



Holyhead

Teach What Matters

Feedback and Internal Assessment Policy

Version	Date	Details
1.0	September 2024	See details of version changes table

Date policy last reviewed:

Autumn 2024

Policy Lead:

J Campbell/ S Banger

Signed by:

Principal

Date 5th December 2024

Chair of Governors

Date 5th December 2024



Details of the Changes

Page No	Section, if applicable	Details of the change/amendment etc
1	1.2	Update DfE Workload Reduction Toolkit 2024
4	Appendix 1	Written Feedback: See points 1 & 11 below)
6	6	Section updated
7	7	Bullet point 2 - updated
7	8	Bullet point 1 - updated
8	8.4	Bullet point 4 'one lesson' highlighted
9	9.2 9.3	Bullet point 1 - updated Bullet points updated

Feedback and Internal Assessment Policy

Contents

1. Context	1-2
2. Aims of the policy	2
3. The rationale of our specific approach to feedback:	2
4. Roles, responsibilities and procedures	3
Teachers	3
Senior Leaders	3
5. Monitoring and review	3
Appendix 1: Types of feedback at Holyhead	4
Appendix 2: Making feedback meaningful, manageable and motivating in practice	5-6
6. Principles and purpose of internal assessment	6
7. Formal written/practical assessments: Frequency overview	7
8. Key Stage 3 Assessments	7-8
9. Key Stage 4/5: How internal assessment should build towards preparing students for external assessments	8-9
Appendix 3: Assessment Checklist for Subject Leaders at Holyhead	10

Feedback and Internal Assessment Policy

Section 1: Feedback

1. Context

1.1 This policy sets out the whole school 'core principles' of effective feedback. The work to establish these principles was initially informed by:

- **The EEF Teaching and Learning Toolkit**
- **The DfE Education Workload Challenge: November 2014**
- **The Independent Teacher Review Group Report: March 2016**
- **Ofsted - Annual Updates***

*Specific reference was made to the 2015 updates about the decisions on the type, volume and frequency of marking being at the discretion of individual schools, and in addition, the Inspection update in 2016 by Sean Harford, where he expressed concerns that Ofsted reports that referenced particular types of marking was having a detrimental impact on the work of the Review Groups.

- **The EEF report – A Marked Improvement: April 2016**
- **The Teacher Standards**

1.2 This policy is regularly reviewed, to ensure our practice remains congruent with evolving research and practice. Most recently this policy has been reviewed and aligned to ensure consistency with:

- **The EEF Guidance Report Teacher Feedback to Improve Learning: June 2021**
- **The DfE Education Staff Wellbeing Charter: May 2021**
- **The DfE Workload Reduction Toolkit for Feedback and Marking: October 2019**
- **NEU Feedback and Marking Guidance: November 2021**
- **DfE Workload Reduction Toolkit 2024**

1.3 The purpose of the policy is therefore also to ensure the school takes meaningful steps in order that marking-related workload burdens are manageable.

Marking and feedback should at its core:

- Focus on furthering children's learning.
- Be manageable for teachers and accessible to students and relate to the learning intention.
- Give recognition and praise for achievement.
- Give clear strategies for improvement which result in better student achievement.
- Allow specific time for students to read, reflect and respond to feedback and marking.

2. Aims of the policy

- To provide consistency in marking and feedback throughout the school so that pupils have a clear understanding of their teachers' expectations of them, enabling them to identify strengths and information on how to improve their performance, and to support a reduction in teacher workload.
- To use marking as a tool for formative ongoing assessment, ensuring children are effectively challenged and visible progress is evident through a dialogue which supports progression.
- To inform the teacher of children's progress and needs for future planning.
- To develop positive attitudes to learning and achievement.

3. The rationale of our specific approach to feedback:

3.1 Feedback is not something given at the end of a piece of work or upon task completion. We believe that students should be continually reflecting on what and how they are learning, and teachers should continue to challenge them to make progress. In effective classrooms there is a culture of open and honest critique and students welcome constructive feedback from their teachers and each other. Feedback is a dynamic process through which students are helped to reflect on and improve their learning. As such, the foci of feedback are outlined below.

3.2 The focus of feedback at Holyhead is:

- To maximise the progress of all students of all ages and abilities.
- To provide students with timely and accurate help and support.
- To effectively address teacher workload issues; so that all teachers can "do less, better"
- To provide strategies for students to know how to improve in all subjects.
- To give students dedicated time to improve their learning and the quality of work.
- To create a meaningful learning dialogue between the student and the teacher.
- To encourage a sense of pride in student work.
- To promote the whole school focus on developing literacy skills.
- To empower teachers to have the scope to create and devise the most effective methods of feedback in their subject areas.
- To promote the highest quality and consistent feedback practice in all lessons at all times.

4. Roles, responsibilities and procedures

Teachers:

- 4.1 Teachers should note the school's core principle is that the focus of feedback should be to further children's learning.
- 4.2 Provide children with feedback either within the lesson itself or in the next appropriate lesson.
- 4.3 It is not necessary to get involved in detailed marking such as dialogic, deep, triple or quality marking, if this is considered unnecessary in the professional judgement of teachers.
- 4.4 Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure as part of an approach to formative assessment, e.g. through the use of low stakes assessments including retrieval practice.
- 4.5 Feedback should be consistent with this policy which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

Senior Leaders:

- 4.6 Ensure that the standard of feedback is consistent across the school.
- 4.7 Use the three principles: "all marking should be meaningful, manageable and motivating" as set out by the DfE's Workload Review Group, when assessing and reviewing the marking and feedback policy.
- 4.8 In reviewing the policy, if any concerns have been raised about any practices which have led to an increase in workload, then this practice will be reviewed before it is potentially discontinued.
- 4.9 Make sure line managers don't require teachers to evidence verbal feedback.
- 4.10 The Senior Leadership Team will review and implement this policy alongside Directors of Learning.

5. Monitoring and review

This policy will be reviewed annually and in accordance with DfE and Ofsted guidance, good practice guidance and in assessing teacher workload.

Appendix 1: Types of feedback at Holyhead

Post Assessment Feedback: <ul style="list-style-type: none">• Every student must receive written feedback after they have completed a formal whole school assessment and prior to whole school data collection.• Faculties provide an overview that is part of their curriculum planning to identify which pieces of work will be quality marked with written feedback, to inform the whole school data collection.	Verbal Feedback: <ul style="list-style-type: none">• Has immediacy and relevance leading to direct student action.• Is the most frequent form of feedback in all subjects and happens throughout all lessons.• Will also include feedback on the effectiveness of students' spoken contributions, listening and discussions.
Written Feedback: (See points I & II below) <ul style="list-style-type: none">• When given, will be personalised to the students and their work.• Will be in a green pen so students can identify it easily.• Will identify strengths and areas for improvement.• Requires students to act upon set targets or questions.• Can be provided on short summary tasks such as Exit Tickets.• Should support students' literacy (see whole school literacy marking code).	Whole Class Feedback: <ul style="list-style-type: none">• Reduces the need to write individual comments in books.• Uses a template to summarise what students did well, areas to improve and actions for moving learning forward.• Identifies learning priorities for the teacher to be more responsive to the needs of a group, and gaps in learning to be addressed in the following lesson / over a series of lessons.

- I. Some autonomy is given to individual faculties about what feedback looks like in their subject areas and which pieces of work are selected to be marked in line with curriculum planning and review.
- II. There is no specified frequency or depth mandated in this policy for written feedback to be provided, however, teachers should ensure that the quality of work is checked on a regular basis.

Appendix 2: Making feedback meaningful, manageable and motivating in practice

Recommendation	How does this look at Holyhead?
1 Lay the foundations for effective feedback	<ul style="list-style-type: none"> Teachers create a positive learning climate with excellent relationships for learning. Teachers model examples of good practice through guided practice and scaffolding. Teachers provide feedback based on Ron Berger's methodology (Kind, Specific, Helpful) Teachers give high quality instructions before setting independent work, including through the use of teacher modelling and guided practice. Teachers celebrate success through using MyPoints for high quality work. Faculties regularly use department briefings/meetings to share good practice and collaboratively plan effective feedback strategies.
2 Deliver appropriately timed feedback that focuses on moving learning forward	<ul style="list-style-type: none"> During lessons, immediate verbal feedback is given to enable rapid corrections of misconceptions by the teacher in class. During lessons, verbal feedback is the most frequent form in all subject areas and happens throughout. During lessons, teachers link feedback to learning intentions and break it up into small and achievable steps. During lessons teachers circulate to provide fast feedback in students' books via 'live marking' or checking work.
3 Plan for how pupils will receive and use feedback	<ul style="list-style-type: none"> Teachers plan DIRT opportunities within the curriculum design post-assessment. Teachers give students time to act upon feedback, setting aside time to redraft and improve. When students act on feedback they physically develop, correct, add to or redraft work. Verbal feedback may be captured by students making notes, if relevant, to support their learning.
4 Carefully consider how to use purposeful, and time-efficient, written feedback	<ul style="list-style-type: none"> Formative assessment is used to identify progress and show gaps (whiteboards, RAG cards, hinge questions, exit tickets, online quizzes, etc). Comment only marking that is understandable, helpful and actionable to move learners forward. Templates to summarise what students did well, areas for improvement and actions on how to improve work. Effective peer and self feedback that is rigorously structured and modelled by the teacher using clear success criteria. Peer and self assessment that is focused on skills and content rather than on attainment grades and levels. Written annotations might be made by the student, rather than the teacher, following directions.

<p>5 Carefully consider how to use purposeful verbal feedback</p>	<ul style="list-style-type: none"> • Verbal feedback will not be seen in book checks and staff do not use VF stamps. • Verbal feedback will only be visible in lesson observations and learning walks as the lesson is happening live. • Teachers will ensure that students are receiving positive, formative feedback on their work, within whole class discussion and questioning as well as one-to-one dialogue.
---	---

*There should be a disproportionate approach to providing personalised and targeted feedback to disadvantaged / SEND pupils as part of a whole school commitment to help to close the attainment gap.

Section 2: Internal Assessment Guiding Principles at Holyhead

6. Principles and purpose of internal assessment

6.1 The purpose of assessment at Holyhead is to allow us to see the effectiveness of the curriculum, and to help to identify the students' individual strengths and weaknesses so that we can adapt upcoming teaching as necessary.

6.2 Frequent formative assessment should be a feature of every lesson at Holyhead, with low-stakes testing and whole class questioning used skilfully by teachers to help to **support responsive teaching**. This use of assessment will be seen regularly through a range of approaches including:

- **Retrieval practice** starter activities completed in silence by students
- **Targeted questioning** of students to check for understanding across a range of students, with a focus on **strategic sampling** including SEND/DA/HPA students
- **Whole-class questioning to check for understanding** through:
 - Hinge questions
 - Mini-Whiteboard questioning
 - Use of quizzing platforms such as Kahoot, Google Quizzes, Blooket etc...
- **Exit Tickets** used to ascertain learning against the key objectives of the lesson (to be used to inform planning for the next lesson)

- 6.3 Formal written assessments are a less frequent, but just as important part of the process of what we do as teachers in utilising assessment. These activities contribute to an ongoing review and evaluation of the taught curriculum as well as the reporting of student performance and progress in the Academic Profile windows on the calendar. Marking of these assessments must ensure actionable feedback is being given on these specific learning opportunities and should be recognised as such in lesson planning with time provided for students to work on identified areas for improvement.

7. Formal written/practical assessments: Frequency overview

Formal assessments at Holyhead follow the CRST Trust-wide approach and calendar:

- There are 2 assessment windows scheduled for each year group at KS3.
- Year 10 and Year 12 have an assessment window in the Autumn/Spring terms following the same principles as at KS3, with a set of Mock Exams in April/May.
- Year 11 and Year 13 have two Mock Exam windows resulting in Academic Profiles, with a focus on the ongoing formative assessment practice and feedback leading to more meaningful insight into student performance and the curriculum review process.

8. Key Stage 3 Assessments

8.1 Curriculum and Assessment at KS3

- At KS3 there is a termly 'mini-assessment' model with an 11 week window for each of the Knowledge and Skills PLC statements to be assessed.
- Subject Leaders submit the PLC statements for the curriculum to be covered in that window and are free to design the assessment plan through Curriculum Implementation Plans.
- Curriculum Plans should highlight the key skills to be developed and assessed through the term as well as 'non-negotiable' knowledge (this could also be produced in the form of a 1 page Knowledge Organiser for the topic) which students will need to build into their working memory and will be core to the assessments through the term.

8.2 Content to cover:

- Key Assessment 1: Focus on assessing the key knowledge and skills covered through the Autumn term to inform the completion of the PLC.
- End of Year Exam: The CRST End of Year exam in May/June will include taught content after Key Assessment 1 along with synoptic questions from earlier in the year.
- Content covered in the summer term after the exams, or not included in the exams should be prioritised for 'Holiday homework' with low stakes testing in September.

8.3 End of Year Exam: May/June

- The exam should be between 45-60 minutes in length
- This should include at least a 15 minute AO1 style knowledge section - to be made up of short answer questions, MCQ, true or false or similar type questions that will assess core knowledge and understanding of key terminology **taught through the year**. Subject Leaders should exercise some flexibility with the setting and marking of this section - we will allow and would encourage that this section be set up via Google Forms (or other similar platforms) to enable this to be auto-marked and reduce the marking load on teachers from these exams.
- There should also be a 35-50 minute application section - questions that will require students to apply knowledge of key concepts, including extended writing questions where appropriate. This does need to be a written exam as building writing stamina is important preparation for external exams in the years ahead.

8.4 Preparation:

- Students should be provided with topic lists (including some 'red herrings') which help to focus revision and access to practice materials and questions to complete independently in advance of the assessments.
- Materials should be posted on the Google Classroom in advance of the assessments and guidance on how to revise effectively should be provided by teachers. This should include the use of a revision focused lesson to provide instruction on revision techniques from Year 7 onwards.
- Lessons through the year should include retrieval practice to help to embed key knowledge into the long-term memory, and modelling / guided practice to develop fluency with skills and question types.
- To support disadvantaged / SEND students, **at least one lesson** should be used for revision, including the explicit teaching of revision techniques

9. Key Stage 4/5: How internal assessment should build towards preparing students for external assessments

- 9.1 Whilst there is a need for students to have examination practice under controlled conditions (during the Mock Exam windows for each year group), lessons should include frequent, smaller assessed activities to build skills and fluency. This should follow a similar approach to that used in KS3, with an emphasis on teacher modelling / guided practice before moving to independent practice with exam practice activities, and focused retrieval of prior learning built into the curriculum to support students to be able to know more, do more and remember more.

9.2 When are the Mock Exam windows at KS4/5?

- Subjects hold Y10/12 Mock Exams in **April/May**, providing enough teaching time for content and skills to be able to set full paper exams during these assessment windows.
- Subjects hold Y11/13 Mock Exams in November and February, providing enough teaching time for content and skills to be able to set full paper exams.

9.3 Content to Cover:

- The majority of the content being assessed in **April/May** of Y10/12 and November of Y11/13 should be based on teaching since the previous set of Mock Exams, but there must be a synoptic element built in ensuring knowledge and skills across the course are being assessed, and revisited.
- **The content examined in the Y11/13 Mocks in February should be synoptic across the course with some focus on the content taught since November.**

9.4 Preparation:

- Students should be exposed to practice of each question type they will be assessed on at least 3 times in advance of the exams.
- Students should be provided with topic lists (including some 'red herrings') which help to focus revision, and access to practice materials and questions to complete independently in advance of the assessments.
- These Exam Preparation Materials should be provided to students at least 4 weeks prior to the Mock Exam and can be in paper based form or electronic via Google Classroom or other platforms such as Seneca/ Maths Watch etc...

9.5 Assessment design and materials:

- Mock Examinations must use exam board materials, questions and mark schemes.
- Y10/12 Mock Exams should have extended time limits (only by 5-15 mins) as a form of scaffolding that should be reduced through to the final exams in Y11/Y13.
- Y11/13 February/March Mock Exams should be full length papers mirroring the conditions of the summer external exam series.

Appendix 3: Assessment Checklist for Subject Leaders at Holyhead

To be valid the assessment must match closely the curriculum that has been taught allowing you to measure its impact	
1	Does the assessment have a clear purpose? I.e. to test students' knowledge and understanding of chemical changes to inform further teaching
2	Do the questions directly address the curriculum that has been taught in the assessed period? Does it prioritise the core knowledge and key concepts taught across the year?
To be reliable, care must be paid to the quality assurance of the assessment process in order to minimise any bias and teacher discrepancies whilst marking	
3	At KS4/5 are all Mock Exams based on exam board materials to ensure the level of rigour and exposure to question practice and terminology?
4	How will you reduce the variation between different teachers and the judgements they make? What standardisation/moderation process will you put in place before and after?
To be equitable all students must be able to demonstrate what they have learnt	
5	Does the assessment allow students to demonstrate what they know, understand, and can do?
6	Does the assessment allow students to demonstrate their thinking?
7	Does the assessment allow students to communicate their understanding?
8	Does the assessment include clear and meaningful instructions?
9	Have any skills being tested been explicitly taught in addition to the subject knowledge? Might it vary between classes, especially taking into account those who have had their education disproportionately affected, i.e. students without full access to IT in the period being covered?
10	Have you considered, where appropriate, explaining command words, keywords or tier 2 words (high frequency words used by mature language users across several content areas) in brackets or providing a dictionary or glossary so this doesn't prevent a student showing what they know? (Removing the scaffolding over time through KS3 - KS4)
11	Have students had the opportunity to revise within lessons or helped to develop effective revision strategies they can use at home relevant to the material they are being assessed on?
To be motivational students need to be able to succeed	
12	Has the assessment been designed to match students' capabilities, i.e. is it age appropriate? Does it provide the challenge to allow HPA's to demonstrate their true ability?
13	Will students be able to understand what is being asked of them and comprehend any sources of information they will need to use?
14	Are there a range of questions so that the assessment is accessible for all, but will stretch the most able? All students should be able to score marks and demonstrate what they know, but scoring 100% should be rare.
15	Do students know what is expected of them in advance and what success looks like?