

Queenswood



Feedback Policy

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FEEDBACK POLICY

Policy statement

This policy is an evolution of the Assessment, Marking, Recording and Reporting Policy, reflecting the needs of learners and the ISI focus on “feedback dialogue”.

Assessment and Feedback

Assessment is an integral part of any curriculum planning. **The principal aim of assessment is to improve learning**, i.e. to be formative. At certain points (perhaps at the end of a unit of work), its purpose will also be summative.

Assessment should enable a pupil to measure their response to learning objectives, clarifying what they need to do to improve. **This is a working statement of the principal aim above.** Assessment also allows the teacher to check pupils’ learning and plan subsequent lessons appropriately.

There are a number of different forms of assessment, including but not limited to: questioning techniques in class, peer assessment, self-assessment, ‘comment only’ feedback and grading.

a) Day-to-day assessment

- In general, assessment at Queenswood should follow the principles of the Assessment for Learning document (see Appendix 1). This means that, as far as is feasible, we should be aiming for ‘comment only’ marking; ideally, we should include comments about how far a pupil has been successful in meeting the learning objectives set by the teacher and what they need to do to improve. This does not preclude a mark being recorded in the teacher’s markbook (which might be physical or electronic; Google Classroom keeps a record of marks awarded in each Class), and teachers should record some information about each piece of assessed work in their markbook (e.g. topic, date, and a qualitative or quantitative judgement). Also, see (2) Recording and Reporting below.
- It is recognised that careful, detailed, ‘comment only’ marking of work takes time. Teachers should be mindful of the expectations for feedback (Appendix 2) and plan so that they can return detailed feedback on a fortnightly basis for all of their pupils. Different types of task requiring a range of assessment techniques should be incorporated into departmental schemes of work by Heads of Department. Verbal feedback recorded via Mote, which is attached to a particular point in a pupil’s online submission in Google Classroom, is entirely acceptable, can be much more illustrative than written feedback, and carries the teacher’s voice which helps pupils to contextualise the comments. Mote Loops are an effective way of realising feedback dialogue because pupils are prompted to respond to the feedback to indicate either that they understand it, or that they need more help. See Appendix 1 for the characteristics of effective feedback.
- In general, for all year groups, **teachers should avoid feedback that only consists of grades or marks – even if full marks are being awarded (in which case consider a differentiated task with greater challenge next time)**. However, at regular intervals a grade should be awarded on a substantial piece of work that will best reflect recent learning objectives and it is important that pupils are aware of their current level, which may more easily be expressed as a grade or mark. As public exams approach for those in Years 10-13,

Heads of Department and Teachers in Charge might feel that the learning needs of their pupils will be best served by more frequent grading.

- In Years 10-13 the grades should reflect (I)GCSE and A-Level standards. In Years 7-9 the teacher should explain the criteria for any grades to be awarded, **relating them as closely as possible to each department's Attainment Descriptors.**
- 'Comment-only' marking should explain clearly not only what has been achieved with regards to the learning objectives, giving specific examples, but also indicate as far as possible what needs to be done in order for the work to be better in future, again giving specific examples. It is essential to give pupils time to read the comments when study is given back and also to provide time to improve on it either immediately in class or for a subsequent study. **Feedback dialogue is very effective: requiring re-drafting of sections, a second attempt at selected problems or other such correction is looked for in Inspections.**
- Pupils are responsible for noting down the most important points of feedback on their Feedback Record Sheets – one per subject. This can be kept as a paper copy, online in Google Classroom or Google Drive, or as a mixture, but should be kept chronologically and these sheets should be available to the pupils at all times. Teachers should provide the opportunity for pupils to make these notes, rather than simply expecting this task to happen.
- Grades A*-E or 9-1 should be avoided on routine Study tasks, as the grade can be taken as a prediction rather than as a summative assessment
- The form of assessment will vary depending on whether it is short, medium or long term:

Short term assessment might take the form of questioning in class or observation of the pupils' work done in class or for Study. It allows the teacher to monitor the pupils' learning and plan appropriately.

Medium term assessment might take the form of an end of unit test or a substantial piece of written work. Its aim is to review the progress that pupils are making over time in relation to the main objectives set out in the departmental schemes of work. Clear feedback should be given by teachers so that pupils can set themselves new targets. Schemes of work should allow for at least one such assessment every half term.

Long term assessments normally take the form of a test or examination and may be employed prior to Progress Checks, Reports deadlines or towards the end of a school year. They are used to assess progress against school and national targets. They inform reports to parents.

- Evidence of independent learning characteristics should be commented upon and encouraged.
- In order that feedback is relevant, it must be received by the pupil in good time. Usually, this means within a week of handing in.

Recording and Reporting

A pupil's individual progress is recorded in a number of ways at Queenswood:

- Each teaching group has a Grade Book provided on ISAMS. This must be used for common assessments across whole cohorts, and may be used for all assessments. All teachers responsible for a teaching group can enter marks, and see others' marks for that group. Training is given on the use of this online Grade Book.
- There is a regular pattern of Progress Checks, Reports and Parents' Meetings, which are published annually for teachers in the Academic Schedule, which is published online on the front page of the Portal. Both the format of reports and the schedule of reporting are kept continuously under review.

a) Progress Checks

- Progress Checks are released towards the end of each of four of the first five half terms of the academic year (the exception being when a full report is written instead). **The progress grade is generated automatically from the ISAMS Grade Book** and is determined by comparing their recent performance with that which would be expected from their most recent baseline test. Dates by which marks and effort grades must be submitted are listed in the Academic Schedule, which is published on the Portal.

b) Reports

- For most year groups, formal reports are written twice per year – at times that make the process of reporting meaningful. One of these reports is a traditional, “full”, written report and the other, in the Summer Term, is shorter, and relates to internal exams (Years 7-10 and 12). Pupils in Years 11 and 13 do not have this style of report because it is not helpful to give a summative report between their public exams and the release of results.
- Subject reports are written by each teacher, giving both summative and formative advice for progress in the subject. The tone of the report should be honest, but positive, following the advice that is published by the Head of Year prior to the reporting cycle. They should contain specific, achievable targets that have been discussed with pupils and closely related to each department's Attainment Descriptors. There should be no narrative of current teaching topics, nor should there be cutting and pasting of comments: reports must be individualised.
- Tutor reports should have an academic paragraph giving advice for future studies, and a second paragraph based on co-curricular and pastoral matters, demonstrating that the Tutor knows the pupil.

c) Parents' Meetings

There is one Parents' Meeting per year for each year group (apart from in the Sixth Form where there are two); these meetings too are timed to give parents the maximum amount of information about their daughters' progress and prospects. Parents' Meetings are held at strategic points in the year. For Years 8 & 10, and the first Sixth Form meeting, appointments are held online via School Cloud between 4.30pm and 7.00pm (or at lunchtime for overseas parents). For Years 7, 9 & 11, and the second Sixth Form meeting, the appointments are in-person, on Fridays between 4.30pm and 7.00pm (or at lunchtime for overseas parents). Attendance at Parents' Meetings is compulsory for staff engaged in teaching that particular year group, unless the Principal has granted exceptional absence. In this case, and in case of absence through illness or other school function, it is expected that parents will be contacted by the teacher in lieu.

Progress Check assessments, Reports and internal exam results are entered and stored on the school's database, ISAMS. Parents receive reports through their My School Portal pages.

Notes

- Where 'comment-only' marking is the norm, the issue of what to record in mark books / the Grade Book can be problematic. Some teachers record marks in their mark books / the Grade Book even if they have not written marks on pupils' work. Others record a summary of their comments on pupils' work. Still others have a system for recording whether work is excellent, good or deficient (or similar) with a tick, cross, plus, minus etc. The key thing is to have a record of the progress that pupils are making. It should be remembered that mark books (whether physical or online) may need to be shown to HoDs, SMT, SLT or to an Inspector.
- If pupils use an exercise book, a record of progress can be built up there, as the teacher can look back at previous advice and see how well a pupil has used it in subsequent pieces of work. It is also possible for the pupil to communicate with the teacher by responding to the latter's comments. Pupils using files must be given guidance in building up that file subject-by-subject, and in maintaining a chronological order.
- Pupils who submit work online have a copy of that work stored in the relevant Classroom folder, and this will also be associated with the assignment. Pupils may need support to correlate paper and digital modes.
- External exam results are stored and maintained on ISAMS.
- Entry examination marks at Year 7 and key stage results (where taken) are further important sources of information about individual pupils.
- Copies of pupils' Statements of Results ((I)GCSE and A Level) are currently stored in the Exams Office.

Expectations of Staff

- It is the responsibility of the Heads of Department and Teachers in Charge to ensure that departmental handbooks contain assessment policies reflecting the school's overall policy as outlined above, whilst at the same time incorporating specific departmental needs.
- Assessment should be an integral part of lesson planning.
- It is the responsibility of every teacher to consider how achievement will be assessed and to explain this to her/his pupils.
- Study and tests should normally be marked within a week.
- Feedback on performance should be given unless the work is a vocabulary test or similar.

Other School Related Policies and Procedures

- Curriculum Policy
- Personalised Learning Policy

- English as an Additional Language Policy
- Homework/Study Policy
- Department Handbooks

Appendix 1 Assessment for Learning (AfL)

Assessment for Learning involves using assessment to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

Effective assessment for learning happens all the time in the classroom. Research has shown that whenever pupils are part of the review process they take action to improve their performance and thus raise their standards. Assessment for learning is effective when:

- the teacher shares learning goals with pupils
- helps pupils know and recognise the standards to aim for
- provides feedback that helps pupils understand how to improve
- believes that every pupil can improve in comparison with previous achievements
- both teacher and pupils review and reflect on pupils' performance and progress
- pupils learn self-assessment techniques in order to discover areas for improvement
- recognise that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques

Using effective questioning techniques

High-level questioning can be used as a tool for assessment for learning. Teachers can:

- use questions to find out what pupils know, understand and can do
- use pupils' questions to assess understanding
- focus on different questioning techniques such as 'no hands', allowing discussion time with a partner, extending 'wait time', asking 'what if' questions
- ask pupils to formulate questions

Using marking and feedback strategies

Teachers recognise that feedback is an essential element in helping pupils improve. When using Assessment for Learning strategies, teachers need to **move away from giving work marks out of 10** with comments that may not be related to the learning intention of the task (e.g. 'try harder' or 'join up your writing') and move towards giving feedback to help the pupil improve in the specific activity. This will help to close the learning gap and move pupils forward in their understanding.

It is important to establish trust between the teacher and the pupil before giving feedback.

Pupils benefit from opportunities for formal feedback through group and plenary sessions. Where this works well, there is a shift from teachers telling pupils what they have done wrong to **pupils seeing for themselves what they need to do to improve** and discussing it with the teacher. Giving feedback involves making time to talk to pupils and teaching them to be reflective about the learning objectives and about their work and responses.

Characteristics of effective feedback

Feedback is more effective if it focuses on the **learning intention** of the task and is given while still relevant.

- Feedback is most effective when it confirms that pupils are on the right track and when it stimulates correction or improvement of a piece of work.
- Suggestions for improvement should act as 'scaffolding' (i.e. pupils should be given as much help as they need to use their knowledge). They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves.
- Pupils should be helped to find alternative solutions, if simply repeating an explanation continues to lead to failure.
- Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation.
- The quality of dialogue in feedback is important and most research indicates that **oral feedback is more effective than written feedback**. Teachers can use the Mote add-on for Google applications to attach oral comments.
- Pupils need to have the **skills to ask for help** and the ethos of the school should encourage them to do so.

A culture of success should be promoted in which all pupils can achieve by building on their previous performance rather than being compared with others. This is based on informing pupils about the strengths and weaknesses demonstrated in their work and giving feedback about what their next steps should be.

Sharing learning goals

Most schemes of work emphasise the need clearly to identify the learning objectives for a lesson. Teachers should ensure that pupils recognise the **difference between the task and its learning intention** (separating what they have to do from what they will learn).

Assessment criteria or **learning outcomes** are often defined in formal language that pupils may not understand. To involve pupils fully in their learning teachers should:

- explain clearly the reasons for the lesson or activity in terms of the learning objectives
- share the specific assessment criteria with pupils – it is expected that this will be done in the form of 'Learning Ladders' that couple assessment criteria with detailed comment feedback.
- help pupils to understand what they have done well and what they need to develop.

Looking at a range of other pupils' responses to the task set can help pupils understand how to use the assessment criteria to assess their own learning.

Peer and self-assessment

Research has shown that pupils will achieve more if they are fully engaged in their own learning process. This means that if pupils know what they need to learn and why, and then actively assess their understanding, gaps in their own knowledge and areas they need to work on, they will achieve more than if they sit passively in a classroom working through exercises with no real comprehension either of the learning intention of the exercise or of why it might be important.

a) Peer assessment

Peer assessment can be effective because pupils can clarify their own ideas and understanding of both the learning intention and the assessment criteria while marking other pupils' work.

Peer assessment must be managed carefully. It is not for the purpose of ranking because if pupils compare themselves with others rather than their own previous attainment, those performing better than their peers will not be challenged and those performing worse will be demotivated.

b) Self-assessment

Self-assessment is an important tool for teachers. Once pupils understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves progress.

Teachers and pupils should set targets relating to specific goals. The pupils will then be able to guide their own learning, with the teacher providing help where necessary or appropriate. In addition, pupils will need to:

- reflect on their own work
- be supported to admit problems without risk to self-esteem
- be given time to work problems out.

Assessment for learning is effective when pupils:

- show changes in their attitudes to learning and in their motivation, self-esteem, independence, initiative and confidence
- show changes in their responses to questions, in contributions to plenary sessions, and in explanations and descriptions
- improve their attainment
- ask relevant questions
- are actively involved in formative assessment processes e.g. setting targets, peer or self-assessment, recognising progress in their written work, skills, knowledge and understanding.

To effectively use assessment for learning, teachers need to:

- know their pupils well, know why pupils make mistakes, and be able to make judgements about next steps or interventions
- share learning intentions with pupils and use them to mark work or give feedback or rewards
- build in review time for themselves and their pupils
- encourage pupils to take responsibility for their learning by providing opportunities for pupils to describe their response to learning intentions or targets, the strategies they use and the judgements they make in relation to their progress
- give pupils examples of a variety of skills, attitudes, standards and qualities to aim for
- analyse pupils' performance in tests and use the information for future learning plans

To use assessment for learning effectively schools need an ethos that:

- values learning and promotes trusting relationships
 - encourages and builds self-esteem
 - believes that all pupils can improve and measures individuals against their own previous attainment instead of against other pupils
 - uses value-added data wherever appropriate
 - provides support, guidance and appropriate training for teachers
- encourages review and self-evaluation at individual, subject and school level

[Appendix 2](#)

Expectations for Feedback and Progress Checks

1. Feedback

The minimum requirement from every teacher is:

- Study to be set once a week
- Comment feedback to be once a fortnight at all Key Stages
- Comments can be oral or written, but feedback is to be recorded by the pupil in both instances.

Feedback must include the following for a pupil:

- Evidence of their current position
- What the destination looks like
- Precise instruction on how to bridge the gap.

Often whatever is being assessed measures where the pupil is – ‘what went well’ and improvement is suggested in - ‘even better if’, but the pupil knowledge of what they are ultimately trying to achieve or be capable of is not always clear. This makes bridging any learning gap difficult.

2. Progress Checks

A minimum of two marks per cycle are required from all subjects in all Key Stages. These marks can be arrived at in a variety of ways and are not limited to tests. Departments are in charge of how marks are arrived at and they should indicate clearly how and when this is done in their department feedback policy.

- At KS3 the cycle will run with an alternating cycle of reporting to take into account the different teaching time allocation between subjects. At each reporting point the required number of marks is expressed as **Core in Red** / **Non-Core in Green**. This takes into account the fact that marks will have been generated during the period prior to the full reports and can be carried forward.

	October	December	February	April	June	July
Y7	PC: Core subjects 2	PC: All subjects 2/2	PC: Core subjects 2	Full report	PC: All subjects 4/3	Exam report
Y8	PC: Core subjects 2	Full report	PC: All subjects 4/3	PC: Core subjects 2	PC: All subjects 2/2	Exam report
Y9	PC: Core subjects 2	Full report	PC: All subjects 4/3	PC: Core subjects 2	PC: All subjects 2/2	Exam report

Core departments are English, Maths, Science and Languages.

- KS4 will see all departments produce two marks per half term for PCs except when they clash with reports. As with KS3, marks will carry forward if a full report replaces the PC.

- KS5 will see all departments enter all marks deemed appropriate. PCs will be generated at the end of all half term periods except where they clash with full or exam reports.

3. *Feedback fortnight*

Departments are required to use their Feedback Ladder a minimum of once per term for the first two terms. This will take place across a designated two weeks (chosen to allow for early formative assessment and to help generate data for progress check cycles) –

1. Last two weeks of September
2. Last two weeks of January

This should be based up on a piece of work and that can, but need not be a test.

Feedback Ladders can be used as often as you like, and can focus on only one aspect of the ladder. If a department used them more than the expected minimum listed above, then the measurement on each one could be quite precise and on a single skill or aspect.

Feedback Ladders will now be expected to be used and seen in work scrutiny for KS4 & 5. Mostly this should simply be using Mark Rubrics in the feedback sheet.

- Each department is required to store a copy of the Feedback Ladder they are using for each Key stage (and there may be several versions for KS4 or 5) in the following shared drive location –
[Q Staff Portal > Progress Checks > Ladders](#)

4. *Intervention sheets*

These must be completed after each PC cycle for those subjects and year groups involved. The ‘outcome’ column should be completed at the next Progress Check to comment/review on the impact of the intervention on each pupil.

Intervention Sheets should be stored here –

[Q Staff Portal > Progress Checks > Intervention](#)

5. *HoF/HoD expectations*

The HoF will:

1. Monitor the application of the marking policy through Learning Walks and Work Scrutiny.
2. Ensure that departments have entered marks for Progress Checks.
3. Ensure departments complete Intervention Sheets and have a working Feedback ladder for KS3.

The HoD will:

- i. Ensure staff in their department are following the marking policy.
- ii. Ensure that assessments are planned and of reasonably equal value (if unable to be the same) across teaching staff.
- iii. Ensure staff are on course to be able to provide marks for Progress Checks
- iv. Ensure that the Feedback ladder is a usable and appropriate document for pupils in KS3.
- v. Interventions sheets are completed within their department meetings.

Appendix 3: Coronavirus-related revisions to policy

The wellbeing of our pupils and staff is the foremost consideration, so we will make necessary alterations to the frequency and timing of feedback in such a way as to maximise its impact whilst proceeding in a sustainable fashion. We will continue to provide feedback as appropriate for the pupils' year group, bearing in mind any alterations to timetable and Study timetable that are implemented to protect wellbeing.

- 1) Periods in which certain pupils, or groups of pupils cannot attend school because they are self-isolating or because they are unable to travel to the UK.

There is relatively little change to the timetable, and so feedback will continue as normal.

GSuite allows teachers to highlight, comment on, and amend any documents set to a class online.

Parents' Meetings will be held remotely. We use SchoolCloud as a platform, which requires appointments to me fixed in advance. To allow flexibility, two days are used, with staff asked to be available for at least one evening from 4.30 to 6.30, but can open up appointment times during the day as well.

- 2) Periods in which the school is required to limit attendance to children of key, or critical workers, and vulnerable children.

It is important that pupils' cameras are on at all times. This allows the assessment of non-verbal cues that naturally takes place in class – as far as is possible online.

Feedback should be given at the same rate of assessment as normal – this means that where changes have been made to Study timetables, it will be less frequent as fewer assessable tasks are set.

There may be changes to the academic schedule, rescheduling or cancelling school exams, repurposing reports or Progress Checks so that they report in a useful way.

Parents' Meetings will be held remotely, as in (1).

On the return to school, it is necessary to assess the extent of learning that has been possible, across year groups and individually, and to make appropriate changes to assessment and schemes of work thereafter.