



Laureate Academy

Feedback and Assessment Policy

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Formative Assessment

Teachers should regularly check for understanding within lessons. Effective questioning, regular low stakes quizzing and other suitable Assessment for Learning (AfL) techniques including plenaries should be used. Teachers must use this ongoing assessment of learning to give timely and specific feedback to students to ensure any misconceptions are addressed and students are continually challenged. Ongoing AfL should inform the next stage of the lesson and future planning.

Marking students work with written comments is **one** useful tool for assessing students learning. It can provide students with useful individual feedback that supports them to address mistakes or misconceptions, improve their work and make progress. Marking is also one way of demonstrating to a child that their work has been looked at which can help to build relationships and hold them to account for the work that they produce. However, marking students' work is not always the most appropriate, impactful or time-effective method for assessing students learning, informing planning or providing feedback to students.

Often, whole-class feedback based on ongoing AfL, sample marking (taking in a representative sample of work from the class rather than a full set and either scanning this or marking it with written comments) and 'live' marking in lessons has more impact on students' progress and avoids the need for excessive written comments and associated workload issues. Therefore, the minimum requirement for written feedback on students' work in Key Stages 3 and 4 at Laureate Academy is limited to:

- Twice per half term for Maths, English and Science
- Once per half term for all other subjects.

This piece of written feedback should focus on one specific piece of work. If a teacher feels that additional written comments will have a positive impact on the progress of their students then they should use their professional judgment to do so.

Written feedback (including any written 'live' feedback during lessons) should follow the below guidelines to ensure consistency across the Academy:

- Teachers should mark in red pen
- A specific piece of work should be marked
- Strengths (S) and Improvements (I) should be given with clear S/I codes next to comments
- Strengths should be subject specific and linked to the learning objectives. For example, "Excellent technical vocabulary to explain the formation of the Himalayas".
- Improvements should be interrogative and instructional, not advisory. Students should be posed specific questions or tasks rather than offered advice. E.g. "How might King's use of the pronoun "we" make an audience of black and white people feel?" or "Explain the possible impact of the pronoun "we" on MLK's audience" rather than "You should consider audience response."
- School literacy codes (see below) should be used in the margin. Choose the most frequent mistakes if literacy is an issue so that a students' work is not covered in red pen.

Literacy Codes: Functional Accuracy		
CL	Capital letter	Names of people and places, titles of books, films etc
P	Punctuation	Student needs to add or change the punctuation
Sp	Spelling	Ask student to copy out three times
RP	Re-phrase	Sentence does not make sense
T	Tense	Past, present, future used incorrectly
//	New paragraph needed	New time, place, topic or person
^	Insert a word	Choose to insert the word for them or leave it for them to insert
Structure and Style – suggested comments to use if the student has not made any functional errors		
Vary sentence beginnings (in whole piece)		
Vary vocabulary (in whole piece)		
Vary sentence length and structure (in one paragraph/ in the whole piece)		
Alter the style to better suit the purpose of the writing (in one paragraph/ in the whole piece)		

Irrespective of the style of feedback, student improvements should be made in green pen to evidence progress made as a result of this ongoing process and so that students understand that their work is assessed continuously. For example, literacy corrections, self/peer assessment, redrafted work as a result of whole class feedback or a re-written section based on individual verbal feedback should be clearly evident in green pen. Any printed feedback sheets or tasks based on AfL should be printed on green paper. Green improvements as a result of feedback should be ongoing and regular.

Summative Assessment

Students at Laureate Academy are formally tested at given Assessment Points (APs). All year groups will be formally assessed at the end of the academic year and mid-year as per the Future Academies assessment policy. Please see the Academy calendar for AP dates.

Students should be given sufficient notice of APs and explicit support/strategies for them to revise.

All staff must ensure that AP is as robust as can be. By having robust data, underachieving students can be identified and appropriate interventions put in place to ensure they make sufficient progress. To achieve robust data all teachers must take part in moderation procedures prior to the closure date of an AP. Department Development Time (DDT) has been set aside for moderation in the Academy calendar.

Summative assessments should be given a mark/grade. Individual written feedback should only be given if it is felt that this will support the progress of students. After assessments are marked, teachers should plan feedback lesson(s) so that efficient time is allowed for students to make improvements, understand their grade(s) and know how to make further progress. Common misconceptions or mistakes should be addressed before moving on with the next lesson/topic.

After each AP there is a deadline for all teachers to input the data to SIMs. This is used to provide parental reports and for the monitoring of students' progress.