



Enfield County School for Girls

Assessment and Feedback Policy

November 2022

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Introduction

"The most powerful single modification that enhances achievement is feedback." (John Hattie)

The research of eminent educationalists such as Dylan William, Paul Black (Inside the Black Box), Shirley Clarke and John Hattie highlight the fact that formative assessment (assessment for learning) plays a fundamental role in ensuring pupils make good progress, therefore raising standards of achievement. To facilitate this process, teachers must provide students with personalised, regular and timely feedback that helps them understand how to move forward in their learning. We therefore believe at Enfield County School for Girls that assessment and feedback are intrinsically linked and provide a sound platform for our students to make continuous academic progress in a blended learning context.

We encourage teachers to use the following cyclical, ongoing and formative process when planning face-to-face, blended or online lessons. They should also make this explicit to their students who must be clear about the need to engage with feedback as described in this policy.



Rationale

The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information it provides. Assessment for learning is an ongoing process emerging from the interaction between teacher and learner.

What makes assessment for learning effective is how well the information is transformed into highly effective feedback, which in turn is acted upon to ensure progress.

Aims

- To promote consistent summative and formative assessment protocols as a whole school and within individual departments, in physical as well as in remote education.
- To ensure that all pupils understand marking protocols across the curriculum and within each subject area, which pieces of work will be assessed and how.
- To motivate pupils by praising current achievement and actively encouraging subsequent progress.
- To assist pupils in their learning by providing clear learning goals which help them focus on specific skills or areas of knowledge and understanding where further development is needed.
- To provide the teacher with feedback on how well pupils have understood the current work in order to facilitate future planning and drive standards of learning.

1. FORMATIVE ASSESSMENT

1.1 Assessment for learning as a formative tool

“Assessment for learning is any use of assessment that is primarily intended to improve, rather than measure, learning.” (Dylan Wiliam)

Assessment for learning (AfL) is an ongoing process which takes place in every lesson. It is more diagnostic than evaluative in nature. The information derived from assessment for learning can be used formatively or summatively (e.g. If a student knows 50% of his multiplication facts from 1 x 1 to 10 x 10, then that is a summative conclusion. However, if we look more carefully at the test results and see that the student is having particular difficulty with the seven-times-table, then that gives the teacher something to work with in a ‘formative’ way).

At Enfield County School for Girls, we employ a wide range of AfL techniques to:

1. monitor and improve pupils’ knowledge and skills;
2. provide valid and reliable information about their progress.

Most AfL strategies are quick to use and fit seamlessly into the instruction process. Our online learning platform, Microsoft Teams, offers a range of tools such as MS Forms and OneNote Class Notebook to generate formative assessment opportunities. The information gathered does not have to be marked or graded.

In addition to informal AfL strategies listed in this section, all subject areas are required to identify at least one key piece of formative assessment per unit of work which we call a core task (see Appendix 2). There should be one core task completed every half-term in order to monitor progress and provide reparative feedback and improvement methods.

Core tasks are:

- **Variable in nature and format (retrieval test, assignment grid, experiment, performance, piece of written work, presentation to the class, etc.).**
- **Set by each department midway through a unit of work to allow action feedback to be implemented by the learner.**
- **Marked in students’ exercise books, workbooks or folders using *What Went Well* and *Even Better If* (see section 4.3). Alternatively, they can be set and marked via MS Teams.**
- **Marked using the Common Marking Guidelines (see section 3).**

1.2 AfL toolkit: Questioning strategies

Effective questioning is a key tool in assessment for learning and should be planned such that a range of responses are anticipated. Good questions lead the learner on a journey in which there is a balance between content (who, what, when) and process (how, why). The kind of questions teachers ask determines the level of thinking learners develop.

Good questioning requires time for pupils to think and respond, and the more learners are actively engaged in learning, the less scope there is for them to disengage. Asking well-structured, thought-out questions has a number of positive benefits within the classroom, including:

- Directing students' thinking in a deliberate way
- Encouraging learners to think and actively construct their own schemas
- Structuring or guiding the learning of a task
- Allowing teachers to assess the learning of their students both in terms of what they bring to the lesson and what they are taking from the lesson
- Identifying gaps and/or misconceptions in students' learning
- Helping students clarify their understanding of a topic
- Motivating students' interest and engagement in a topic
- Providing opportunities for student learning through discussion and oracy
- Valuing contributions from all participants, regardless of prior attainment or experience

To reap these benefits, expert teachers deliberately integrate a wide range of questioning techniques in their lessons. Some of the most effective ones are listed here:

<i>Cold Calling</i>	<p>Essentially this means no hands up and no calling out – the teacher chooses students to respond and establishes the routine that this could be anyone for any question. Ask everyone the question, pause, give thinking time and then warmly invite a student to give her answer or share her thoughts.</p> <p><i>(To the whole class): What are the main factors that made this a significant change?</i></p> <p>Pause</p> <p><i>Sarah... what were you thinking?</i></p>
<i>Think Pair Share</i>	<p>This is powerful as it enables everyone to have a chance to think their ideas through by sharing them with a talk partner. There needs to be some simple routines around it; everyone needs a talk partner, the talk should have a goal, the talk should have a time limit, pairs should know they will be cold called after their discussion.</p>

Check for Understanding	<p>If teachers routinely sample students' understanding after any exchange, comparing answers and exploring differences, more students are rehearsing their thinking and the teacher gets a better idea of how the learning is going. It takes numerous forms:</p> <p><i>Michaela, what did you understand from what Safiya was saying about the poem?</i></p> <p><i>Daisy – tell us what you understood was happening in the last chapter of the story?</i></p> <p><i>Steph – let's have your version; how do can we work out this angle from the information in the diagram? And Melissa – what was Steph's method again? What could you do instead?</i></p>
Pause-Pose-Pounce-Bounce (Ross Morrison McGill)	<p>A questioning sequence which is much more suited to elicit deep thinking. The teacher poses a question; pauses to allow suitable thinking time; 'pounces' on one student for an initial answer; and finally 'bounces' the answer to another student who builds on the response. This improves participation, engagement and understanding.</p>
Flipped learning questions	<p>This strategy follows the flipped learning principle, where students are asked to study or prepare the material <i>before</i> rather than <i>during</i> the lesson. As a home assignment, ask students to read a text and prepare 5 questions to ask each other (reading comprehension task), and 2 questions to ask the teacher (for clarification or elaboration).</p>
Hinge questions (Dylan Wiliam)	<p>Hinge questions are questions used around the middle of a lesson. They allow the teacher to determine whether they can move on with their instruction or revisit the concepts they have just covered (for the whole class or for small groups of students). There are four elements of hinge questions:</p> <ol style="list-style-type: none"> 1. The question is based on a critical concept that students need to understand. 2. Every student must respond to the question (by putting their hand up, showing the right number of fingers for the answer they think is correct, writing the answer on a mini whiteboard, thumb up or thumb down, etc.). 3. The teacher should be able to collect and interpret the responses in 30 seconds or less. 4. The teacher needs to have pre-determined the proportion of students obtaining the correct answer before moving on (or deciding on the intervention for students who do not answer correctly).
Hot seating	<p>Hot Seating is a strategy in which a character or characters, played by the teacher or a student, are interviewed by the rest of the group. This activity invites students to recount a specific event, explore motivation and multiple perspectives/experiences related to a theme, topic, event, or idea.</p>

<p>No opt out (Doug Lemov)</p>	<ol style="list-style-type: none"> 1. Eliminate the option of opting out. 2. It is good for learners who don't know the answer as it rehearses success. 3. "honours and validates students who know the answer by allowing them to help their peers in a positive and public way". <p>Process – if a learner e.g. Sarah says they "don't know", then turn to another student and ask them to give the answer. When you receive the correct response return during the lesson/discussion to Sarah and ask her for a response to the same question.</p>
<p>Right is right (Doug Lemov)</p>	<p>The practice of "rounding up" is where a teacher responds to a partially or nearly correct answer by affirming it/repeating it but then also adds critical detail (often the most challenging detail) to make the answer fully correct. What is interesting the student often gets credit for this "rounding up."</p> <p>Lemov argues this is "setting a low standard for correctness and explicitly telling the class that a partial answer was fully right when it wasn't." The teacher has "eliminated the opportunity for the student to recognise the gap between what she has said and what would have been a top quality answer."</p> <p>If the answer is <i>almost but not quite</i> correct, push learners to find out the rest of the answer or what is required for a high quality response (e.g. Can you tell me more about...? What about...? Good start, can you develop that further...? Can you elaborate on what you mean by...? Ok, x is true but can you put more precise language into your answer/the task?)</p> <p>This is a technique for when it is mostly right – NOT when the response is incorrect.</p>
<p>Socratic Questioning</p>	<p>The Socratic approach to questioning is based on the principle of disciplined, thoughtful dialogue. In this technique, the teacher professes ignorance of the topic in order to engage in dialogue with the students. With this 'acting dumb', the student develops the fullest possible knowledge about the topic:</p> <p><i>What is another way you could solve that problem?</i></p> <p><i>Would you explain why you used this unit of measurement?</i></p> <p><i>What effect would changing this angle have on the shape?</i></p>

1.3 AfL toolkit: Retrieval practice

Retrieval practice involves a range of recall methods to bring information to mind in order to enhance and boost learning. Along with other assessment for learning strategies, deliberately recalling information forces learners to pull knowledge "out" and examine what they know.

Cognitive science has demonstrated that, if done consistently over a period of time, retrieval practice has the potential to significantly improve students' learning outcomes.

Although the most common retrieval strategies tend to be multiple-choice quizzes with four options for each question – one correct, one completely false and two distractors – there are many other ways to retrieve knowledge. Some of these are listed here:

Paired quiz	Activating students as resources for one another. One student has the material – questions, answers, cue cards, knowledge organiser, text – and asks the other student questions. "Test me" – it's a well-used technique and can be harnessed in lessons. Give a time limit and then get them to swap around.
Summarising Information	This is a useful recall process although it is less precise in terms of checking – because every summary can be different. A retrieval process can be something like: <i>Last week we looked at renewable energy. Summarise the main advantages and disadvantages of a wind farm: Go!</i>
Retrieval grids	The retrieval grid will contain several boxes and each box contains a question and is colour coded for the time when students first learned or encoded the concept. Retrieval practice challenge grids can also provide opportunities for feedback – the grid can be self or peer assessed and lead to classroom or teacher-led discussion of the content.
Map and compare (Tom Sherrington)	This method is where you want to check students' capacity to make links. Ask them to make a memory map of the key aspects of a topic... e.g. Reactions of Metals OR Themes in Hamlet OR Generating Electricity. This can apply to much tighter sections of knowledge too: types of radiation, the key events and figures in the Cuban Missile Crisis, etc. Students make their mind map before checking against a good resource – their knowledge organiser, exercise book or a teacher-completed version: what did you get right? What did you miss out completely?
Free recall	Also called 'brain dump' or 'stop and jot', free recall is a simple strategy but can be highly beneficial. At some point during the lesson, ask students to write down everything they remember about the topic or concept you are currently studying. Give them a clear brief and a specific time limit. Then, get students to compare their work to find gaps, similarities, differences, etc.
Thinking and linking	This is a useful technique to learn subject-specific terminology and connect knowledge within a specific area of study. Write key topical words in a 5x5 grid. Ask learners in pair to find a link between two words and verbally explain what the link is. As an extension, you can ask learners to write a sentence using the words correctly.
Picto-dictation	Picto-dictation is an active listening strategy that combines narration and drawing. It is particularly effective with procedural, step-by-step learning. Narrate to the class a historical event, a scientific experiment, a case study or the process of solving a complex problem. Ask students to draw icons and simple pictures to represent your explanation (no written words allowed). Then, ask students to use their pictures to recreate the narrative to each other. Check the learners' understanding by sampling their answers.

2. SUMMATIVE ASSESSMENT

2.1 Whole-school procedures for summative assessment

Every student should complete at least one key piece of summative assessment per half-term which we call End of Unit Assessment (see Appendix 2). Key summative assessments may include end of topic tests, essays, presentations, past exam papers, end of year exams, performances, etc. Our online platform may also be used to set and assess summative assessment pieces (e.g. using OneNote Notebook to assess pupils individually).

At Enfield County School for Girls, we also regularly schedule Pre-Public Examinations (PPEs) at KS4 and KS5 (see Appendix 2). PPEs are internal examinations set by subject teachers. The results do not count towards the final grading of qualifications; however these exams use exam board assessment materials and mark-schemes to give students an authentic experience of sitting examinations. PPEs also give teachers valuable information on their students' current level of performance, their strengths and areas which they still need to develop in order to achieve their full potential.

2.2 Key Stage 3 Attainment Thresholds (Current Working Grade)

At Enfield County School for Girls, we use the following attainment measures at KS3:

Expanding: A student demonstrates a deeper understanding of the key concepts and skills expected for her age

Secure: A student is regularly demonstrating an understanding of the key concept and skills expected for her age

Developing: A student is working towards becoming secure in her understanding of the key concepts and skills expected for her age

Beginning: A student is demonstrating a basic understanding of some of the key concepts and skills expected for her age

Progress Indicators:

P+2 Exceptional progress being made

P+1 Making above expected progress

- P+ Making expected progress
- P Some progress being made

Effort Indicators

- | | |
|---|---|
| 1 | Excellent effort being made |
| 2 | Expected level of effort being made |
| 3 | Some concerns about the effort being made |
| 4 | Real concerns about the effort being made |

2.3 Estimated Grades Key Stage 4 and 5

Key Stage 4

At Key Stage 4 teachers give a Professional Estimation of the grade the teacher believes the student is likely to get at the end of the course, given the current rate of progress. This is the professional judgment of the teacher of the likely grade at the end of the GCSE course. Reformed GCSE subjects GCSE grades are now 9 to 1.

Each grade will have sublevels 1, 2 and 3. **Fine Grades** are: 5.1, 5.2, 5.3 etc.

The DfE regards Grade 4 as a “standard” pass at GCSE and Grade 5 as a “strong” pass at GCSE.

Explanation of Reformed GCSE grades:

- 5.1 – secure Grade 5 but with intervention could **boost** to a grade 6
- 5.2 – insecure Grade 5, intervention necessary to **secure or boost** a grade 5
- 5.3 – very insecure Grade 5, intervention certainly necessary to **secure** a grade 5

The same definitions apply to all other Grades too, from 9 to 1.

Combined Science, also a Reformed GCSE:

- Science is a double GCSE and as such is worth two grades e.g. 55 means two Grade 5s

Professional Predictions in Science definition:

- 5.5.1 – two secure Grade 5s but with intervention could **boost** to grade 6s,

- 5.5.2 – insecure Grade 5s, intervention necessary to **secure or boost** grade 5s
- 5.5.3 – very insecure Grade 5s, intervention certainly necessary to **secure** grade 5s

The same definitions apply to all other Grades too, from 9 to 1.

Key Stage 5

At Key Stage 5 teachers give a Professional Estimation of the grade the teacher believes the student is likely to get at the end of the course, given the current rate of progress. This is the professional judgment of the teacher of the likely grade at the end of the GCE, A* to E, or BTEC, D* to P, course.

Explanation of GCE grades:

Fine Grading for Professional Predictions are: C1, C2, C3, D1, D2, D3 etc.

- C1 – secure C grade but with intervention could **boost** to a B grade
- C2 – insecure C grade, intervention necessary to **secure or boost** a C grade
- C3 – very insecure C grade, intervention certainly necessary to **secure** a C grade

The same definitions apply to all Grades.

Explanation of BTEC grades:

Fine Grading for Professional Predictions are: M1, M2, M3, etc.

- M1 – secure Merit grade but with intervention could **boost** to a Distinction grade
- M2 – insecure Merit grade, intervention necessary to **secure or boost** a Merit grade
- M3 – very insecure Merit grade, intervention certainly necessary to **secure** a Merit grade

The same definitions apply to all Grades.

2.4 Target Setting

Key Stage 3:

Each student is set a target for each year based on the following Prior Attainment Data:

English: Key Stage 2 Reading Test Scaled Score

Mathematics: Key Stage 2 Mathematics Test Scaled Score

All other subjects: A mean of the above

KS2 Scaled Score	KS3 Attainment Threshold Target
<80	Beginning
80-90	Beginning / Developing
91-100	Developing
101-110	Secure
111-120	Expanding

Key Stage 4:

All students are set Fischer Family Trust⁵ * targets which are based on their performance in the Reading and Mathematics SAT tests at Key Stage 2

*FFT-5 - to make very high progress (5th percentile) based on prior attainment.

Key Stage 5:

All students are set an ALPS Target based on their average GCSE Points Score.

GCSE Score Band	A Level Target Grade
7.5+	A*/A
7.0–<7.5	A
6.7–<7.0	B
6.4–<6.7	B
6.1–<6.4	B/C
5.8–<6.1	B/C
5.5–<5.8	C
5.2–<5.5	C
4.7–<5.2	C/D
4.0–<4.7	C/D
0.0–<4.0	D

GCSE Score Band	Level 3 Vocational Target Grade
7.5+	D*DD
7.0–<7.5	DDM
6.7–<7.0	DMM
6.4–<6.7	DMM
6.1–<6.4	MMM

5.8–<6.1	MMM
5.5–<5.8	MMP
5.2–<5.5	MMP
4.7–<5.2	MPP
4.0–<4.7	MPP
0.0–<4.0	PPP

2.5 Student Tracking

All the data is closely monitored across all 3 Key Stages and it is all RAG colour coded in Assessment Manager to highlight where there are any concerns. 4Matrix is also used at Key Stages 4 and 5 to support more in depth data analysis.

Data analysis is completed at an individual teacher/ Middle Leader and Senior Leader level and this links in with the Pastoral Team and their tracking of behaviour and attendance and progress.

The SEND team are also closely involved with identified and vulnerable students at each key stage.

2.6 Core Meetings

Core meetings are routinely held after each data drop and appropriate interventions or support strategies are signposted for each Year Group.

3. COMMON MARKING GUIDELINES

At Enfield County School for Girls, we have an agreed whole school marking policy for literacy and numeracy of work completed on paper and/or uploaded on MS Teams.

LITERACY	
The table below illustrates the marking codes used to highlight where pupils can improve on either the literacy and quality of language that they have used in their work:	
Code used	Meaning
Sp	Spelling
Exp	Expression
//	Paragraph
^	Missing word
P	Punctuation
Gr	Grammatical Error

GENERIC	
The table below shows the generic codes we use in all subjects at all Key Stages to annotate students' work:	
Code used	Meaning
WWW	What went well
EBI	Even better if
TD	To do
TV	Technically vague
Irr	Irrelevant
Inc	Incomplete – please finish off
RQ	Read the question carefully
AH	Ask me to help you with this topic

NUMERACY	
The table below illustrates the marking codes used to highlight where pupils can improve on either the mathematics or numeracy that they have used in their work:	
Code used	Meaning
RP	Use a ruler and pencil for your diagrams and when underlining titles
WO	Show all of your working out
U	Include your units
GR	Give reasons for your answers
SA	Simplify your answer
PL	Improve your presentation and layout
A	Use an algebraic method or approach
R	Please revise this topic. <i>e.g. go on Mathswatch / Active Learn / Mymaths for further support</i>
RE	Rounding error
CC	Check your calculations – your method is correct

Here is an example of numeracy codes in use:

Qn. What is 30% of £320?

Pupil's answer:

96 **WO and U**

Pupil's improved solution:

$$10\% = £320 \div 10$$

$$= £32$$

So, $30\% = £32 \times 3$

$$= \underline{£96}$$

4. FEEDBACK

4.1 Context

At Enfield County School for Girls, we make a clear distinction between marking and feedback.

Marking happens when a student has completed a piece of work. It happens at a set point and its purpose is to *check* that the work has been completed correctly. Marked work helps to identify what a student understands and what is still not secure. It can identify errors and misconceptions.

Feedback seeks to *address* these errors and misconceptions and rectify them. Feedback informs student progress, has a significant impact on learning outcomes and constitutes a valuable use of teachers' time. It takes place at regular interval during the delivery of our Curriculum and is facilitated by our online platform in a blended learning context.

This policy sets out Enfield County School for Girls' core principles of effective feedback. The work to establish these principles is informed by:

- [The EEF Guidance Report Teacher Feedback to Improve Learning](#) (June 2021 – **see Appendix 1**)
- [The Independent Teacher Review Group Report on Reducing teacher workload](#) (March 2016)
- [The DfE Workload Reduction Toolkit for Feedback and Marking](#) (October 2019)
- The Ofsted Education Inspection Framework: [September 2021 School inspection handbook](#) with specific reference to bullet points 213 to 228
- [The Teacher Standards](#)

This policy is regularly discussed and reviewed to ensure our practice remains consistent with evolving research and practice.

4.2 Nature of feedback: the 3 'Ms'

Teacher feedback, whether verbal or written, should always be **manageable, meaningful** and **motivating**.

1. **Manageable:** *teachers* carefully consider the frequency and complexity of the feedback they provide, establishing a clear distinction between quality and quantity; *learners* are able to respond and act upon feedback in a timely manner and subsequent progress should be easily identifiable.

2. **Meaningful:** *teachers* adjust their feedback as necessary, taking into account the desirable outcome but also the learner's starting point; *learners* clearly understand what they are expected to do, as well as why and how they are expected to do it.

3. **Motivating:** *teachers'* effective feedback encourages learners to make progress, not by writing in-depth comments or being universally positive but by providing short, insightful and often challenging comments on the work; *learners* feel empowered to act upon the feedback provided because they know how valuable this process is.

Below are two examples of how effective verbal feedback using the 3Ms can be:

	Manageable	Meaningful	Motivating
"Well done on a great presentation. You clearly did a lot of work and it shows! However, the presentation was a bit long so you need to address this."	<i>No</i>	<i>Partly</i>	<i>Yes</i>
"What I liked most about your presentation is your level of expertise. You clearly did a lot of research using the source material I gave you, and you came across as knowledgeable. Although the presentation was a bit too long, the audience clearly learnt a lot from it. Your next step will be to reduce the number of examples you use: I suggest you select the three most relevant examples for each section."	Yes	Yes	Yes

	Manageable	Meaningful	Motivating
"You need to complete this past paper. Show me the paper when you have completed it and I will mark it for you."	<i>Partly</i>	<i>No</i>	<i>No</i>
"If you completed this exam paper one question at a time, I think it would help with your exam preparation. Remember that the easier questions tend to be at the start of the paper. I would really like to see your answers once you have completed them. If you do one question before each lesson it	Yes	Yes	Yes

should be manageable, don't you think? Let's start this week."			
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4.3 Whole-school procedures for written feedback

In exercise books and folders, the marker's pen should solely be used to **communicate praise, correct, explain** and **advise**. In their written feedback, teachers always ensure that their handwriting is legible. When uploading online assignments, students should be explicitly taught where and how to access their feedback, and what to do with the feedback they receive.

At Enfield County School for Girls, a set of core principles guide our whole school practice. These principles are listed below.

- Written feedback is high quality, not high quantity
- Feedback happens when it is needed to promote learning, there is no set timescale
- Marking student work is only one method of providing feedback and is only used when it promotes further learning.
- Written feedback is only used when really necessary and meaningful to the learning process
- Marking less, does not mean looking at books less. Teachers will still regularly scrutinise books in and out of lessons to review the work completed by students. How feedback is given on this work will be informed by a teacher's professional judgement about what will move learning forward most effectively.
- If the work is uploaded by the student on MS Teams, as instructed by the teacher, feedback should preferably be provided on MS Teams too.

When writing formative comments, the model we use across all subject areas is **WWW** (*What Went Well*) and **EBI** (*Even Better If*). **EBI** can take the form of a statement or a question e.g. EBI = can you think of another example of...?

In addition, in response to feedback provided, teachers expect students to **commit to action** to improve their own learning. This can take the form a **re-drafted piece of work**, or an **exam wrapper** for example.

Examples of written feedback using **WWW** and **EBI**:

	<i>What Went Well</i>	<i>Even Better If</i>
English (creative writing)	Extensive and ambitious vocabulary used to paint a vivid picture of the main character	Proofread your work to ensure that basic punctuation such as full stops, capitals and commas are correct
Biology	You have considered both genetic and environmental factors in your answer	Provide two more examples to illustrate your explanation (e.g. "Henry may be slimmer and fitter than his parents because he eats a balanced diet and exercises regularly")
Religious Studies	You have reflected on your own experiences as well as other people's experiences, including those with a faith	Identify the ways in which the lifestyle of religious groups differ between faith communities
WRITTEN BY THE <u>TEACHER</u>		

As a key principle, we acknowledge that **teachers should only write in students' books or MS Teams assignment feedback if it is going to impact on progress**. Therefore, it is not expected that all work is marked but instead teachers should discriminate between pieces of work which deserve careful feedback (**core tasks**) and the ones which do not.

The school's expectation for quality written feedback is reserved to core tasks as identified by each subject area (see Appendix 2). Only core tasks will be marked in students' exercise books, workbooks or folders. Alternatively, core tasks can be set and marked via MS Teams with feedback provided using WWW/EBI.

A core task is defined as a piece of assessment which has the potential to make a significant difference to students' progress and achievement.

As a minimum, departments should plan for every student, in every year group to receive detailed written feedback on one core task per unit of work.

There will be a minimum of one core task 'deep-marked' per Half Term.

The core tasks, to receive quality written feedback, will be carefully designed and planned for, and clearly signposted in Schemes of Learning at all Key Stages.

We encourage teachers to utilise digital applications such as MS Forms, for self-marking quizzes, and other types of retrieval practice tools for online work which does not require detailed feedback.

Whenever we deep-mark we must ensure that pupils engage with our marking. Teachers must expect and encourage pupils to act upon feedback and demonstrate improvement.

Work should be assessed against criteria with which the pupils are familiar (e.g. specifications / learning outcome checklists / success criteria). It is essential that students have access to these criteria in their workbook as well as in their class page on MS Teams.

4.4 Whole-school procedures for verbal feedback

Below are some of the types of feedback that we routinely use at Enfield County School for Girls. The most highly prioritised feedback is any type that is **immediate, specific** and **purposeful for learning**.

4.4.1 Immediate Feedback

- Is the most valued type of feedback at Enfield County School for Girls.
- Is a “varied” toolkit of teaching and learning strategies that are deployed effectively by teachers to promote and deepen learning; some happen in the lesson and others involve effective and fast feedback strategies in student books when checking or “marking” of work is required.
- A lot of immediate feedback will involve the students reflecting on and acting on feedback at the point the feedback is received.
- It will be difficult to identify most of these feedback strategies in a “book check” as many are verbal and hinge-point activities that adapt and change the direction of learning as required.

4.4.2 Verbal Feedback

- Is the most frequent form of feedback in all subject areas and happens throughout all lessons every day.
- Enables rapid corrections of misconceptions by the teacher in real time within the lesson.
- Happens at the point of learning in lessons.
- Has immediacy and relevance and leads to direct student action.
- Must be planned for, in order to effectively promote learning for all.
- Can be captured, e.g. by students making notes on the verbal feedback they are given, if relevant, to support their learning.
- May not be seen in work scrutiny or 'book looks'. Staff will not use any 'verbal feedback' stamps or annotations on student's work.
- This quality support will only be visible in lesson observations and learning visits as the lesson is taking place in real time.

4.4.3 Group Feedback

- **Whole-class feedback** is a highly effective and efficient way to ensure that your classes overcome misconceptions. As an alternative to individual feedback, it can have a noticeable impact on students' progress and, just as importantly, on teacher workload.

Example of a whole-class feedback lesson:

After a significant piece of summative assessment has been completed and marked, the teacher plans a whole-class feedback lesson to look at common mistakes, the desired structure, the most challenging parts of the test, etc. Then, the teacher provides a writing template or stages of a method for students to follow and redraft in class (or at home). This redraft, could then be peer reviewed using the criteria, to avoid the need for 'triple marking' by teachers.

- As an alternative to whole-class feedback, **live marking** potentially offers a means to make [verbal](#) feedback a little more formalised. When the class is working, take the opportunity to invite them up one at a time (or go to them), discuss the work with them, give any immediate feedback that may help them and guide them to improvement.
- At Enfield County School for Girls, we also organise regular **Walking Talking Mocks** at KS4 in a number of subjects. As per a usual mock, students sit in exam conditions and work through a past paper. However, the difference with a walking talking mock is that students are guided through the paper in real time with a teaching member of staff going through the process. They are *walked through* the questions, given guidance on how to plan for specific question types, taking notes, underlining key words, etc.

4.4.4 Students Acting on Feedback

- This is the action that closes the feedback loop and impacts the most on student progress. Therefore, this action is actively promoted by all departments across the school.
- Acting on feedback is not effective when students simply repeat or reform the formative comments from the teacher; it does not reshape their learning or allow a student to show their understanding of the teacher's feedback.
- Acting on feedback is most effective when students physically develop, add to or redraft their work. For example, if the teacher writes 'add more detail in your answers' and the learner writes: 'add more detail next time', no new learning has taken place. Therefore, departments should regularly use department time to share good practice and collaboratively plan effective feedback strategies so that students act on feedback and move their understanding forward.
- The timing, deployment and value of these opportunities need very careful planning as a department, and should be frequently reviewed. There is no expectation that students will always redraft or develop sections from assessed work during the lesson as this may not be the best opportunity to do so.
- If work is redrafted during the lesson, it can unintentionally lead to the problem of triple marking for staff or reducing the value for students in these redrafted efforts. Departments need to be mindful of this and regularly review their practices to ensure there is a correct balance between good practice and staff workload and wellbeing.
- Used most effectively, students are acting on feedback as part of immediate and fast feedback activities taking place in the classroom, rather than always bolted onto the end of current learning activities.

4.5 Feedback and Student Self-regulation

Constructive verbal feedback is responsive and takes into account the appropriateness of the learning goals. John Hattie (*Visible Learning*, 2012) explains that "teaching and learning needs to move from the task toward the processes or understandings necessary to learn the task, and then to regulation about continuing beyond the task to more challenging goals". He states that the three key feedback questions a learner should be able to answer are:

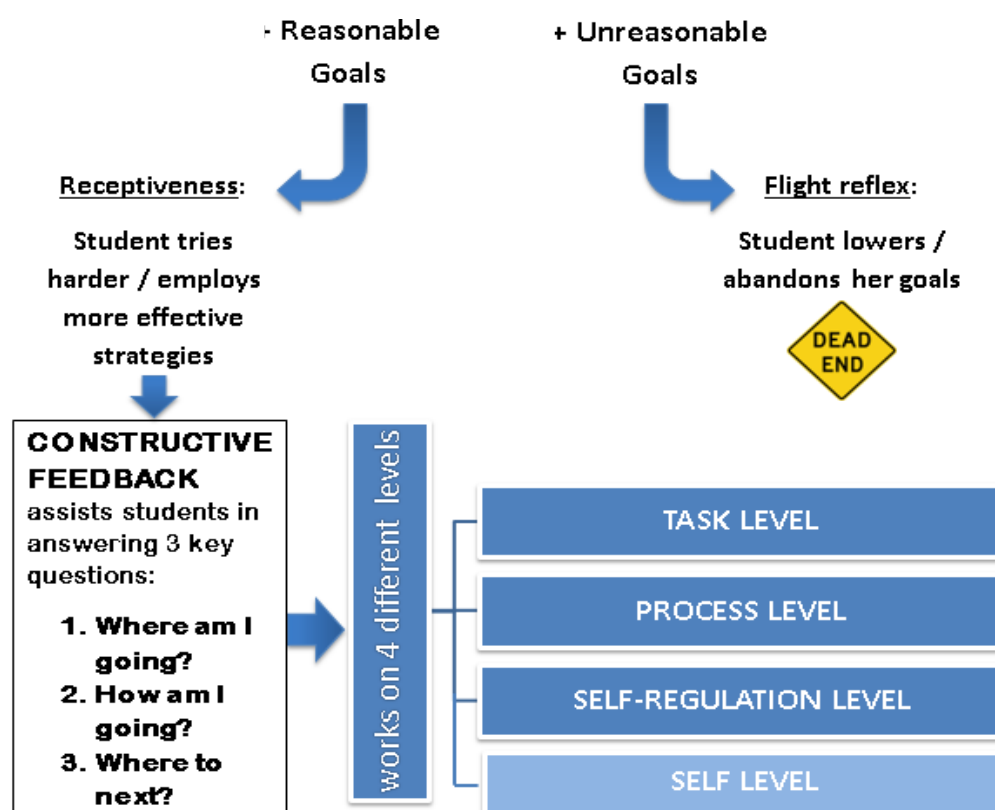
- **Where am I going?** (what are the goals?)
- **How am I going?** (what progress is being made towards the goals?)
- **Where to next?** (what activities need to be undertaken to make better progress?)

These questions work at different levels which correspond to the phases of learning (from novice, through proficient, to competent):

1. **Task and product level:** students correcting their own work.

2. **Process level:** students developing their own learning strategies.
3. **Self-regulation level:** students improving their ability to monitor their own learning and progress.
4. **Praise level:** students receiving praise, but not in such a way that it dilutes the power of feedback

When the goals are reasonable yet challenging, students are much more likely to be receptive to feedback.



To effectively self-regulate their learning, students need to be taught how to deploy a range of simple metacognition techniques. Metacognition is a term used to describe ‘learning about learning’ and supports the idea of self-evaluation against clear, pre-established criteria. Enabling pupils to reflect on what or how they have learned has been shown to have a high impact on progress. Teaching these strategies can be particularly effective for lower achieving and older pupils. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through structured talk. As a **PiXL school**, we have implemented a range of strategies from the ‘Thinking Hard’ toolkit, which have high impact on the development of students’ metacognitive skills.

Examples of departmental implementation of PiXL ‘Thinking Hard’ strategies are listed here:
T:\PiXL Thinking Hard INSET 8-10-2019

Developing metacognitive skills encourages independent learning, resilience and grit in students. It helps them identify what does and does not work as well as helping them deduce what they would do differently next time if they experience a setback, failure, or make a mistake. Therefore, we acknowledge that the development of metacognitive skills is one of the vital impact of effective written and verbal feedback.

5. Digital Assessments in a Blended Context

At Enfield County School for Girls, all teachers use **Microsoft Teams as a blended learning platform to support and supplement students' educational experience at school.** Assessment and Feedback play an important part in students' remote learning experience. Our online platform MS Teams allows both content coverage and assessment methods to be simplified and more effective. It is important to distinguish between online formative and online summative assessment as they serve different purposes.

Online formative assessments may occur at any point during a unit of work, and they help both students and teachers understand which concepts students need to practice to reach mastery. The goal of formative assessment is to gauge student progress throughout a unit. Online formative assessment does not have to be graded for accuracy. Students can solve practice problems, complete a MS Forms quiz, summarise their understanding of a video lesson, design a graphic organiser, or answer questions related to a concept. When students understand that these assessments are not graded for accuracy, but are meant to assess their understanding and determine what the teacher needs to focus on in the next lesson, they are free to try and "fail" until they reach a good understanding of the material. Students rely on feedback from teachers based on the results of their online formative assessment performance.

Online summative assessments may be given at the end of the unit of work to measure students' mastery over content. While formative assessment is not graded for accuracy and relies on teacher feedback, summative assessment is often graded and final. Traditionally, summative assessment is done with objective tests and essays. In a remote learning environment, teachers will likely feel more comfortable utilising more reflective types of questioning where students can demonstrate their understanding in a variety of ways.

Although written essays will still be an option for summative assessments submitted online (typed in Microsoft Word or handwritten in OneNote), other useful assessment tools include:

- Microsoft Sway to explain cultural and historical events and artefacts;
- Screen Recorder in PowerPoint to walk through the steps to solve a Maths problem;
- Digital Ink to create timelines with digital commentary analysis;
- OneNote to analyse diagrams in Science;

- Flipgrid to record themselves teaching a concept, explaining a process, or walking through the steps of how to solve a problem.

Teachers can provide generic or individual written feedback using the tools described above. Some of these tools, such as OneNote Notebook, will even allow teachers to record audio feedback at the click of a button.

6. Monitoring and Evaluation

6.1 Role of Curriculum leaders

- Monitor the implementation of the Feedback and Assessment Policy and arrange the central collection of data in their subject area at all Key Stages.
- Monitor the marking and feedback of **core tasks** as defined in section 4.3 of this Policy. This should be done through regular work scrutiny, including the scrutiny of departmental assignment set via MS teams.
- Ensure that **core tasks** are carefully designed and clearly signposted in the Schemes of Learning at all Key Stages.
- Ensure that students receive quality written feedback after each **core task**
- Monitor the consistency of implementation of the policy through formal classroom observation; 'book looks'; MS Teams audits; pupil interviews and questionnaires; learning visits or drop-ins as and when appropriate.

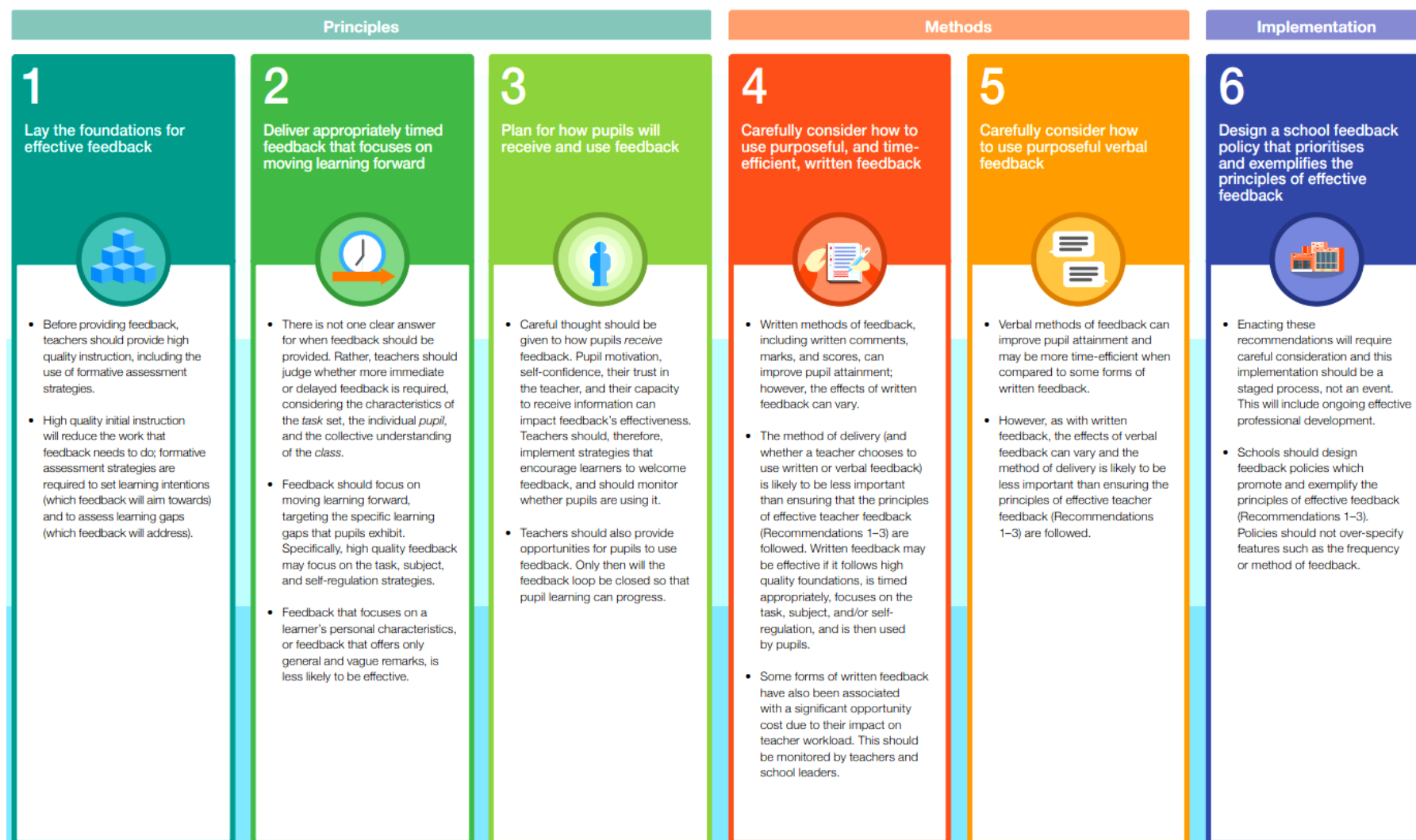
6.2 Role of Senior Leadership Team

- Maintain an overview of the Feedback and Assessment Policy via lesson observations; learning visits/drop-ins; book looks; MS Teams audits; pupil interview / questionnaire; line management meetings and subject reviews.
- Advise Curriculum Leaders on the most appropriate feedback and assessment strategies in order to meet the principles outlined in this policy.

Appendix 1

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of Recommendations from the **Education Endowment Foundation** (Oct 2021)



Appendix 2

Assessment Tasks common to all curriculum areas at Enfield County School for Girls

	Nature	Evidence of marking in either books / folders or on MS Teams*?	Key Stages	Frequency	Timing	Moderated departmentally?	Written feedback provided*?	Feedback using WWW / EBI?
<u>Core Tasks</u>	Formative	Yes	All Key Stages	At least half-termly	Mid-unit of work	Recommended	Yes	Yes
<u>End of Unit Assessment</u>	Summative	No	All Key Stages	Half-termly to termly	At the end of a unit of work	Recommended	Yes	Recommended
<u>Pre-Public Examinations (PPEs)</u>	Formative and summative	No	KS4 + KS5	Termly	As scheduled by SLT	Yes	Yes	Recommended

* Some subjects may choose to use MS Teams as an alternative to completing and marking Core Tasks in exercise books or folders. This is perfectly acceptable but, in order to ensure that student workbooks are checked by the teacher, Core Tasks in exercise books and folders still need to be identified, set and marked half-termly with feedback provided using WWW / EBI. To alleviate workload, we recommend that these are conducted as live marking tasks (see Section 4.4.3).