching and learning quality assurance methods on offer at the academy.

Departmental Heads are responsible for monitoring the assessment and feedback procedures used by members of their faculty, and that work is being responded to and used to aid the pupil’s learning. Senior Leaders will also be responsible for the monitoring of these processes learning walks, lesson drop-ins, pupil/staff voice and lessons evaluations.

**Peer and Self-Assessment**

In all areas of the school, pupils will be encouraged to utilize the most advantageous resource we have, each other. They may be asked to reflect upon what they or their peers have learnt, and provide constructive feedback that will aid themselves or their classmates in their development. Pupils will be given clear guidance on how to be successful when using peer and self-assessment.

Underneath is a model of what a balanced diet of assessment could look like for pupils and staff.

