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.

- Work that exceeds expectation stipulated by the teacher can be highlighted in **Yellow/Green** highlighter pen; work that is still in needs of improving will be highlighted in **Pink** highlighter pen.

- Where applicable, 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.

- Assessment of work is to be completed in **RED** pen, with pupils responding to any challenges set in **GREEN** pen. On some occasions **PURPLE** pens can be used to highlight to pupils that they are peer assessing.

- 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 fo 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 and learning walks. Departmental Heads are responsible for monitoring the assessment 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, and records of any verbal feedback given in this way will be logged in pupil's work so it can be accessed again.
Underneath is a model of what a balanced diet of assessment could look like for pupils and staff.

Four Quarter Assessment: A balanced diet for teachers and pupils

Least intrusive methods of checking learning i.e. skill stalks, presentation, skim and scans, focussed marking etc.

Success Criteria/ ladders, use of questions and challenges based on their learning, drafting etc.

Use of AFL and low-stakes testing to model learning, peer to peer discussions, clear exemplars of successful learning

Clearly modelled ways of self-assessing their learning, spotting errors and areas of strength, using these to learn at greater depth

- ■ Assessed in Detail/Clear Next Steps advice
- ■ Self-Assessment with Teacher monitoring quality and impact
- ■ Peer-Assessment/AFL
- ■ Skim and Scan/Skils Stalk