



Hamstead Hall Academy

Feedback for Learning and Assessment Policy

Feb 2024

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Final version - October 2022

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Final version- Feb 2024

Feedback for Learning and Assessment Policy

Rationale for Feedback for Learning

This policy is underpinned by research that suggests that providing feedback is one of the most effective ways of improving students' learning.

- The provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year (EEF 2016)
- Feedback is a 'consequence' of performance and should only be used to promote learning. (Feed up, Feedback and Feed forward (Hattie & Timperley, 2007)
- Feedback should be more work for the recipient than for the donor. (D Wiliam, 2006)

Teachers are empowered to decide on the most appropriate method of feedback within their subjects to promote and deepen learning. This links to one of our four defined HHA learning essentials:

'We give students the feedback they need to improve'.

Teachers at HHA are encouraged to access the HHA teacher toolkit during teacher development time, to explore effective strategies for assessment and feedback within their own classrooms (https://drive.google.com/file/d/13C5w9kZ1-r5f2ErTd0tDxuOSNVjwTJsk/view?usp=drive_link). Specifically, teachers are able to focus on Section 4: 'Teachers check for understanding and respond to correct misunderstanding of key concepts' and Section 8: 'Assessment is used to challenge and engage all students given their prior understanding', deliberately practising selected strategies through their coaching conversations with colleagues.

We recognise that effective feedback and assessment is at the heart of successful teaching and learning. It should be meaningful for students and manageable for teachers. High quality feedback can have significant effects upon learning and progress for students. Consistency across the Academy is important, but this can come from consistent high standards and departmental guidance rather than unvarying practice.

Therefore, at Hamstead Hall Academy, our aim is for feedback and assessment to be:

- **meaningful** - informs teachers, pupils and parents about pupil progress.
- **motivational** - has a positive impact on pupil progress and outcomes.
- **manageable** - is a good use of teachers' time.

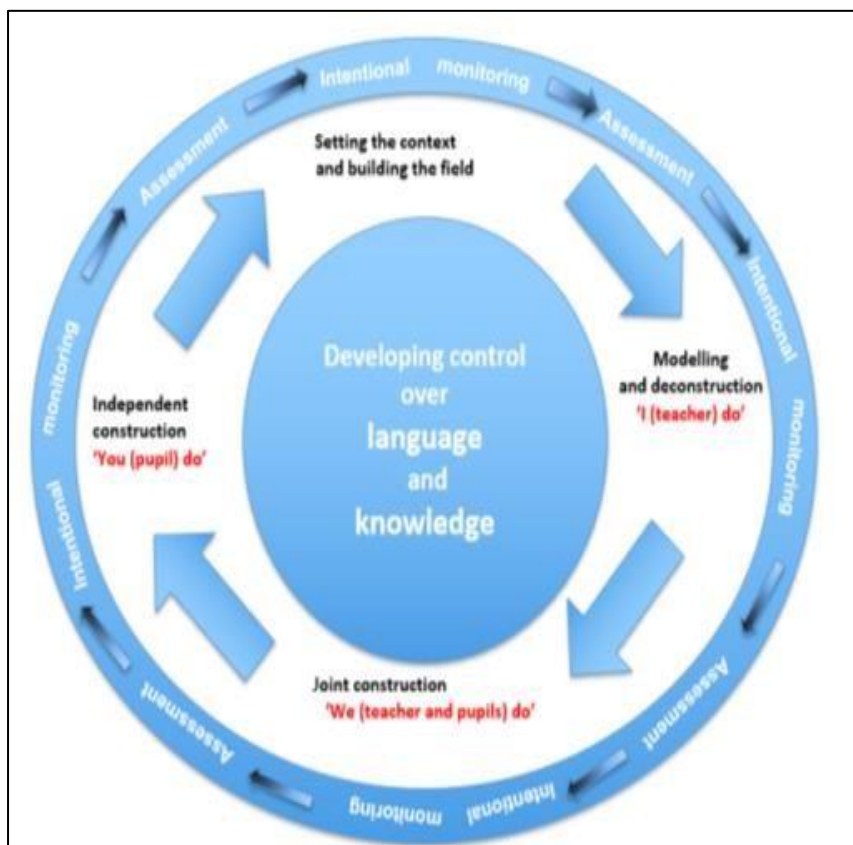
Feedback for Learning, including verbal and written feedback, should guide students in how to improve. It should focus on complex or challenging tasks as this emphasises the importance of effort and perseverance and is more valued by pupils. Feedback for learning is a powerful tool that can be one of the fundamental drivers in improving outcomes.

"The only important thing about feedback is what pupils do with it" (Dylan Wiliam, 2016)

Assessment is used to monitor and support student progress and attainment. Assessment should provide information which is clear, reliable and can be used to inform teaching and learning.

Our principles for feedback and assessment practice are to:

- Provide ongoing high-quality instruction through quality first teaching, utilising various formative assessment strategies which may include intentional monitoring, live marking, self-assessment, peer assessment, regular low stakes testing/checks. These are aimed to deepen learning and allow students to make good progress.
- Develop appropriately timed feedback with a vulnerable first approach, which focuses on moving learning forward towards learning goals. This is often rapid and sometimes immediate (within lessons where possible). Teachers should prioritise our under-achieving and vulnerable learners in the context of the lesson at a particular time.
- Provide individual written feedback at least once per term and shared with students soon after the work is produced in books/ folders or assessments. Teachers plan for how students receive feedback. They often build in time to develop student reflection through effective use of self and peer assessment. Teachers plan feedback so that it is timely within the teaching and learning cycle and they then provide opportunities for students to act upon it using purple pen upgrades in books.
- Provide continuous assessment as part of the Teaching and Learning Cycle.



- Progress pupils' learning based upon the key next steps identified during intentional monitoring and assessment. Students are able to articulate their next steps.
- Align our Curriculum Maps and Medium-Term plans in that assessments are planned using the assessment calendar, lending sufficient time for re-teach.
- Provide opportunities for curriculum leaders, senior leaders and teachers to standardise, moderate and quality assure assessment and feedback for learning practices will occur during the academic year through honest, regular reviews in line with curriculum intent, curriculum maps and medium-term plans.
- Give feedback to students in KS3 linking to the pathways to success, helping students identify their next steps towards mastery.
- Measure the impact of what has been taught during assessments which acts as a bridge between where a student is in their learning and their end points. Assessment at Hamstead Hall guides the learning process and helps secure pupils' progress.
- Scrutinise work/books/ folders which helps to 'feed forward' and plan effective lessons.
- Recognise where work produced exemplifies Hamstead Hall's learner expectations:

PRIDE, PERSISTENCE, PATIENCE, PREPARATION, PROGRESS

These principles promote learning at HHA by:

- providing pupils with strengths and next steps for development (verbally and in writing)
- enabling pupils to take action by upgrading work in order to close the gap between current and desired performance
- making pupils think hard and, as a consequence, create expert schemas
- supporting development of literacy
- being timely

Typically, teachers at HHA:

- Have high expectations of students' books and presentation is neat and tidy.
- Adopt an approach that prioritises our under-achieving and vulnerable learners for feedback.
- Circulate during lessons and deliberately live mark, they hunt for the most productive responses and pre-empt the best discussions rather than fishing to receive an unknown response.
- Make use of visualisers.
- Provide verbal feedback in lessons or by recording feedback.
- Provide feedback to the whole class for common praise and to address any misconceptions using a 'Whole Class Feedback' sheet.
- Select re-teaching activities that present the content in a new or different way to identify and address learning gaps.
- Promote self or peer assess the 'Do it Now' activities and other pieces of work or snapshot, low-stakes assessments throughout a lesson.
- Provide students with regular opportunities to upgrade and redraft their work.


Other high-quality feedback and effective assessment approaches teachers may utilise include:

- The use of learning objectives/ learning questions and success criteria linked to the knowledge (core, conceptual, procedural) being taught.
- Retrieval and recall practice – high frequency, low stakes.
- The use of a range of evidence-based, formative and summative assessment practices.
- Opportunities for practice and application.
- The use of effective questioning which teases out and develops knowledge and understanding by checking, questioning and challenging all students.
- Adapting teaching in the light of misconceptions, highlighted during intentional monitoring and questioning.
- A balance of self, peer, whole class and 1:1 teacher assessment.
- Prioritising our under-achieving and vulnerable learners in the context of the lesson at a particular time.

1. Whole-class feedback

Teachers will follow the feedback cycle (see p.3) flexibly. Departments can develop and use a ‘whole class feedback sheet’ to record key points following the regular scrutiny of work and to inform future planning.

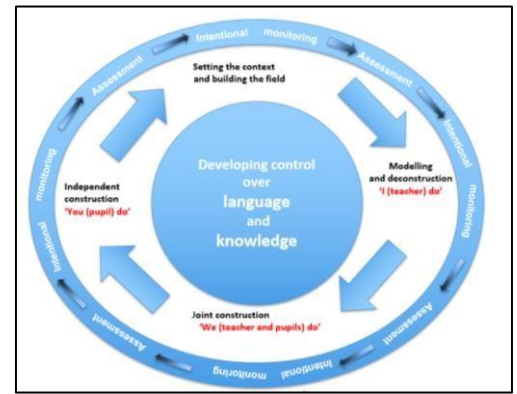
Step 1 - The teacher collects an assessment piece or extended independent task and reads all pupils’ work, noting down common misconceptions, common SPAG errors, key areas to improve, main things pupils are doing well and any good examples of work to share with the class (see one example below).

 WWW	Close the gap activities/reteach	Future learning

Step 2 – In the next lesson the teacher shares this information with the class. This could be through a PowerPoint slide, typed notes or verbally sharing written notes. Examples of good work will be shared through a visualiser and is intended to show pupils how to improve their own work. Pupils should then be given opportunities to upgrade their work using a purple pen.

2. Reteach using T & L Cycle - Mini T & L cycle

After identifying a misconception, the class deconstruct a model answer, discussing what makes it a high-quality answer, the teacher guides the pupils to a jointly constructed text and the pupil then completes the task independently.

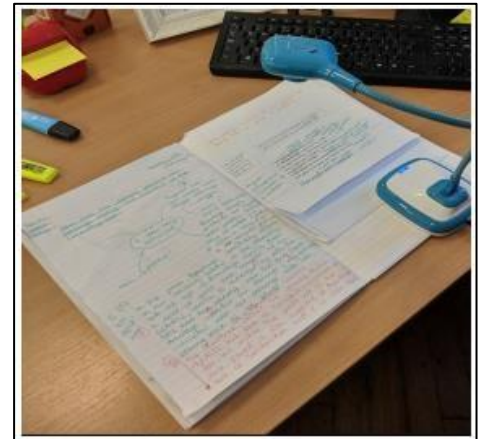


3. Live individual feedback

As pupils complete work the teacher views the work of individuals and points out strong elements, recommends an improvement or highlights an error. Pupils then upgrade their work immediately, using a purple pen. This is best used when pupils are completing extended tasks as there will be more time to sample the work of more pupils.

4. Live whole-class feedback

Use a visualiser/laptop to review a model answer or a pupil's work as a class. Identify good elements and areas to improve. Pupils should then use this to upgrade their own work, using a purple pen.



5. Feedback on knowledge checks

Knowledge checks completed in lessons or for homework should be self-marked as this improves students' memory of the correct answer in the future (this is known as the hypercorrection effect).

This can be achieved through a class discussion of answers, through providing the correct answers to pupils or through pupils self-checking using their notes or textbook/revision guide.

Quizzes can be set through Show My Homework/Google Classroom. This gives pupils instant feedback on the

1) What is the difference between a jungle and a rain forest?

- a) No difference. Simply two different ways in referring to the same thing.
- b) A jungle in general receives less rain than a rain forest.
- c) A jungle refers to the thickest area of a rain forest
- d) A jungle and a rain forest each contain their own group of distinct plants and animals.

2) What is the world's most common religion?

- a) Christianity
- b) Buddhism
- c) Hinduism
- d) Muslim

3) Which city ranks as the world's most populous city (2002)?

- a) New York (US)
- b) Mexico City (Mexico)
- c) Tokyo (Japan)
- d) Shanghai (China)

4) What is the second largest country (in size) in the world?

- a) USA
- b) China
- c) Canada
- d) Russia

questions they got right/ wrong and the correct answers. Teachers can also access feedback about the class and individuals' results. Multiple choice questions work best here.

6. Self-Assessment

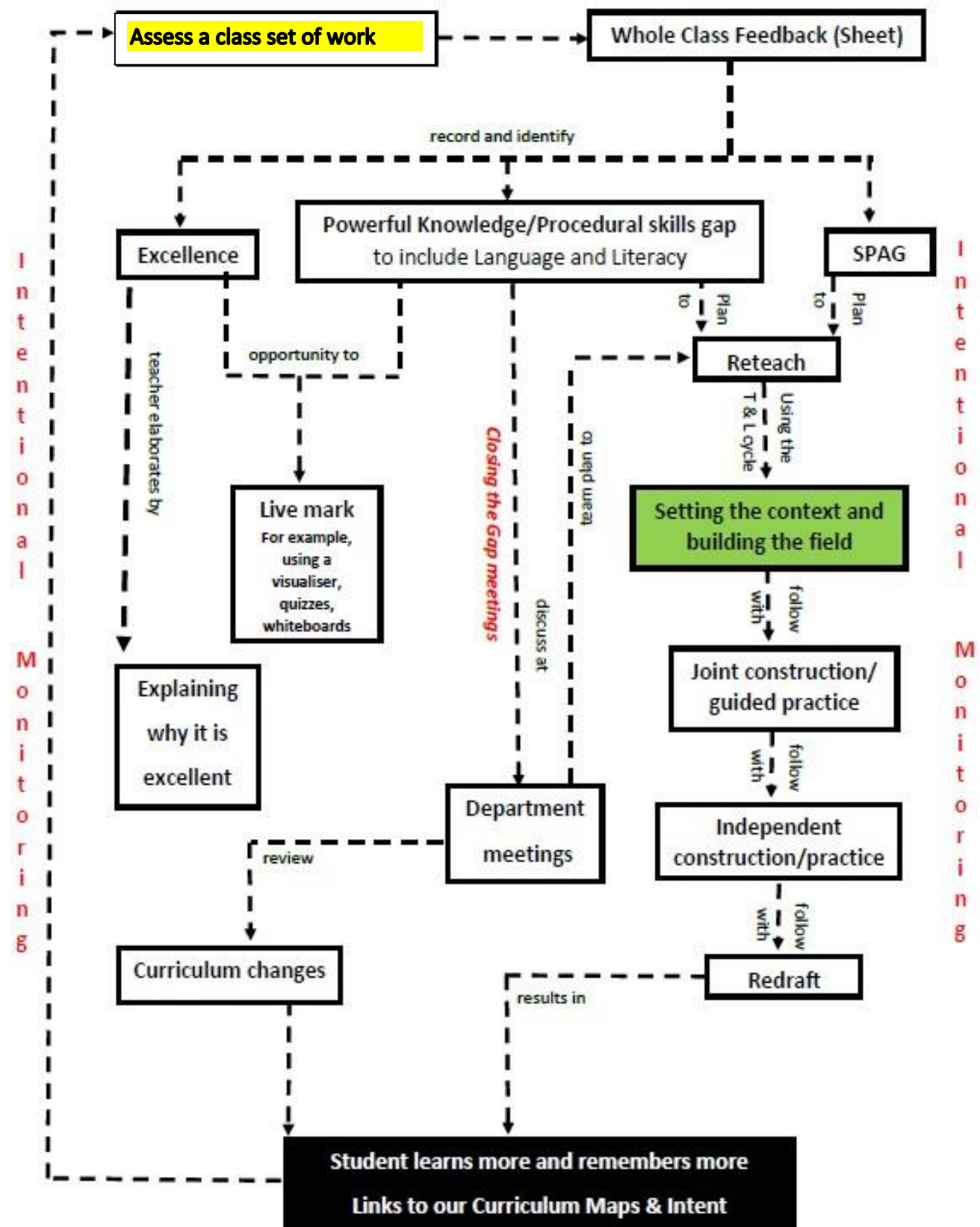
This includes self-assessment of a paragraph using criteria and/or keyword checklists. This should then be used to improve work.

This helps to develop the ability to improve work independently and develop meta-cognitive processes.

Area	Questions	Next steps?																				
Organisation	Is your work organised? Is your work in order? Could you improve the organisation of your work by using: underlining, colour, dividers/tabs?																					
Content	Is anything missing? Will this level of content allow you to hit your target? Do you understand this work? Are there any ways that you want to improve the content of your work?																					
Review	How are you reviewing your work to check that you have understood it? Are there any sections of your work that you need to revisit: Green: No, Orange: Me, Red: Teacher <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Methods</th> <th>No. of times</th> </tr> </thead> <tbody> <tr><td>Highlighting</td><td></td></tr> <tr><td>Post its</td><td></td></tr> <tr><td>Annotation</td><td></td></tr> <tr><td>Diagrams</td><td></td></tr> <tr><td>Mind maps</td><td></td></tr> <tr><td>Re-formatting</td><td></td></tr> <tr><td>Learning Tasks</td><td></td></tr> <tr><td>Analysis exercises</td><td></td></tr> <tr><td>Practice questions</td><td></td></tr> </tbody> </table>	Methods	No. of times	Highlighting		Post its		Annotation		Diagrams		Mind maps		Re-formatting		Learning Tasks		Analysis exercises		Practice questions		
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The Feedback Cycle at Hamstead Hall Academy

The diagram below visually represents how the processes/strategies outlined in the feedback for learning and assessment policy can be used in combination to close learning gaps/ feedback loops to maximise learning.



Assessing and Reporting Calendar 2023-2024

Assessing and Reporting Calendar 2023-24			
Autumn Term 2023: Monday 4th September 2023 - Friday 22nd December 2023			
Dates:	Events:	Priority:	Location:
8th - 19th Sep	CAT Assessments		
8th - 19th Sep	NGRT Autumn Series		
22nd Sep //	BTEC Quality Assurance Day		N/A
29th Sep //	BTEC Leads Assessment Day		N/A
9th Oct	Year 11 Reporting window opens (ATL + HW)		N/A
17th Oct	Year 7 & 12 Settling-in evening		
19th Oct	Year 11 Reporting window closes (ATL + HW)		N/A
23rd Oct	Reporting window for year 9 (ATL, PROGRESS), 12 (ATL, HW, WAG), & 13 (ATL, HW, WAG, ESTIMATE, PROGRESS) opens		N/A
25th Oct	Year 11 Report analysis available (ATL + HW)		N/A
25th Oct	Year 11 Information Evening		N/A
3rd Nov	Year 9, 12, & 13 Assessment window closes		N/A
10th Nov	Reporting window for year 9 (ATL, PROGRESS), 12 (ATL, HW, WAG), & 13 (ATL, HW, WAG, ESTIMATE, PROGRESS) closes		N/A
Half Term: Monday 30th October 2023 - Friday 3rd November 2023			
Dates:	Events:	Priority:	Location:
16th Nov	Year 9, 12, & 13 Progress analysis available		N/A
20th Nov	Reporting window for year 8 (ATL, PROGRESS) & year 10 (ATL, TARGET, PROGRESS) opens		N/A
24th Nov	Year 8 & 10 Assessment window closes		N/A
20th Nov - 4th Dec	Year 11 Mock Exams	High	
1st Dec	Reporting window for year 8 (ATL, PROGRESS) & year 10 (ATL, TARGET, PROGRESS) closes		N/A
4th Dec	Reporting window for year 7 (ATL, HW, PROGRESS) & 11 (ATL, HW, WAG, ESTIMATE, PROGRESS) opens		N/A
6th Dec	Year 8 Progress analysis & year 10 Report analysis (ATL + HW) available		N/A
8th Dec	Year 7 & 11 Assessment window closes		N/A
15th Dec	Reporting window for year 7 (ATL, HW, PROGRESS) & 11 (ATL, HW, WAG, ESTIMATE, PROGRESS) closes		N/A
20th Dec	Year 7 & 11 Progress analysis available (w/ estimate for Y11) + GCSE Calculator		N/A
Spring Term 2024: Monday 8th January 2024 - Friday 22nd March 2024			
Dates:	Events:	Priority:	Location:
15th - 19th Jan	Year 13 Mock Exams	High	
22nd Jan	Year 13 Reporting window opens (ATL, HW, WAG, ESTIMATE, PROGRESS)		N/A
22nd - 26th Jan	Year 11 MFL Speaking Mocks		
25th Jan	Year 13 Assessment window closes		N/A
25th Jan	Year 11 Progress Evening		
2nd Feb	Year 13 Reporting window closes (ATL, HW, WAG, ESTIMATE, PROGRESS)		N/A
5th Feb	Year 9 Reporting window opens (ATL, PROGRESS)		N/A
7th Feb	Year 13 Progress analysis available (w/ estimate)		N/A
15th Feb	Year 9 Assessment window closes		N/A
22nd Feb	Year 9 Reporting window closes (ATL, PROGRESS)		N/A
Half Term: Monday 12th February 2024 - Friday 16th February 2024			
Dates:	Events:	Priority:	Location:
19th Feb - 1st Mar	Year 11 Mock Exams	High	
22nd Feb	Year 13 Progress Evening		
26th Feb	Reporting window for year 8 (ATL, PROGRESS) & year 10 (ATL, HW, WAG, ESTIMATE, PROGRESS) opens		N/A
27th Feb	Year 9 Progress analysis available		N/A
1st Mar	Year 8 & 10 Assessment window closes		N/A
5th Mar	Year 9 Progress Evening		
4th - 8th Mar	Year 11 English Speaking Exams	Middle	
4th - 8th Mar	NGRT Spring Series		
4th - 22nd Mar	Year 13 Assessment window	Middle	
6th Mar	Year 10 Art Mock	Middle	
8th Mar	Reporting window for year 8 (ATL, PROGRESS) & year 10 (ATL, HW, WAG, ESTIMATE, PROGRESS) closes		N/A
11th Mar	Reporting window for year 7 (ATL, HW, PROGRESS), year 11 & year 12 (ATL, HW, WAG, ESTIMATE, COMMENTS) opens + GCSE Calculator		N/A
11th Mar	Year 7, 11, & 12 Assessment window closes		N/A
13th Mar	Year 8 Progress analysis available		N/A
13th Mar	Year 10 Progress analysis available (w/ estimate) + GCSE Calculator		N/A
20th Mar	Year 10 Information Evening		N/A
20th Mar	Reporting window for year 7 (ATL, HW, PROGRESS), year 11 & year 12 (ATL, HW, WAG, ESTIMATE, COMMENTS) closes		N/A
Summer Term 2024: Monday 8th April 2024 - Tuesday 23rd July 2024			
Dates:	Events:	Priority:	Location:
8th Apr	Year 13 Reporting window opens (ATL, WAG, ESTIMATE, PROGRESS)		N/A
10th Apr	Year 7 Progress analysis available		N/A
10th Apr	Year 11 & 12 Progress analysis available (w/ estimate + comments) + GCSE Calculator		N/A
12th Apr	Year 13 Assessment window closes		N/A
18th Apr	Year 10 Progress Evening		
19th Apr	Year 13 Reporting window closes (ATL, WAG, ESTIMATE, PROGRESS)		N/A
22nd - 26th Apr	Year 11 MFL Speaking exam week		
24th Apr	Year 13 Progress analysis available (w/ estimate + comments)		N/A
7th May	Year 12 Progress Evening		
9th May - 7th Jun?	GCSE/AS/BTEC External Examination Timetable		CH + CG
13th May	Year 9 Reporting window opens (ATL, PROGRESS)		N/A
31st May	Year 9 Assessment window closes		N/A
21st May	Year 7 Progress evening		
7th Jun	Year 9 Reporting window closes (ATL, PROGRESS)		N/A
Half Term: Monday 27th May 2024 - Friday 31st May 2024			
Dates:	Events:	Priority:	Location:
11th Jun	Year 8 Progress Evening		
12th Jun	Year 9 Progress analysis available		N/A
17th Jun	Reporting window for year 7 (ATL, PROGRESS) & year 12 (ATL, HW, WAG, ESTIMATE) opens		N/A
17th - 21st Jun	Year 12 Mock Exams		
24th Jun	Reporting window for year 8 (ATL, PROGRESS) & year 10 (ATL, WAG, ESTIMATE, COMMENTS) opens		N/A
24th - 28th Jun	Year 10 Mock Exams		
28th Jun	Year 7 & 12 Assessment window closes		N/A
3rd - 4th Jul	Year 10 MFL Speaking Mocks	Middle	
5th Jul	Reporting window for year 7 (ATL, PROGRESS) & year 12 (ATL, HW, WAG, ESTIMATE) closes		N/A
5th Jul	Year 8 & 10 Assessment window closes		N/A
8th - 9th Jul	Year 10 MFL Speaking Mocks	Middle	
10th Jul	Year 7 Progress analysis available		N/A
10th Jul	Year 12 Progress analysis available (w/ estimate)		N/A
12th Jul	Reporting window for year 8 (ATL, PROGRESS) & year 10 (ATL, WAG, ESTIMATE, COMMENTS) opens		N/A
17th Jul	Year 8 Progress analysis available		N/A
17th Jul	Year 10 Progress analysis available (w/ estimate + comments) + GCSE Calculator		N/A