



Heathside School

Assessment and Feedback Policy

Staff Member with Responsibility: Mr J Brierley	Role: Assistant Principal
Reviewed by:	Local Advisory Board
Date of Review:	Spring 2019
Next Review:	Spring 2022

Overview

At Heathside School we will ensure that learners get the maximum benefit from their education through an entitlement to regular feedback from all staff. This will enable them to understand the impact of their learning, inform them of their next steps to improve and support them to make sustained progress over time. Our aim is to provide consistency throughout the school, adhering to the key principles and outcomes of feedback, but we recognise that there will be a natural variance in methodology across different curriculum areas.

The purpose of feedback should be to make a positive contribution to learning and progress by:

- Recognising individual success
- Guiding students on their next steps to improve
- Challenging students to make further progress
- Promoting pride in learners' work

Heathside's Principles of Feedback

Effective feedback will:

- Monitor, evaluate and review learners' current stages of progress, and identify their next steps for improvement and challenge misconceptions
- Give learners' guidance and opportunities on how to improve
- Be followed by directed and guided reflection time in lessons
- Inform lesson planning and differentiation
- Utilise written or verbal dialogue between staff and learners
- Incorporate self- and peer-assessment
- Link directly to clear learning objectives and success criteria
- Include a literacy focus where appropriate

- Encourage each learner to develop a growth mind-set through taking responsibility for their own progress and showing pride in their work
- Be embedded in various stages of the learning process, which may include starters, plenaries, homework and assessments
- Provide a clear balance between positive reinforcement and challenging targets
- Celebrate success

Implementation

ACTION	METHODOLOGY	FREQUENCY
Detailed feedback from teacher	AfL stamp or departmental equivalent such as assessment booklets or frontsheets.	Twice a half-term. (Once a half-term for subjects with one lesson a week.)
Verbal Feedback	Learners to record verbal feedback in green pen.	As appropriate on a lesson-by-lesson basis.
Literacy Feedback	Heathside Literacy Board criteria for Reading, Writing and Speaking and Listening.	Once a half-term.
Learner response to feedback	AfL stamps or departmental equivalent such as improved paragraphs/answers.	As appropriate on a lesson-by-lesson basis. DIRT time to be incorporated in to lessons or homework.
Peer-/Self-Assessment	Students use green pen.	At teacher's discretion.

Dedicated improvement and reflection time

Post-feedback time should be reserved in lessons or for homework for students to act and reflect, showing that they have responded to comments made by their peers or teachers. Staff will use DIRT activities specially designed to allow students to respond to feedback and to improve their work. This may take the form of improving paragraphs, re-doing questions or correcting and amending work.