



# Feedback and Evaluation Policy

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## Rationale

At All Saints School we recognise the importance of feedback as part of the learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking and of the research surrounding effective feedback. Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Effective feedback is an essential part of the education process. At its heart is the interaction it encourages between practitioner and student. It is a way of acknowledging students' working, checking outcomes, setting targets and adapting teaching to ensure good progress is made.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.

The research is also clear that

- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

This policy aims to set out expectations across the school for all practitioners (teachers, HLTAs, TAs or senior leaders) on feedback.

Before giving feedback practitioners need to provide high quality instruction, including the use of formative assessment strategies. High quality instruction will follow our learning policy focussing on meeting the needs of our young people. Formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address). Feedback practices help leaders evaluate curriculum implementation and inform professional development priorities by highlighting areas which students need further support with.

When giving feedback, practitioners have a range of decisions to make and can provide feedback in a variety of different ways. Feedback can:

- focus on different **content**; e.g., the particular **task** that a student has undertaken; the underlying processes related to a specific **subject**; or a student's **self-regulation**.
- be delivered in different **methods**, e.g., verbally—this could be detailed conversation or quick verbal comment; or written—this may be written or typed comments, written marks, scores, or a combination.
- be **directed to different people**, e.g., to the whole class; to specific groups; or just to individuals.
- be delivered at **different times** e.g., during a lesson, at the end of a lesson or sometime after a lesson.

## Content:

**Task** -Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.

**Subject** -Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.

**Self-Regulation** -It is usually provided as prompts and cues—and aims to improve the learner’s own ability to plan, monitor, and evaluate their learning.

It is vital that practitioners plan for feedback, evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. CPD is planned to support this process and ensure all our staff understand the role of feedback.

### **What does feedback look like at All Saints School?**

We use many different forms of feedback at All Saints School:

**Verbal feedback** is the most effective mode of feedback for the majority of our students. It is given live throughout the lesson, to individuals, small groups and/ or the whole class. It reviews progress towards the learning objective, addresses misconceptions, encourages engagement, suggests developments and adds further challenges. Staff and students are aware of metacognitive practices and are given time to reflect on the 'how' of learning in addition to 'what' has been learnt. Students are involved as much as possible in self-evaluating their work and encouraged to take responsibility for reviewing and developing work.

**Written feedback** is used to ensure children make rapid progress and to ensure that verbal feedback is remembered. We use it to signpost where to go next, to ask students to reflect on what they have already written and different viewpoints and to highlight what has been successful in a piece of writing. The ‘review stage’ of writing is built into our Ten Steps of Writing and time is given for students to read written comments and make a response. This is often given ‘live’ in the lesson, together with a conversation with the learner. The EEF states ‘written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by students’. Written feedback will be given using a green pen.

At Key stage 4, responses to Mock exams and exam practice may be written but whenever possible, teachers will support this with verbal feedback to the students - either individually or as a group. Mock slips will be shared with parents and carers after each round of Mocks, these will include next steps as well as grades. These tracking sheets are discussed with students before going home.

When Google Classroom is being used, often written feedback is given live with student work in front of the teacher. There may also be comments in the ‘comments’ session that are given outside of lesson time when work is returned.

**Student to student** feedback or peer review provides a structured learning process for students to critique and provide feedback to each other on their work. We are aware that for some of our students this process is challenging to give and to receive. However, it helps students develop lifelong skills in assessing and providing feedback to others and also equips them with skills to self-assess and improve their own work and so is planned into the learning process and we teach how to give and receive appropriate feedback.

**Self-evaluation** supports learners to assess their own performance. This is a vital life skill as well as helpful for academic progress. With practice, our students learn to: objectively reflect on and critically evaluate their own progress and skill development, identify gaps in their understanding and capabilities and

recognise that self-evaluation and reflection is vital for progress. Understanding metacognition, helps students to think about the ways they can best review and develop their own work.

### Different Times

Feedback occurs at one of three common stages in the learning process:

- Immediate feedback – at the point of teaching
- Summary feedback – at the end of a lesson/task
- Review feedback – away from the point of teaching (including written comments where appropriate)

<u>Type</u>	<u>What it looks like</u>	<u>Evidence for observers</u>
<u>Immediate</u>	<ul style="list-style-type: none"> <li>● Includes practitioners gathering feedback includes use of mini whiteboards, online feedback forms, exit tickets etc</li> <li>● Takes place in lessons with individuals or groups</li> <li>● Often given verbally to students for immediate action</li> <li>● May redirect the focus of the lesson</li> <li>● May involve annotation in books</li> </ul>	<ul style="list-style-type: none"> <li>● Learning walks / lesson observations</li> <li>● Some annotations in books</li> </ul>
<u>Summary</u>	<ul style="list-style-type: none"> <li>● Takes place at the end of the lesson or the activity</li> <li>● Involves whole groups or classes</li> <li>● Provides an opportunity of evaluation of learning</li> <li>● May be verbal or written feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Learning walks /Lesson observations</li> <li>● May be evidence of peer / self-marking</li> <li>● May be selected marking</li> </ul>
<u>Review</u>	<ul style="list-style-type: none"> <li>● Takes place away from the teaching</li> <li>● May involve written comments for students to respond to</li> <li>● Provides practitioners with opportunity of assessment of understanding</li> <li>● May lead to targets being set for future learning</li> <li>● May be deep marking particularly summative assessment.</li> <li>● More frequently used at KS4, particularly after Mock series.</li> </ul>	<ul style="list-style-type: none"> <li>● Written comments and appropriate responses either on paper or via technology</li> <li>● Use of annotations to indicate future targets and Next Steps</li> </ul>

There is not one clear answer for when feedback should be provided. Rather, practitioners should judge whether more immediate, summary or review feedback is required, considering the characteristics of the task set, the individual student, and the collective understanding of the class.

### Using AI for Feedback.

All staff have received training about how AI can be used safely and responsibly for planning and assessment purposes. Some staff may wish to use AI for moderation purposes but will always ensure that this feedback is reviewed carefully and edited as required before it is shared with students.

## **Receiving feedback**

A variety of factors may influence whether students seek and welcome feedback—and are then able to use it effectively—and these may affect students differently. Careful consideration is therefore needed when offering feedback to students; a ‘one-size fits all’ approach may not be so impactful.

Factors that may influence a student's use of feedback particularly at All Saints School include:

- Student motivation and desire for feedback
- Self-confidence and self-concept
- Trust in the practitioner
- Working memory
- Prior experience in different settings

It is therefore important that practitioners prepare students to receive feedback by:

- Discussing the purpose of feedback
- Modelling the use of feedback
- Providing clear, concise, and focused feedback
- Ensuring students understand the feedback given

We are very aware that feedback can feel critical and unpleasant for some people and work hard to ensure we know how individual students would prefer to receive feedback and their preferred rewards. This is written in Positive Behaviour Management Plans each year following a discussion with the student. The curriculum leaders team will support individuals who find feedback particularly uncomfortable and all staff will always praise students who have responded to feedback in a positive way.

In order to measure and encourage progress, It is vital that practitioners evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Our CPD schedule includes instruction about how to give feedback and evaluation effectively and our staff are all aware of which methods individual students will respond best to.

A simple version of how Feedback and Marking will look at All Saints is shared with Parents and Carers.

### **At All Saints School we have agreed that:**

- Feedback is a vital part of the learning cycle
- Good quality feedback will look different for different classes, students and subjects
- Before giving feedback practitioners will provide high quality instruction including the use of formative assessment
- Practitioners need to consider the purpose and content of the feedback, (task, subject, self-regulation) as a part of their planning
- The method of the feedback needs to be considered (verbal, written, practitioner to student, student to student, student to practitioner or self-evaluation)
- Who the feedback is aimed at will be considered (whole class, specific students, individual student)
- The time of the feedback needs to be considered (immediate, summary, review)
- Practitioners need to consider how students receive feedback (referring to the Positive Behaviour Management Plans)

- All teachers will compile a document of what feedback looks like in their classrooms which is updated annually
- Written feedback will be in green pen
- Records of student progress will be uploaded to Arbor in line with the Termly Arbor review
- Work will be retained in exercise books or folders to provide a cumulative record of good quality work and show progress over the school year. All completed books need to be kept in the classroom until the end of the academic school year. A sample of model work will be kept for model purposes
- At KS4 deep marking should occur at least once every term
- Success Criteria and/or exemplar work will be shared with learners prior to completion
- Deep marking will be carried out against the success criteria and will clearly identify positives and the learners Next Step
- After deep marking has taken place, learners will be given suitable time to respond (where appropriate) and make necessary improvements to their work
- Classes and departments can add to the above set of criteria; these additions can be found in Appendix 1

#### **Headteacher and School Senior Leadership team will**

- Ensure the feedback policy is implemented by all staff
- Monitor the policy and make amendments where necessary in line with new research
- Provide resources needed to successfully implement the policy
- Support and provide training opportunities for new and existing staff members to become familiar with the school's expectations
- Communicate the policy to school stakeholders

#### **Review**

This policy will be reviewed in line with the school's policy review programme. The Headteacher is responsible for reporting to the advisors about the quality of its implementation and its impact. In the light of this, policy amendments may be made.

#### **Written Feedback**

Written comments will be in a green pen. These will vary between students - some will prefer to have improvements suggested verbally rather than written in books, others prefer post-its which can be removed. Student improvements will often be in a different colour pen (see appendix 1)  
Appendix one shows how teachers use feedback in their classrooms and subjects.

## Appendix one

### What does feedback and marking look like in my classroom and why?

Name / Class	What do I do?	Why do I do it?	What's next?
<p><b>Lower Juniors</b></p>	<p>Feedback given throughout the lesson. Challenges or extensions given to students as and when needed based on feedback. Feedback given in marking if areas needing improvement - i.e: SPaG - not for dyslexic students.</p> <p>Many students create sentences orally before writing them down or having those scribed for them - verbal feedback happens live there.</p> <p>Assessment for learning before the topic starts and some lessons, where I know that we have covered this before. Still using green and pink for marking as that's what we are used to.</p> <p>Peer feedback sometimes - students talk about each other's ideas - positives and improvements.</p> <p>Self-reflection after each lesson plus teacher assessment uploaded to Arbor.</p>	<p>To eliminate misconceptions.</p> <p>To show that we learn from mistakes.</p> <p>To show and celebrate success.</p> <p>To encourage improvement.</p> <p>Students know what they are learning and what is expected from them.</p>	<p>Verbal feedback that will inform students of their next steps, eliminating misconceptions during the task - 3 adults in class.</p> <p>Assessment for learning at the beginning of the topic - KWL chart, quiz at the end if relevant. Assessment at the end. Verbal or written recap of what we already know when revising/ deepening.</p> <p>What went well - even better if - mostly verbal feedback.</p> <p>Peer assessment and self-assessment</p>
<p><b>Upper Juniors</b></p>	<p>Feedback is given throughout each lesson as and when needed to reassure students that they are on the right track and to invite them to correct mistakes and stop misconceptions from continuing.</p> <p>LOs given at start and referenced partway/at end to check that they have made steps to meet the objectives for the learning (students asked to assess their own progress verbally.)</p> <p>Next steps and/or further challenges will be explained in a way that suits the ability and understanding of the student.</p> <p>Work which needs to be corrected</p>	<p>Ensure misconceptions are addressed early in a lesson</p> <p>Encourage independent work, using the strategies in place</p> <p>Make sure next steps are clearly explained, mainly verbally, sometimes written down in green pen.</p> <p>Highlight areas which need improving or changing - with green pen or verbally</p> <p>Praise and rewards for effort and achievement</p>	<p>Student response to feedback received, as they get nearer to KS3</p> <p>Verbal feedback informs students of their next steps</p> <p>Assessment at the end of topic</p> <p>Assessment questions at the beginning of each lesson</p> <p>Assessment questions at the end of each lesson</p>

	<p>after the lesson are marked by the teacher and guidance is given to each student on how to change their work.</p> <p>Students use a purple pen to mark and correct their work.</p>		
<b>Year 7</b>	<p>Feedback and assessment delivered in a lively, fun way disguised as games/challenges/quiz etc... emphasis on improvement being a positive journey.</p> <p>Feedback given constantly throughout the lesson - mainly verbal - by Teacher and TA.</p> <p>Used as a tool to move students forward with next steps by addressing misconceptions / refocusing attention. Also, to provide extra and individual challenge / support.</p> <p>Feedback given positively and without criticism - feedback often given as much for effort as work completed.</p> <p>Marking in books is usually seen as ticks in green pen. Conversations will have taken place as marking is done live with students.</p> <p>Student corrections are usually done straight away with the same colour pen, so this may not always be obvious.</p> <p>When working online, students will also usually make corrections straight away and delete 'mistakes' as they edit.</p> <p>For longer pieces of writing, edits based on feedback can be seen in the draft and final copy of work.</p> <p>LOs explicit at beginning of lesson and written on board. Teacher / TA will 'check in' during lesson to 'RAG rate' (either formally or informally) allowing teachers to follow up immediately if conceptions of understanding differ.</p>	<p>Students are aware of what they are learning and why.</p> <p>Misconceptions addressed quickly before they are embedded - not just that learning is not right but reasons why.</p> <p>Planning is progressive and based upon achievement, not just ticking boxes.</p> <p>Students feel involved in their learning.</p>	<p>To include creative and narrative responses in assessments and ensure there are opportunities to practice this style of question within lessons.</p>

	<p>LOs based upon Arbor targets where possible. Planning is adapted if particular areas need to be addressed or if learning is more fully understood than realised.</p> <p>At beginning and end of Humanities topic - KWL</p>		
<b>Y8</b>	<p>Building positive relationships and creating a safe and secure environment so that the students feel confident within lessons.</p> <p>Embedded as much groupwork as possible within lessons to improve and develop peer relationships and peer feedback.</p> <p>Marking including, ticks and identifying errors (SP/grammar) - some students won't have many SP in their books due to anxiety levels, engagement level (2026)</p> <p>Feedback - through conversation and also within books (all positive, no negatives).</p> <p>Verbal feedback throughout lessons - uses of house points and praise to reinforce good work/participation. This can be done through myself or CP developing conversation.</p> <p>Using the 'personal best' display to display excellent work.</p> <p>At the end of each day, students and staff come together and congratulate those who have received a headteacher's award - 'photographer, handshaker, round of applause'</p> <p>Always discussing L/O's at the beginning and end of each lesson to identify understanding</p> <p>Getting students to participate within Blookets rather than written assessments - a more discreet way to</p>	<p>Provide a safe, secure environment for students to learn and be confident.</p> <p>Have pride in their work.</p> <p>To give feedback as quickly as possible.</p> <p>To reassure the students and encourage them with their work.</p> <p>To make all students feel involved within work/lessons.</p> <p>Reducing misconceptions.</p> <p>Improves resilience of the students, getting through the assessment</p> <p>Improve peer feedback</p> <p>Improve tolerance of peer feedback</p> <p>Enhance peer relationships</p> <p>Develop sense of achievement and being proud of their own achievement no matter how big or small</p> <p>Start to prepare students for exams</p>	<p>'Cold/hot' assessments - at the start of the term students are assessed on their knowledge already of the topic e.g. leaflet to persuade students to come to All Saints and are assessed again at the end of the term to identify progress, i.e leaflet to persuade people to visit Japan</p> <p>Find out what sort of feedback students prefer - quiet? Out loud? Written? Verbal?</p> <p>Continue using Zones of Regulation with next Year 8's - Zones of Regulations and managing behaviour sheets on their desks</p> <p>Continue implementing 'exam paper' assessments within English and Philosophy and Ethics (2026)</p>

	<p>assess because they think it's fun and games.</p> <p>Peer feedback - something I have embedded this year in regards to giving feedback to students performances only positives.</p> <p>Google Classroom has been used throughout different subjects to allow students to create their work; for example Oliver Twist Diary Extract assessment. Feedback (when given via Google Classroom done through comments)</p> <p>English 'exam paper' assessment for Romeo and Juliet, ability based, tailored to support individual students; exam styled paper for Philosophy and Ethics embedded and for Chicken (English) (2026)</p>		
<p><b>Y9</b></p>	<p>Feedback is always positive. Culture of focus on getting better, not being defeated.</p> <p>Lots of verbal feedback from teachers and TAs - sharing good examples of work.</p> <p>Majority of feedback is given immediately by TAs and teacher as the learning is happening -through conversation/ questioning. Green pen live marking in books is often to reward effort - show it had been discussed. It is also used to focus next steps during the lesson and to increase motivation.</p> <p>Google classroom used - to give feedback on individual pieces of work and for students to ask questions and get responses.</p> <p>Whole class feedback - at start of lessons and part way through HPs awarded for excellent work - also personal best work shared. Arbor records achievement. Sometimes students are aware of this</p>	<p>Some students are very sensitive about perceived 'failure'.</p> <p>Developing resilience is important before KS4. Immediate feedback most effective</p> <p>Pride is important (reading work aloud)</p> <p>Developing a culture of success and celebration</p> <p>Peer assessment tricky in Y9 - introducing gradually through very structured and positive verbal feedback.</p> <p>To give instant feedback and to quickly identify areas of need.</p>	<p>Transition 'letter' to new teacher for all KS2/3 classes to show progress through the years</p> <p>Develop personalised feedback by asking new Y9 class what works for them and recording on Positive Behaviour Management Plan.</p>

	<p>- sometimes not.</p> <p>Written marking varies - not very helpful for students with very low reading ages.</p> <p>Post-it notes on desks (after breaks)</p> <p>Circle time =reflect on good learning.</p> <p>Wow moments</p> <p>PHSE tracker/Speech and Language - RAG rated</p> <p>Longer more independent summative pieces of work are marked towards the end of a unit.</p> <p>English exam conditions assessment with access arrangements termly feedback given at the end of the assessment - talked through with students to avoid anxiety.</p> <p>Adapted assessments to meet need. Using the 'personal best board' display to display excellent work.</p> <p>All behaviour management plans are updated and followed for students including how they prefer feedback to happen.</p>		
<b>Science</b>	<p>Marking is check marking for correction, keyword error, calculation issues, graphical work and general understanding.</p> <p>Feedback is verbal, praise and support and assistance during class work. It is also holistic progress in terms of on track and next steps to reach target predictions. During the lesson:</p> <p>-Individual and group verbal feedback given throughout lesson.</p> <p>KS3: -“Reflection and review” lesson for KS3 at the end of each topic with, RAG of learning outcomes, real-time review of workbooks and discussion of progression with students. Areas students need additional</p>	<p>Eliminating misconceptions and errors is the main intention of marking within workbooks and exam papers. Feedback is linked to encouraging more ownership of work and what can be done to move forwards.</p>	<p>Continue to develop booklets</p>

	<p>practice/support with are identified with next steps.</p> <p>-At the end of each term students are given an assessment. Individual and group feedback given on next steps of areas requiring additional teaching or practice.</p> <p>Year 10 and 11:</p> <p>-Mock exams taken by students during dedicated exam period. These are marked by the teacher and reviewed / corrections and comments then added by the student. The students can then identify the areas they need additional revision upon and a plan of action set with the teacher</p> <p>Feedback in Year 7, 8 (&amp; 9) Science:</p> <p>During the lesson: Individual and group verbal feedback given throughout lesson</p> <p>Books: -Scanned weekly to pick up misconceptions/misunderstanding. Books initialled by Teacher/TA.</p> <p>Once or twice every half-term: -“Reflection and review lesson”, real time review of workbooks and discussion of progression with students. Areas students need additional practice/support with are reviewed and next steps identified.</p> <p>Topic tests: -After each topic students are given an assessment. Marking/Peer marking. Answers discussed and corrected as necessary, different colour pen.</p>		
<p><b>Maths</b></p>	<p>KS 2/3/4</p> <p>The teacher/TA uses a green pen to mark/correct work. Students use a different colour pen (any colour except green) for self/peer marking.</p> <p>Real-time, two-way feedback between student and teacher throughout the lesson, to enable teacher and TA to support students in areas where needed.</p>	<p>Real time feedback, throughout the lesson, is given to enable learning to take place and enable the student to gain a better understanding of the topic. Feedback also gives the student confidence that they are learning and succeeding in the topic</p>	<p>Based on the feedback we are giving and receiving to/from students this helps inform teachers and subject co-ordinator as to future planning (both short and long term).</p> <p>Helps inform decisions</p>

	<p>Any misconceptions/errors are discussed either through individual and/or group verbal feedback given throughout the lesson.</p> <p>Assessments (Stages - benchmark and Year End Assessment/KS4 - mock exams) marked by the teacher and appropriate feedback given to students either individually or whole class.</p>	<p>KS4 mock exams - Marking is required to give an assessed grade in formal assessment.</p>	<p>as to suitable Stages groups and also KS4 maths pathway (ELC or GCSE Foundation/Higher)</p>
<p><b>PSHE KS4 AF RJ</b></p>	<p>Students are completing pieces of coursework for each module. Feedback is either given verbally or via comments on ASDAN e-portfolio. Students assess this themselves using the criteria for each piece of coursework. Students will also be filling in 'skills sheets' for their ASDAN qualification - identifying the skills they have used and how effectively they think they have worked.</p>	<p>Students can share their work with teachers via Google Classrooms/drive if needed. This allows "live" feedback and comments to be made to specific students as they are working on their coursework.</p> <p>Students have the criteria shared each lesson and are encouraged to ensure their work incorporates all the necessary elements.</p>	<p>All KS4 students will upload all work onto their own ASDAN Eportfolio independently for summative assessment, moderation and in preparation to send to ASDAN for certification.</p>
<p><b>SS Music</b></p>	<p><b>KS2/3</b> Students complete six units of work . Baseline assessment at start of each year. Students self-assess performance tasks and make suggested next steps. All scores used are annotated with student-specific feedback and personal next steps to improve instrument skills. Performances/compositions are filmed/audio recorded as evidence.</p> <p><b>GCSE</b> students have written feedback given for performance tasks. Past papers are deep marked with areas of improvement clearly shown. One-to-one discussions every fortnight to discuss current work and next steps.</p>	<p>Immediate feedback in lessons allows students to make changes to their work in the moment, reducing anxiety.</p> <p>Verbal feedback ensures a reduction of anxiety associated with viewing written negative comments.</p> <p>Positive and constructive next steps written directly onto scores allows students to be reminded of how to improve and develop their performance and compositional skills.</p>	<p>Video demonstrations of instruments available on google classroom so students can continually refer back to 'best practice' at their own pace.</p> <p>Use of photos as well as diagrams to support learning of chord positions/note placement.</p> <p>Progress trackers so students can clearly see personal areas for development at a glance.</p>
<p><b>Child Development</b></p>	<p>Lots of verbal feedback in lesson Marked assignments on Google classroom or in folder and two</p>	<p>Immediate feedback to make it meaningful to the student.</p>	

	<p>assessments moderated externally Q and A sessions. Peer feedback.</p>		
<b>ASDAN Short courses</b>	<p>Verbal feedback in lesson Marked assignments on e-portfolio Written feedback on e-portfolio - discussed 1:1 with individual students</p>	<p>Immediate feedback to make it meaningful to the student.</p>	
<b>Philoso-phy and Ethics</b>	<p>Exercise books are not routinely marked but practice answers or corrections marked in green pen in discussion with the students. The agreed symbols will be used and students will be encouraged to correct errors.</p> <p>Verbal feedback given during lessons related to learning objectives and live marking via google docs. This is given during class discussions or one to one . We often use questioning to encourage a deeper level of response . This will happen at least once per week for each student.</p> <p><b>GCSE:</b> Formative assessment at least once per term. Exam style question related to topics as per SOW. This will be deep marked using the agreed symbols and areas for improvement identified. This will be discussed with students on a one to one basis and a next steps target identified.</p> <p>Exam answers marking criteria will be used which will be shared with the students beforehand. Students will be encouraged to act on the feedback, rewriting an identified section with feedback comments actioned. Exemplar exam answers can be given to students prior to receiving their own back, for the students to mark and make comments on. They can then be given their own answers to mark and identify areas for improvement.</p> <p><b>ASDAN</b> Coursework deep marked following the first draft at least once per term. This will be deep marked</p>	<p>Discussion and questioning feedback will encourage a greater depth of thinking which is important for P and E as a subject. Students respond best to immediate feedback and conversations about their work. Where deep marking has happened, we want to ensure it is read and processed which is why we will spend time talking through feedback.</p>	<p>Delivered training to KS2 and KS3 teachers to raise awareness of meaning of Arbor statements and how to develop assessments in line with these.</p> <p>Ensure KS2 and Year 7 assessment is in line with with this document.</p> <p>Close monitoring of Arbor data to ensure staff are RAG rating accurately.</p> <p>Year 8 - implementing exam styled paper</p>

	<p>using the agreed symbols and areas for improvement identified. This will be discussed with students on a one to one basis and a next steps target identified. Students will be encouraged to review their own work, using the coursework outline provided to them to ensure they have included everything they need to. Students will then be encouraged to redraft the work, acting upon feedback given.</p> <p><b>KS3</b> Formative assessment will happen once a term using the assessments identified in the SOW. This might be a discussion, quiz or a written task. Where written it will be deep marked using the agreed symbols and areas for improvement identified. This will be discussed with students on a one to one basis and a next steps target identified.</p> <p>Marking criteria (based on Arbor statements) will be shared with students before the assessment so they know what to include. Next steps will be based on Arbor statements.</p>		
<p><b>ART</b></p>	<p><b>KS2/KS3-</b> Verbal feedback in class. Individual targeted verbal feedback in lessons when walking around and talking with individuals.</p> <p>Whole class feedback in the middle or end of lesson.</p> <p>Peer to peer feedback. This is a positive exercise built in at the end of some lessons (usually after completing a final piece) for children to give positive feedback about another student's work. This comes in many forms, including looking at partner work, creating a display or 'exhibition' of work, or walking around the classroom to view everybody's work and raising hands to share feedback.</p> <p>Recall starters sometimes used to assess prior learning.</p> <p><b>GCSE-</b> 10 minute 1:1 in every lesson to</p>	<p>Research shows the effectiveness of immediate feedback. This allows for opportunities to offer individual feedback to progress learning.</p> <p>Verbal feedback allows students the opportunity to make developments live and reduces anxiety of viewing feedback as 'negative' or permanent if written. This addresses whole class misconceptions</p> <ul style="list-style-type: none"> <li>-Confidence boosting</li> <li>-Allows chance for art conversations and using subject specific knowledge</li> <li>-Ownership of assessing own work</li> </ul>	<p>-Next steps will be to encourage constructive peer-to-peer feedback (moving beyond just positive feedback) once everyone in class is feeling comfortable, safe and supported.</p> <p>Art GCSE assessment standardisation ongoing with Stalham High School art department.</p>

	<p>give personalised feedback, supporting each student with their portfolio of work. This allows students to pursue their specific skill set and interests (eg some working with sculpture/ photography/ paint).</p>	<p>GCSE- 1:1 allows opportunities for tailored feedback to progress individual progress.</p>	
<b>DRAMA</b>	<p>Drama is an intervention.</p> <p>Teacher and peer verbal feedback. Success is mainly measured by outcome.</p> <p>KS4 Drama has a wellbeing focus and therefore there are no formal assessments. (Except GCSE students)</p> <p>Feedback is given verbally throughout lessons, from teacher and peer responses are also encouraged.</p> <p>GCSE Drama Drama terminology - quizzes as and when required and also encourage use during practical work.</p> <p>Devising/Text in practice Feedback given throughout the creative process. This may be teacher or peer.feedback and is provided at regular intervals.</p>	<p>For students to be able to act upon the feedback given.</p> <p>To encourage and enforce understanding in preparation for final examination, devising logs and dramatic intentions. Feedback helps with progressing the creative process and encourages understanding.</p>	<p>Remind students at the start of the next lesson of areas to concentrate on.</p> <p>Put feedback into practice and incorporate within practical work.</p>
<b>PE</b>	<p><b><u>Core PE Feedback overview</u></b> <b>Practical Application-</b> Instant corrective feedback regarding misconceptions or support in improving through visual demonstrations and simple clear to follow feedback.</p> <p><b>Peer feedback-</b> Think-pair-share regarding directed criteria with teacher and TA listening in and providing opportunities to share positive ideas.</p> <p><b>Self AFL linked feedback-</b> AFL at the end of the lesson linked directly to the LO.</p> <p><b><u>GCSE PE</u></b></p>	<p><b>Core PE-</b> Students apply skills learnt in competitive contexts linked directly to NCPE statements. RAG Rate at the end of each lesson directly linked to the LO.</p> <p><b>GCSE PE/Vocational PE-</b> These processes align themselves with best practice gathered from AFPE, other SEN PE schools and leading research on assessment and feedback in PE. They are also reviewed as each new cohort begins their KS4 PE journey, this is crucial due to emerging needs. This</p>	<p>Begin to create a clearer picture of how AI and technology can enhance assessment and feedback in PE.</p> <p>To continue to engage in exam board specification CPD for GCSE PE.</p>

	<p><b>Feedback Action Response (FAR)-</b> Formative pieces of work that can be improved on/ Summative piece (mock/PEP) a grade is given with FAR to support on questions with “mark opportunities”.</p> <p><b>Marking-</b> Questions linked to exam content.</p> <p><b>Next steps based feedback-</b> Mocks reviewed with the pupil 1 to 1.</p> <p><b>Live feedback-</b> based on answers given written and shared verbally pupils are encouraged to use a different colour pen to build on answers they have given in books based on teacher feedback and modelled answers on the board. This will be checked and signed off by a teacher at the end of each unit with a signature and date.</p> <p><b>Practical observation-</b> Visual observations of pupils participating in practical activities and assessed based on Pearson Edexcel assessment criteria.</p> <p><b><u>ASDAN Sport and Fitness/AQA Unit awards in PE</u></b></p> <p><b>Verbal feedback-</b> Main form of feedback for students on this course given live to support with work, this will be actionable and immediate so the child can respond and act accordingly.</p> <p><b>Written feedback-</b> Sometimes given after an assignment, this is aimed at supporting the child in passing that assignment and will be actioned by making changes to the assignment.</p>	<p>means our assessment and feedback best reflects each cohort within the wider whole school assessment and feedback policy.</p>	
<p><b>KS4 English</b></p>	<p>We use feedback to build confidence and build on previous learning.</p> <p>What feedback looks like in our classroom: In class discussion: Feedback will be encouraging and positive, thanking students for contributing verbally. Targeted questioning. Often responding to a student’s answer will be a follow up question eg. may ask students to</p>	<p>To eliminate misconceptions.</p> <p>To model how a skill is mastered.</p> <p>To show that we learn from mistakes.</p> <p>To show and celebrate success.</p>	<p>To use more live feedback and google classroom submissions.</p>

	<p>explain their thinking behind an incorrect answer - we validate this while we correct a misconception or error.</p> <p>For formative assessments:  Low stakes quizzing in the beginning of lessons is used to build confidence. Peer feedback is used especially for creative writing.  Recording work on the “Personal Best” wall celebrates good effort and outcomes.  Teacher comments in books written in different colour ink. These include specific praise and targets which relate to the LOs or relevant AOs for that piece of work. One SPAG target set for each English language assessment/component covered.  Displaying work under the visualiser to demonstrate a skill a student has mastered or made progress in.</p> <p>Summative assessments:  Find a suitable time to share outcomes with students in GCSE based assessments in a one-to-one setting. Teacher notes recorded in different colour ink.  Specific assessment objectives highlighted and/or referenced in the margins. Specific targets given referring to AOs. Students are invited to take these home to review and reflect in their own time.</p>	<p>To build on prior learning.</p> <p>Students know what they are learning and what is expected from them.</p>	
<p><b>Humanities</b></p>	<p><b>KS3</b></p> <p>Feedback is given regularly throughout the lesson. Live marking is common using green pens and / or stickers.</p> <p>I’ve had personalised stickers made so they feel pride in receiving one. These are not just for ‘getting it right’ - I like to reward the effort too.</p> <p>Longer writing tasks get specific feedback and some SPAG will be corrected - usually subject specific.</p> <p>Knowledge checks to ‘assess’</p>	<p>Live feedback is important to correct any misunderstandings at that moment. It also allows for a sense of pride in their work. It allows them and their work to be seen and the effort appreciated.</p> <p>Rewarding effort is just as important</p> <p>This gives them some ideas on improvements and next steps.</p>	<p>Encouraging peer feedback and TAs to have confidence to provide feedback more also.</p> <p>Mark schemes provided to TAs so they can help with live marking e.g. map work tasks</p>

	<p>understanding with feedback provided.</p> <p>Using the 'personal best' display to display excellent work (Yr 8)</p> <p>Use of Google classroom for extended pieces of writing and feedback provided on this platform. Sometimes printed but generally changes / marking completed online.</p> <p><b>KS4</b> Live marking using markschemes where possible. Frequent marking of folders to check misunderstandings.</p> <p>Use of markschemes with all longer questions so they can see what needs to be done and plenty of exam practice in the lesson. Do Now is always an exam related question - usually 4 marks.</p> <p>Effort commended - stickers too !</p> <p>Largely use computers for GCSE and ASDAN</p> <p>Every piece of work has a WWW (What Works Well) and an EBI (Even Better If) (google classrooms comments box)</p> <p>Verbal feedback and conversations online editing together via Google Classroom but side by side.</p> <p>Changes happen next lesson or at the same time.</p>	<p>This enables me as a teacher to see what they have remembered and also to look at adapting things for the future</p> <p><b>KS4</b> Using the markschemes helps students to see how they get the marks</p> <p>Same as above - check for misunderstandings and checking for the need to reteach anything</p> <p>Feedback sheets are pink so they can find them in their folders. Feedback given question by question and for longer answers, highlighted to show level.</p> <p>Immediate - focus is to have a conversation with students as soon as possible so that it is meaningful.</p>	<p><b>KS4</b> Work on peer to peer feedback (difficult with 3 students)</p> <p>Work on self feedback - self marking to see how they achieve the marks (use of techniques like highlighting the PEEL parts or cutting up their answers and asking them to identify the PEEL etc.</p>
<p><b>Computing/ Computer Science</b></p>	<p>Feedback is given throughout each lesson as and when needed to reassure students that they are on the right track and to invite them to correct mistakes and stop misconceptions from continuing.</p> <p>As much of the work is online across different platforms and/ or computer-based (Google Classroom), a lot of the monitoring of progress and checks against misconceptions now happen over Securly Classroom. Teachers can</p>	<p>Reassurance</p> <p>Encouragement</p> <p>LOs explained in simple terms so that they understand the tasks they will complete (also how it fits into a larger overall picture of the subject)</p> <p>Encourage them to 'own'</p>	<p>Need to tackle the increased risk that students will use AI to complete work without putting in the effort themselves.</p> <p>An AI curriculum is planned to begin next year which will involve consideration of the ethical side of AI use and how it should be</p>

	<p>highlight and celebrate good practice (verbally, by direct chat or by sharing the student's screen) and quickly spot inactivity or errors. Distracting tabs can be closed or blocked.</p> <p>Evidence of completion of online activities is provided through Google Classroom project files, and occasionally photos/videos/screen grabs of online activities. Students are sometimes asked to share online work with teachers.</p> <p>KS4 students evidence their work on paper/Google Classroom/in photos, for upload to their ASDAN portfolios with the accompanying paperwork.</p> <p>Some elements from Year 9 upwards, particularly using the Python in Pieces online program, are assessed by the software (on a percentage completed basis) with some elements of self - assessment. Certificates for completing various levels are downloadable.</p> <p>LOs given at start (explained in a way suitable for their understanding, as they can often be complex and contain technical terms) and referenced partway/at end to check that they have made steps to meet the objectives for the learning (students sometimes asked to assess their own progress towards the objective with a thumbs up/thumbs down/thumbs sideways approach).</p> <p>Generally live marking of the few worksheets, with incorrect or debatable answers highlighted and discussed. Significant issues will be drawn to the attention of students</p> <p>Next steps and/or further challenges will be explained in a way that suits the ability and understanding of the student.</p>	<p>their own work, and be keen to improve.</p> <p>Make sure next steps are clearly explained.</p>	<p>used for support and ideas rather than to do tasks for students</p>
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