TADCASTER GRAMMAR SCHOOL

Assessment & Feedback Policy

Link to DFE Teacher Standards HERE

Staff Responsible	Deputy Headteacher: Teaching & Learning & Senior Assistant Headteacher
Policy reviewed	SEP 26
Next Review	SEP 28

Purpose & What is Feedback?

The purpose of feedback is to improve pupil outcomes by helping pupils understand **what they are doing well, what they need to improve, and how to improve it.** The Education Endowment Foundation (EEF) identifies feedback as having a high impact on learning when it is **focused on learning goals, given at the right time** and **used by pupils to make improvements,** rather than simply receiving comments or grades.

Formative feedback supports adaptive teaching by helping teachers **identify misconceptions, gaps, and next steps, enabling teaching to be adjusted to meet different needs in the classroom**. Summative assessment, used carefully, **provides checkpoints that inform planning and targeted support rather than acting as an end point.** Effective feedback is inclusive because it is **clear, manageable, and accessible to all pupils, particularly those with SEND or learning gaps,** while avoiding cognitive overload. When feedback is **acted upon through time to respond and teaching adapts as a result, it supports progress for all learners.**

Feedback is a central part of a teachers' role and is integral to progress and attainment. Research suggests that providing feedback is one of the most effective ways of improving student outcomes.

As part of subject curriculum development work we will be following the recommendations outlined by the EEF Teacher Feedback to Improve Student Learning Guidance Report' (2021) using the key principles: :

- Lay the foundations for effective feedback;
- Deliver appropriately timed feedback that focuses on moving learning forward;
- Plan for how pupils will receive and use feedback;
- Carefully consider how to use purposeful, and time efficient, written feedback;
- Carefully consider how to use purposeful verbal feedback;
- Design a school feedback policy that prioritises and exemplifies the principles of effective feedback.

Policy Aims

KEY AIM	PURPOSE	IMPACT
Promote Deep Learning	Assess understanding and application	Stronger conceptual knowledge and critical thinking
Inform Teaching	Identify strengths and gaps	Adaptive teaching and targeted intervention
Constructive Feedback	Provide clear next steps	Improved progress, confidence, and motivation
Fairness and Consistency	Apply shared standards	Equitable outcomes and trust in assessment

Progress Monitoring	Track development over time	Early intervention and exam readiness
Accountability	Clarify roles and responsibilities	High standards across the school

General Principles

At Tadcaster Grammar School, our assessment and feedback policy aims to promote consistent and high standards. Whilst the principles remain the same across the school, different curriculum areas may set out specifically how feedback is given in their classrooms.

1. **Feedback Frequency Baseline**: students must receive feedback that they actively respond to and make improvements from **at least every 8 lessons as a minimum**. This feedback can take the form of written feedback from the teacher or whole-class feedback.
2. **Dedicated Improvement Time (DIRT/SIT)**: feedback is only effective if acted upon. When feedback is provided, teachers must schedule time in lessons for students to read, reflect on, and actively respond to comments/targets using their **green pen**.
3. **Adaptive Teaching**: formative assessment processes should identify misconceptions and gaps in real-time, allowing teachings to adjust their subsequent planning and instructions.
4. **Structured Self & Peer Assessment**: Peer and self feedback are valuable tools for learning that promote independence, but they must be carefully guided and structured by the teacher.
5. **Workload Management**: Eliminating unnecessary marking workload is central to this policy. Written feedback should be focused, time-efficient, and balanced alongside live classroom routines like MWBs, Cold Calling, Whole-Class Feedback and Active Observation.

Types & Methods of Formative Feedback

A. Feedback Protocols & Pen Expectations

- **Teacher Feedback/Marking**: Completed in purple pen
- **Student Responses/Improvements**: Completed in green pen.
- **Self & Peer assessment**: Completed in red pen (with resultant corrections made in green).

B. Formative Classroom Strategies and Routines

STRATEGY	HOW TO	IMPACT
DO NOW	• Retrieval questions to retrieve prior learning • Students complete on mini-whiteboards in silence • Students hold up whiteboards for teachers to gather data of successes and gaps • Students mark their answers	Consistent routines reduce cognitive load. Regular retrieval practice consolidates knowledge into long-term memory and builds accountability.
MINI-WHITEBOARDS/ LOW STAKES QUIZZING	• Low stakes quizzing opportunities are planned in at appropriate times in the lesson • Students hold their whiteboards up at the same time – *Hold your boards up when I say. 3, 2, 1 show me.* • Teacher scans to gather data • Teacher narrates positives and addresses misconceptions	Boosts motivation and normalises participation. Specific cues to hold them up allows for processing time and prevents copying. Provides instant data for adaptive teaching.
ACTIVE OBSERVATION	• Teachers should be circulating during **every YOU DO activity** unless working with a small group. • **There should be evidence of foundational knowledge being corrected – punctuated, spelling of disciplinary vocabulary, capital letters**. • <u>Ticks and dots should be evident in student books.</u> • Student improvements as a result of feedback to be *in green pen*.	Increases student accountability during independent work. Provides immediate, high-impact feedback loops and develops long-term literacy.
WRITTEN & WHOLE CLASS FEEDBACK	• Provided **at least once every 8 lessons** • Can be individual purple pen feedback or structured whole-class feedback. • Must provide dedicated time for students to make improvements in green.	Validates student effort, supports long-term progress, and develops editing and self-regulation skills.
SELF AND PEER ASSESSMENT	• Teachers are to plan appropriate opportunities for students to self and peer assess their work against clear success criteria. • Students self and peer assess in red pen.	Improves pupil understanding and independence. Helps students understand mark schemes and success criteria,

	● Students correct answers and make improvements in green pen.	taking ownership of their own progress.
VERBAL FEEDBACK	● Maximise real-time direct verbal feedback during circulation and live marking. ● Directed to individuals, targeted groups, or whole class to address common misconceptions. ● Use assessment for learning techniques (means of participation) to develop thinking. ● May be noted with brief teacher stamps/ticks or recorded via student green pen improvements.	The most powerful form of feedback according to EEF research, particularly benefiting disadvantaged and lower prior-attaining students. Provides immediate corrections at the point of earning and closes gaps in real time.

Each department has their own specific policies starting with a simple one-sider, which highlights what types of feedback they use and the frequency in which this is provided. All subjects will have a more detailed policy [linked within this policy] however this policy gives us a one-side overview for each subject on the following areas; written feedback and assessment, verbal feedback and assessment and work checks. Subject policies can be seen in appendix 1.

Monitoring and evaluation: All Curriculum Team Leaders are responsible for their assessment and feedback policies being followed by everyone within their team. They will undertake regular book looks and quality enhancement 3 times a year.

3. Assessment, recording and reporting

Whole School Assessment and Data Collection Schedule

Year group	Whole school examinations	Data collection points
7-9	0	2
10	1	3
11	2 Full round of mocks	3 (1 is an effort grade)
12	1	3
13	1	3

- The table above outlines the frequency of formal assessment across each year group of school.
- Academic reports will be sent to parents (electronically) on 2 occasions, throughout the year, for all year groups. This will normally occur during the first and last terms of the academic year.

Roles and Responsibilities

Teachers

- **Deliver Timely Feedback**: ensure every student receives actionable feedback at least **once every 8 lessons** across all modalities.

- **Use Active Observation**: circulate during independent practice to check understanding and correct basic literacy/SPAG and spelling of disciplinary vocabulary live.
- **Adapt Instruction**: use data gathered from MWBs, live checks and assessments to address misconceptions and adapt upcoming lessons.
- **Provide DIRT/SIT time**: plan dedicated class time for students to review and respond to feedback using their green pen.
- **Maintain Live Data Plans**: complete and update data gathering documentations (currently up to individual teachers and curriculum areas in terms of format) for each class to tailor instruction and prevent recurring gaps.

Curriculum Team Leaders

- **Subject Policy Maintenance**: Ensure subject feedback policies enforce the minimum feedback requirement (every 8 lessons) alongside subject-specific baseline expectations.
- **Standardisation & Moderation**: lead regular department moderation sessions to ensure consistency and accuracy in marking.
- **Quality Assurance**: conduct book looks, folder checks and learning walks in accordance with the QA schedule and in line with the departmental improvement plans.
- **Track Progress**: Oversee assessment data and support staff in using Question-Level Analysis (QLA) to drive targeted interventions.

Senior Leadership Team (SLT)

- **Policy Oversight**: ensure consistent and equitable feedback practices across all curriculum areas.
- **Promote Formative Assessment**: maintain focus on high-leverage formative assessment strategies across the school.
- **Whole-School Data Analysis**: analyse whole-school assessment data to track progress, evaluate teaching impact, and organise strategic interventions.
- **Professional Development**: provide ongoing CPD to support teachers in adaptive teaching, live marking, and efficient feedback strategies.
- **Quality Assurance**: conduct QA activities in accordance with the QA schedule to evaluate the impact of feedback on pupil progress. These activities could include: drop ins, learning walks, student voice and book looks.

Students

- **Act on Feedback**: use green pen to make edits, correct mistakes, and complete target tasks based on teacher, verbal or peer feedback
- **Actively Participate**: engage fully with formative checks such as Mini-Whiteboards, Do Now tasks, and low stakes quizzing
- **Engage in Self/Peer Assessment**: Reflect on learning using red pen to evaluate work against success criteria
- **Prepare for Assessments**: use resources and follow guidance from subject teachers to review content in advance of summative assessments.

Families

- **Monitor Progress**: review academic reports and summative assessment results to support pupil progress.
- **Encourage Growth Mindset**: support students in viewing assessment and feedback as opportunities for learning and improvement.
- **Communicate**: attend parents' evenings and communicate with subject teachers regarding academic development.

Appendix 1 below: Individual Subjects Assessment and feedback policies

Types and frequency of feedback: Art

Baseline Expectations	Rationale
Assessment and Feedback Each Key Stage follows a structured feedback programme, ensuring feedback and grading are delivered for maximum impact. KS3:- Each topic concludes with a graded outcome and a project bookmark. - Lessons are designed to include opportunities for verbal feedback. Art Assessment Plan - - Students track their topic grades and analyse grading trends across different topics. - Students are given "Sit Improvement Time" (SIT) to act on feedback and refine their work. - Homework is occasionally used as a tool for improvement. KS4/5:- bespoke topic related feedback provided, as per the Art Assessment Plan. During designated lessons and independently; student will act on feedback.	• To make use of formative and summative assessment to secure students' progress. • To provide students with knowledge of their individual strengths and areas for improvement. • To provide students with knowledge of how to make improvements. • To use information from the assessed work to plan subsequent lessons.
Work checks **Expectations for Checking Day-to-Day Work** Frequency: Staff are expected to check students' day-to-day work weekly. Method: - Look for completion, understanding and effort in daily tasks. - Ensure feedback is evident and documented. - Final project outcomes should be graded and recorded on student trackers at the front of their books. - Book checks will align with the Art Assessment Plan , ensuring consistency across all classes. To ensure this is happening, regular audits of student books will be conducted, looking for documented feedback and graded outcomes as per the Art Assessment Plan. Regular standardisation during CDT is carried out.	• To ensure students feel valued and are aware that the quality of their work is checked on a regular basis. • To use information to plan subsequent lessons. • To quickly assess some of the basic standards (focus in lesson; pride in presentation).
Verbal Feedback The most powerful feedback is verbal feedback, as found from a study by the EEF (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback), benefitting disadvantaged and lower prior attainers more than others. High quality verbal feedback is part and parcel of our everyday practice.	• The most powerful feedback is often provided as verbal feedback; it is one of the core strands of our everyday teaching. • To provide students with knowledge of their individual strengths and areas for improvement.

Types and frequency of feedback: Business Economics and Law

Baseline Expectations	Rationale
Assessment and Feedback **Key Stage 3 [Year 9]** ● Two formal assessments per year with written feedback. ● Results recorded in Google Classroom or exercise books and tracked on database ● Exercise books checked by class teachers for understanding. ● Peer and/or self-assessment encouraged. **Key Stage 4 [Year 10 & 11]** ● End of topic tests on the (Google Classroom) ● Internal assessments and mocks focusing on exam technique. ● Use of past paper questions for practice. ● Homeworks marked, focusing on past paper questions. ● Exercise books informally checked by teachers. ● Peer and/or self-assessment integrated into tasks. **Key Stage 5 [Year 12 & 13]** ● Business Studies all formative assessments points on Google Classroom ● Economics End all formative assessments on Google Classroom ● Law all formative assessment on Google Classroom ● Regular assessments and mocks to prepare for examinations. ● Y13 Guided learning assessments and essays for independent practice. ● Objective tests and long-answer questions to develop understanding and application skills. ● Students' notes not assessed. ● Feedback provided on organisation and folder checks conducted.	● To make use of formative and summative assessment to secure pupils' progress. ● To provide students with knowledge of their individual strengths and areas for improvement. ● To provide students with knowledge of how to make improvements. ● To use information from the assessed work to plan subsequent lessons.

● Peer and/or self-assessment integrated into tasks.	
<u>Work checks:</u> **Key Stage 3 and 4** ● Books looked once every each half term	● To ensure students feel valued and are aware that the quality of their work is checked on a regular basis.

Key Stage 5 ● Folder checks done but folders are not reported on. ● Essays and DRQ marked and folders checked. ● Exam papers marked	● To use information to plan subsequent lessons. ● To quickly assess some of the basic standards (focus in lesson; pride in presentation).
<u>Verbal Feedback:</u> ● Immediate feedback given in every lesson. ● Summary verbal feedback provided at the end of lessons. ● Students are expected to act upon feedback in future work. .The most powerful feedback is verbal feedback, as found from a study by the EEF (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback), benefitting disadvantaged and lower prior attainers more than others. High quality verbal feedback is part and parcel of our everyday practice.	● The most powerful feedback is often provided as verbal feedback; it is one of the core strands of our everyday teaching. ● To provide students with knowledge of their individual strengths and areas for improvement. ● To provide students with knowledge of how to make improvements.

<u>Types and frequency of feedback: Computer Science</u>

Baseline Expectations	Rationale
<u>Assessment and Feedback</u>	

• Key Stage 3 - assessment is done on Google classroom, based upon a product students have produced for a unit. These assessments are based upon a rubric which is shared with students, using a consistent process to ensure AO's are assessed. • Key Stage 4 - weekly coding homework, submitted via the Google Classroom. This is marked and model answers are shared. Unit tests (roughly every eight weeks), marked and fed back upon formally. At least three mock exams throughout the course. • Key Stage 5 - regular coding and written homework. Regular unit tests, marked and fed back upon formally.	• To make use of formative and summative assessment to secure pupils' progress. • To provide students with knowledge of their individual strengths and areas for improvement. • To provide students with knowledge of how to make improvements. • To use information from the assessed work to plan subsequent lessons.
Work checks • Key Stage 3 - marking work on the Google classroom regularly. Checking work 'over the shoulder' every lesson. • Key Stage 4 - regular individual discussions with students about the quality of their work testing for understanding. Regular monitoring of work they are producing in lessons. • Key Stage 5 - Non-exam assessment progress is monitored and fed back upon regularly.	• To ensure students feel valued and are aware that the quality of their work is checked on a regular basis. • To use information to plan subsequent lessons. • To quickly assess some of the basic standards (focus in lesson; pride in presentation).
Verbal Feedback The most powerful feedback is verbal feedback, as found from a study by the EEF (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback), benefitting disadvantaged and lower prior attainers more than others. High quality verbal feedback is part and parcel of our everyday practice.	• The most powerful feedback is often provided as verbal feedback; it is one of the core strands of our everyday teaching. • To provide students with knowledge of their individual strengths and areas for improvement. • To provide students with knowledge of how to make improvements.

Types and frequency of feedback: Design & Technology

Baseline Expectations	Rationale
Assessment and Feedback Key Stage 3	

• Students will be assessed across AO1, 2, 3 and 4 in line with GCSE and A-Level • Each project will have a main focus AO which teachers will provide a 'comment' on slides with the expectation that the student polishes and 'replies'. Other slides will be assessed with colours using RAGB providing a visual link to the assessment grids and allowing students to self assess • Student grades will be captured using Google Sheets • Verbal feedback is provided throughout the lesson **Assessment and feedback Key Stage 4** **KS4 Graphics & 3D Design** • Students digital portfolios will have a deep assessment once per half term • Students will receive formative feedback in the form of 'comments' on slides which are posed as open questions for them to respond too and interpret • Students will be given time to respond to feedback and 'reply' back to teacher 'comments' to show progress. These can be resolved with teacher permission • Students will receive continuous and spontaneous verbal feedback responding to their needs during coursework and practical lessons • Students will receive a half termly 'current working grade' **KS4 Creative Media** • Students will receive formative feedback in the way of 'comments' on theory and design based activities to aid the development of skills and knowledge in these areas of the course. • Students will be asked to respond to teacher feedback, using the 'reply' function. This should also be used to seek further support. Students are to indicate they have responded to feedback using the 'mark as done' feature. • Students will receive verbal feedback tailored to the progression needs of the individual. • Students will receive a half termly 'current working grade'. • Students will complete 3 x components of assessed work over 2 years. They will receive a level for each piece of work completed. **KS4 Electronics** • Students will receive formative feedback in the way of 'comments' on theory and research folders to aid the development of skills and knowledge in these areas of the course. (For NEA work, feedback will be verbal) • Students will be asked to respond to teacher feedback, using the 'reply' function. This should also be used to seek	• To make use of formative and summative assessment to secure pupils' progress. • To provide students with knowledge of their individual strengths and areas for improvement. • To provide students with knowledge of how to make improvements. • To use information from the assessed work to plan subsequent lessons.

further support. ● Students will receive regular verbal feedback tailored to the progression needs of the individual. ● Students will complete a number (5 to 10) of Google self-marking quizzes/tests which will assess understanding of Electronic theory and recognition of symbols/components. These will be repeated each half term to monitor progress. **KS5 Graphics** ● Students digital portfolios will have a deep assessment once per half term ● Students will receive formative feedback in the form of 'comments' on slides which are posed as open questions for them to respond too and interpret ● Students will be given time to respond to feedback and 'reply' back to teacher 'comments' to show progress. These can be resolved with teacher permission ● Students will receive continuous and spontaneous verbal feedback responding to their needs during coursework and practical lessons ● Students will receive a half termly 'current working grade'	
Work checks **Key stage 3** ● Work is continuously checked in class with verbal feedback ● Main focus AO assessment will follow the completion of the work before the end of the project **Key Stage 4 and 5** ● Work is continuously checked in class with verbal feedback ● Work is checked and marked once per half term deeply	● To ensure students feel valued and are aware that the quality of their work is checked on a regular basis. ● To use information to plan subsequent lessons. ● To quickly assess some of the basic standards (focus in lesson; pride in presentation).
Verbal Feedback The most powerful feedback is verbal feedback, as found from a study by the EEF (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback), benefitting disadvantaged and lower prior attainers more than others.	● The most powerful feedback is often provided as verbal feedback; it is one of the core strands of our everyday teaching.

High quality verbal feedback is part and parcel of our everyday practice.	• To provide students with knowledge of their individual strengths and areas for improvement. • To provide students with knowledge of how to make improvements.

Types and frequency of feedback: Drama

Baseline Expectations	Rationale
Assessment and Feedback	

Key stage 3: ● Students will be formally assessed at the end of each topic with focus on both their knowledge/ understanding and practical ability ● Formal assessments are recorded in an assessment booklet. Knowledge is assessed via mini quizzes and teacher questioning ● Practical work assessed on the final performance and rehearsal time including students acting on feedback. **Key stage 4:** ● Students receive regular verbal feedback, and are expected to improve their work following feedback. ● Students undertake regular peer and self-evaluations verbally and in books. ● Teachers give formal written feedback on some work. ● Practice essays marked where students are expected to re-draft practice essays and act on feedback.	● To make use of formative and summative assessment to secure pupils' progress. ● To provide students with knowledge of their individual strengths and areas for improvement. ● To provide students with knowledge of how to make improvements. ● To use information from the assessed work to plan subsequent lessons.
Work checks **Key stage 3:** ● End of topic quizzes are marked and assessment book completed, Practical work is checked regularly in lesson time with verbal feedback given. **Key Stage 4:** ● Regular Book checks at KS4 are carried out ● Marking of KS4 books including improvement tasks for extended pieces of written work including mocks and some areas of coursework. ● Very regular checks of student practical work with verbal feedback is given by the teacher during lessons/ extra rehearsal time.	● To ensure students feel valued and are aware that the quality of their work is checked on a regular basis. ● To use information to plan subsequent lessons. ● To quickly assess some of the basic standards (focus in lesson; pride in presentation).
Verbal Feedback The most powerful feedback is verbal feedback, as found from a study by the EEF (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback), benefitting disadvantaged and lower prior attainers more than others. High quality verbal feedback is part and parcel of our everyday practice.	● The most powerful feedback is often provided as verbal feedback; it is one of the core strands of our everyday teaching.

Types and frequency of feedback: English [more specific details found HERE]

Baseline Expectations	Rationale
Assessment and Feedback	

All assessment and feedback should be underpinned by the principles of effective practice: 'providing feedback that moves learners forward'. Within every scheme in every year group, ● students should engage with formative self and peer assessment opportunities; ● teachers should provide feedback on at least one formative piece of work which may take the form of individual or whole class feedback; ● teachers should mark formal summative assessments/mocks providing individual feedback using codes; ● teachers should respond to misconceptions and common errors they have identified by re-teaching and providing SIT opportunities; ● students should act on targets from formative pieces in their summative task. Dylan Wiliam's 'Four Quarters Marking' is a useful guide to follow. Further details here.	● To make use of formative and summative assessment to secure pupils' progress. ● To provide students with knowledge of their individual strengths and areas for improvement. ● To provide students with knowledge of how to make improvements. ● To use information from the assessed work to plan subsequent lessons.
Work checks ● Standards in books should be monitored in class where possible or alongside a formative assessment point. ● Teachers should verbally outline expectations regarding standards frequently. ● Teachers should give verbal whole class feedback regarding standards.	● To ensure students feel valued and are aware that the quality of their work is checked on a regular basis. ● To use information to plan subsequent lessons. ● To quickly assess some of the basic standards (focus in lesson; pride in presentation).
Verbal Feedback The most powerful feedback is verbal feedback, as found from a study by the EEF (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback), benefitting disadvantaged and lower prior attainers more than others. High quality verbal feedback is part and parcel of our everyday practice in our English lessons. Teachers may wish to use verbal feedback whilst live marking in class with individual students and/or to feedback on presentations.	● The most powerful feedback is often provided as verbal feedback; it is one of the core strands of our everyday teaching. ● To provide students with knowledge of their individual strengths and areas for improvement.

Types and frequency of feedback: Food, Nutrition and Care

Baseline Expectations	Rationale

Assessment and Feedback

- In KS3 Food, students will be assessed/feedback given on:

	Practical	Booklet (feedback)	End of unit test
7	Scone based pizza	4C's of food safety	Feb/July
8	Cheesecake	Food miles	Feb/July
9 (1) (2) (3)	Swiss roll Fakeaway meal Puff pastry swirls	Cooking methods Plant based diets Food safety and hygiene	Dec March July

- In KS3 Textiles, students will be assessed/feedback given on:

	Research (feedback)	Design	Making
7	Moodboard	Pugly design	Pugly outcome
8	Victoria Villasana research	Embroidery design	Tote outcome

- KS3 Food practical assessment will use the 'SHOES' format. Teachers will share the assessment focus with students and assess against the level descriptors.
- KS3 Booklet work will use WWW and EBI feedback.

- In KS4, students will be assessed in 1 practical per term (both Food Prep and Nutrition and Hospitality and Catering) and sit a termly end of unit test.
- Written feedback will be provided on the end of unit assessments. Students should be given time to work on specific questions or tasks that have been identified as areas for improvement.

- Use of whole class feedback using the department proforma:
  Whole class feedback - Food department

- To make use of formative and summative assessment to secure pupils' progress.
- To provide students with knowledge of their individual strengths and areas for improvement.
- To provide students with knowledge of how to make improvements.
- To use information from the assessed work to plan subsequent lessons.

Work checks ● Student work booklets/exercise books should be checked at least twice each half term. This should be used to identify incomplete work/poor effort as well as students deserving of positive recognition, along with common misconceptions. ● Whole class feedback form should be used at least once per half term. ● At Key Stage 4 students will receive one-one feedback and coursework checks.	● To ensure students feel valued and are aware that the quality of their work is checked on a regular basis. ● To use information to plan subsequent lessons. ● To quickly assess some of the basic standards (focus in lesson; pride in presentation).
Verbal Feedback The most powerful feedback is verbal feedback, as found from a study by the EEF (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback), benefitting disadvantaged and lower prior attainers more than others. High quality verbal feedback is part and parcel of our everyday practice.	● The most powerful feedback is often provided as verbal feedback; it is one of the core strands of our everyday teaching. ● To provide students with knowledge of their individual strengths and areas for improvement. ● To provide students with knowledge of how to make improvements.

Types and frequency of feedback: French

Baseline Expectations	Rationale
Assessment and Feedback - Feedback to be given in line with MFL policy here **Key Stage 3:**	

• At the end of each module, students will sit end-of-module assessments following the French assessment schedule. • The answers will be ticked or crossed and the students will be given a score. (For the speaking and writing tasks, a sheet with the marks schemes will be used. Strengths and targets will be added and scores given.) • The students will record the score on their feedback forms (French) and complete a self review where they will highlight their strengths and identify targets. • Students will be given Student Improvement in class or as homework to complete the targets. • The marks will be passed on to our Curriculum Support Staff within the deadlines so they can be entered onto the database. • An overall attainment level will then be produced on the database and used for data collection points (reports) . **Key Stage 4:** In Year 10: • Students will sit the end of module assessment for Modules 1 & 2 + Y10 Mock Examination • The answers will be ticked or crossed for the Listening and reading tasks and the students will be given a score For the speaking and writing tasks, a mark scheme sheet will be used. Teachers will highlight the student's strengths and identify targets and scores given. Students will complete a self reflection after each assessment. • The marks will be passed on to our Curriculum Support Staff within the deadlines so they can be entered onto the database. In Year 11: • students will complete the Mock Examinations for Reading, Listening and Writing in November and February and Speaking in February. • The answers will be ticked or crossed for the Listening and reading tasks and the students will be given a score. For the speaking and writing tasks, the marks schemes will be used, teachers will highlight the student's strengths and identify targets and scores given. • Students will complete a self reflection after each assessment. • The marks will be passed on to our Curriculum Support Staff within the deadlines so they can be entered onto the database.	• To make use of formative and summative assessment to secure pupils' progress. • To provide students with knowledge of their individual strengths and areas for improvement. • To provide students with knowledge of how to make improvements. • To use information from the assessed work to plan subsequent lessons.

Key Stage 5: In Year 12: ● students will sit the exams in the first term with questions on Units 1 and 4. In Term 2, they will complete the end of module assessment for units 2 and 5. In term 3, they will complete an AS mock paper. ● The answers will be ticked or crossed for the Listening and reading tasks and the students will be given a score. For the speaking, the AQA AS mark schemes will be used. Teachers will highlight the student's strengths and identify targets. ● Students will complete a self reflection after each assessment. ● The marks will be passed on to our Curriculum Support Staff within the deadlines so they can be entered onto the database. In Year 13: ● In Term 1, students will complete the end of unit assessments for Unit 5 and 9. ● In January students will complete the mock examinations for the skills of Listening, Reading, Writing and Speaking. The answers will be ticked or crossed for the Listening and reading tasks and the students will be given a score. For Speaking and writing, the AQA A Level mark schemes will be used. Teachers will highlight the student's strengths and identify targets and scores given. ● Students will complete a self reflection after each assessment ● Essays will be marked according to the AQA mark schemes and strengths and targets will be identified. A mark will be given. Students should be givenImprovement Time in class or as homework to act upon the targets. ● The marks for the assessments will be passed on to our Curriculum Support Staff within the deadlines so they can be entered onto the database.	
<u>Work checks</u> *For each module, for at least one piece of written or spoken work:* ● Teachers will identify strengths and a target. When targets are given, if appropriate, students will be given Improvement Time in class or as homework to act on their targets.	● To ensure students feel valued and are aware that the quality of their work is checked on a regular basis. ● To use information to plan subsequent lessons.

• Students, when given the opportunity to peer assess and self assess, will use an encircled PA or SA next to the comments. • In addition, at KS4, answers to key questions for each module will be entered on google classroom by the students and will be marked by teachers. *For each module, teachers will check the quality of presentation and challenge poor quality presentation using the code Ⓟ.*	• To quickly assess some of the basic standards (focus in lesson; pride in presentation).
Verbal Feedback In class, teachers will maximise the real-time process of direct verbal feedback, live marking, correction of misconceptions through group feedback, setting of targets and selection of strategies in response to such feedback. They will use assessment for learning and metacognitive techniques to facilitate this process. Through circulating in class, teachers will also challenge poor presentation (date/title /handwriting, doodling/ sticking worksheets in books).	• The most powerful feedback is often provided as verbal feedback; it is one of the core strands of our everyday teaching. • To provide students with knowledge of their individual strengths and areas for improvement. • To provide students with knowledge of how to make improvements.

Types and frequency of feedback: Geography

Baseline Expectations	Rationale
Assessment and Feedback	

'FLASH' marking annotations will be used in assessment feedback. Students will be made aware of what will be assessed and how it will be marked. **KS3 - Assessment** Baseline assessments at the start of each year. Students will have at least one assessed piece of work marked by the teacher per unit of work. **KS3- Feedback** Peer and self assessment will be used in each unit of work. Students will be given clear guidance with teacher modelling used appropriately. Green pen used by students. Low stakes testing - quizzes using Google Forms as part of core homework and keyword tests. Use of whole class feedback sheets. **KS4 - Assessment** Students will complete an end of topic test for each of the topics covered at GCSE. Students should receive feedback on one exam answer before assessment. Feedback will use AQA 'basic', 'clear' and 'detailed' criteria. Every homework task is followed up using appropriate techniques; teacher feedback, exam question, google quiz, sampling, in class 'flash' recognition. **KS4- Feedback** A range of exam questions will be peer and self assessed in lessons to identify strengths and weaknesses.Modelling used appropriately to support students' understanding. Students respond to feedback by improving answers.Green pen used by students. Low stakes testing - quizzes using Google Forms as part of core homework and keyword tests. Use of whole class feedback sheets. **KS5- Assessment** Feedback SEE SAW cover sheets will be used for all 20 exam questions set for homework and during timed assessments. Clear reference made to AO1/ AO2/ MALTO. **KS5- Feedback** Short exam questions to be peer and self assessed in lesson time using AQA mark schemes.SEE-SAW feedback sheet shared with students. When appropriate self and peer assessment of 20 markers but these will always be teacher marked as well. Self and peer assessment of 4/6/9 mark questions. Green pen used by students. Use of whole class feedback sheets.	• To make use of formative and summative assessment to secure pupils' progress. • To provide students with knowledge of their individual strengths and areas for improvement. • To provide students with knowledge of how to make improvements. • To use information from the assessed work to plan subsequent lessons.
<u>Work checks</u> **KS3** Every 3 weeks sampling of students books (3 or 5) per class and misconceptions challenged based upon sample. **KS4**	• To ensure students feel valued and are aware that the quality of their work is checked on a regular basis. • To use information to plan subsequent lessons.

Student work checked following homework tasks. This can be completed as students complete the 'do now' tasks at the start of the lesson. Issues with student books followed up with students. **KS5** Folder checks completed in Autumn and Spring term in Y12 and Autumn term Y13. Contact home with positive praise and cause for concern.	• To quickly assess some of the basic standards (focus in lesson; pride in presentation).
Verbal Feedback The most powerful feedback is verbal feedback, as found from a study by the EEF (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback), benefitting disadvantaged and lower prior attainers more than others. High quality verbal feedback is part and parcel of our everyday practice. Use of lesson time, when possible, to circulate and provide verbal feedback on work. This can be supported with stars/stamps. NEA feedback will be given as per the exam board guidelines and JCQ regulations.	• The most powerful feedback is often provided as verbal feedback; it is one of the core strands of our everyday teaching. • To provide students with knowledge of their individual strengths and areas for improvement. • To provide students with knowledge of how to make improvements.

Types and frequency of feedback: German

Baseline Expectations	Rationale
Assessment and Feedback	

• In each year, students will complete regular mini homework quizzes on Google Forms and end of unit assessments after each topic. • All 4 skill areas (listening, reading, writing, speaking) will be assessed over the course of a school year via Google Quizzes (for reading and listening), on paper (for writing), and verbally (for speaking) • Students in Y10 and 12 will complete an end of year exam. • Students in Y11 and 13 will complete mock exams across all skill areas - full schedule here • Feedback to be given in line with MFL policy here	• To make use of formative and summative assessment to secure pupils' progress. • To provide students with knowledge of their individual strengths and areas for improvement. • To provide students with knowledge of how to make improvements. • To use information from the assessed work to plan subsequent lessons.
Work checks • Review standards of work in books at least twice each half term. This can be carried out in lesson time, where appropriate. • Use of stamps/stickers to highlight areas for praise and areas for improvement	• To ensure students feel valued and are aware that the quality of their work is checked on a regular basis. • To use information to plan subsequent lessons. • To quickly assess some of the basic standards (focus in lesson; pride in presentation).
Verbal Feedback The most powerful feedback is verbal feedback, as found from a study by the EEF (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback), benefitting disadvantaged and lower prior attainers more than others. High quality verbal feedback is part and parcel of our everyday practice.	• The most powerful feedback is often provided as verbal feedback; it is one of the core strands of our everyday teaching. • To provide students with knowledge of their individual strengths and areas for improvement. • To provide students with knowledge of how to make improvements.

Types and frequency of feedback: History

Baseline Expectations	Rationale
Assessment and Feedback	

• At KS3 students will be assessed twice per termly unit - at the midpoint and endpoint. • All mid point assessments will have a quiz and look at either sources or extended writing. • All end point assessments will consist of a knowledge based quiz (no use of research or books permitted), a source based question and a piece of extended writing. • At KS3 feedback will occur at the latest two lessons after the assessment with all marking completed in that time. Students will be given a model answer (this may be created in class as an activity), the chance to set a target and will use a purple pen to improve on their answer. • At KS4 in class timed assessments will take place for each of the question types in each paper (these will be agreed in advance by the team). • At KS4 feedback will occur as soon as possible (within two lessons). Students will use a purple pen to improve on their answer based on the whole class and individual feedback. • At KS5 assessments will occur when applicable. • At KS4 and 5 agreed annotation codes will be added to answers.	• To make use of formative and summative assessment to secure pupils' progress. • To provide students with knowledge of their individual strengths and areas for improvement. • To provide students with knowledge of how to make improvements. • To use information from the assessed work to plan subsequent lessons.
Work checks • All KS3 books will be checked once a half term. It will be shown by a teacher check stamp which is dated. • KS4 folder checks should occur after the end of each topic booklet (once students have been given a chance to ensure that they are up to date). It will be shown by a teacher check stamp which is dated. • At KS5 folder checks will happen half termly.	• To ensure students feel valued and are aware that the quality of their work is checked on a regular basis. • To use information to plan subsequent lessons. To quickly assess some of the basic standards (focus in lesson; pride in presentation).
Verbal Feedback The most powerful feedback is verbal feedback, as found from a study by the EEF (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback), benefitting disadvantaged and lower prior attainers more than others. High quality verbal feedback is part and parcel of our everyday practice.	• The most powerful feedback is often provided as verbal feedback; it is one of the core strands of our everyday teaching. To provide students with knowledge of their individual strengths and areas for improvement.

Types and frequency of feedback: Life Skills

Baseline Expectations	Rationale
Assessment and Feedback	

Assessments: To be done per class, a minimum of three times per academic year, where staff can identify working towards/working at/working beyond levels, using the guidance from the PSHE Association - found here - as a template. Marking is to focus on peer marking, or completing a statement grid that allows for minimal workload but effective levelling.	• To make use of formative and summative assessment to secure pupils' progress. • To provide students with knowledge of their individual strengths and areas for improvement. • To provide students with knowledge of how to make improvements. • To use information from the assessed work to plan subsequent lessons.
Work checks **Frequency** - each book to be seen each half term to have any impact on misconceptions.'Seen' is not the same as 'written in'. This can include live marking in lessons, peer assessment, etc. Summative assessments via Google Forms, aiming to cover all students preferably each half term. Teachers to show evidence of books being 'seen' using stamps, ticks, or other methods that suit their working style. If teaching a particularly sensitive topic, staff may choose to look at books more frequently in order to check for safeguarding concerns.	• To ensure students feel valued and are aware that the quality of their work is checked on a regular basis. • To use information to plan subsequent lessons. • To quickly assess some of the basic standards (focus in lesson; pride in presentation).
Verbal Feedback • **Verbal feedback** will be expected to be the most commonly used strategy given the nature of our topics and lessons. Primary function is to correct misconceptions, but can also be used to check students understanding with 'bounce and pounce', student feedback and development of answers, etc. • Verbal Feedback stamps have been provided for this academic year to experiment to see the usage, utility and feasibility	• The most powerful feedback is often provided as verbal feedback; it is one of the core strands of our everyday teaching. • To provide students with knowledge of their individual strengths and areas for improvement.

Types and frequency of feedback: Mathematics

Baseline Expectations	Rationale
Assessment and Feedback	

Align practice to the features of good assessment and feedback in Maths. ● Complete 'end of chunk' reviews **as they arise**. ● Students to self or peer mark mini reviews in the lesson. ● Follow the Team summative assessment calendar. ● All assessments to be marked in line with the mark scheme provided. Return assessments to students after marking. ● Provide whole class feedback **following every** assessment (reflection sheet is an optional aide-mémoire). ● Encourage students to use provided Sparx codes to follow up on **all** mini reviews **and** assessments.	● To make use of formative and summative assessment to secure pupils' progress. ● To provide students with knowledge of their individual strengths and areas for improvement. ● To provide students with knowledge of how to make improvements. ● To use information from the assessed work to plan subsequent lessons.
Work checks ● Review standards of work in books at least twice each half term. This can be carried out in lesson time, where appropriate. ● Use of stamps/stickers to highlight areas for praise and areas for improvement	● To ensure students feel valued and are aware that the quality of their work is checked on a regular basis. ● To use information to plan subsequent lessons. ● To quickly assess some of the basic standards (focus in lesson; pride in presentation).
Verbal Feedback The most powerful feedback is verbal feedback, as found from a study by the EEF (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback), benefitting disadvantaged and lower prior attainers more than others. Verbal feedback in lessons is a mainstay in our Maths classrooms. Written feedback should not be omitted as it too has evidence based improvements. Dylan William also states that, "the only good feedback is that which is acted on".	● The most powerful feedback is often provided as verbal feedback; it is one of the core strands of our everyday teaching. ● To provide students with knowledge of their individual strengths and areas for improvement. ● To provide students with knowledge of how to make improvements

Types and frequency of feedback: Music

Baseline Expectations	Rationale
Assessment and Feedback	

• **KS3** - assessment booklet with challenge table for each topic - F/D/G/VG/O. These are highlighted by staff to show progression throughout each topic. • **KS3** - Continuous verbal feedback in lessons, both to the class and individually. Stamp is used on the challenge table to indicate feedback has been given to ensure no students are missed. All students receive individual feedback at least once per topic. • **KS4** - each GCSE component is assessed summatively twice a year with smaller formative assessments as required. • **KS4** - written feedback is provided on these 6 summative assessments but verbal feedback continues to be the main focus.	• To make use of formative and summative assessment to secure pupils' progress. • To provide students with knowledge of their individual strengths and areas for improvement. • To provide students with knowledge of how to make improvements. • To use information from the assessed work to plan subsequent lessons.
Work checks • **KS3** - each QE cycle challenge tables are checked to ensure they are being used effectively and student voice to ensure verbal feedback is meaningful and takes place regularly to all students. • **KS4** - each QE cycle folders are checked to ensure good presentation and that feedback is being provided on summative assessments. Student voice will be carried out to ensure verbal feedback is meaningful and takes place regularly to all students.	• To ensure students feel valued and are aware that the quality of their work is checked on a regular basis. • To use information to plan subsequent lessons. • To quickly assess some of the basic standards (focus in lesson; pride in presentation).
Verbal Feedback The most powerful feedback is verbal feedback, as found from a study by the EEF (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback), benefitting disadvantaged and lower prior attainers more than others. High quality verbal feedback is part and parcel of our everyday practice.	• The most powerful feedback is often provided as verbal feedback; it is one of the core strands of our everyday teaching. • To provide students with knowledge of their individual strengths and areas for improvement. • To provide students with knowledge of how to make improvements.

Types and frequency of feedback: Physical Education and Sports Studies

Baseline Expectations	Rationale

<u>Assessment and Feedback</u> - more detailed policy - HERE **KS3 and KS4 CORE PE** ● Students should receive formative feedback throughout the activity block and summative feedback on the short report to inform progress. **GCSE PE** ● Students will have 1 formal assessment per term. ● Students should receive formative feedback throughout the activity block and summative feedback at the end of the activity block to inform progress. ● Students should have exam style questions marked and receive feedback for these. ● Mock exams require a feedback session to provide generic feedback. ● Grades will be given for full papers completed. ● All marks added to student tracking to see progress over time. **SPORTS STUDIES** ● Students will have 1 formal assessment per term for relevant units of work. ● Students should have exam style questions marked and receive feedback for these (for relevant units of work). ● Mock exams require a feedback session to provide generic feedback. ● Grades will be given for full papers completed. ● All marks added to student tracking to see progress over time. ● Coursework to be scaffolded and students receive feedback appropriately.	● To make use of formative and summative assessment to secure pupils' progress. ● To provide students with knowledge of their individual strengths and areas for improvement. ● To provide students with knowledge of how to make improvements. ● To use information from the assessed work to plan subsequent lessons.
<u>Work checks</u> ● **KS4** - every half term books and folders are checked [at least once] to ensure good presentation and that feedback is being provided on summative assessments. Student voice will be carried out to ensure verbal feedback is meaningful and takes place regularly to all students.	● To ensure students feel valued and are aware that the quality of their work is checked on a regular basis. ● To use information to plan subsequent lessons. ● To quickly assess some of the basic standards (focus in lesson; pride in presentation).

Verbal Feedback The most powerful feedback is verbal feedback, as found from a study by the EEF (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback), benefitting disadvantaged and lower prior attainers more than others. High quality verbal feedback is part and parcel of our everyday practice.	• The most powerful feedback is often provided as verbal feedback; it is one of the core strands of our everyday teaching. • To provide students with knowledge of their individual strengths and areas for improvement. • To provide students with knowledge of how to make improvements.

Types and frequency of feedback: RPE

Baseline Expectations	Rationale

Assessment and Feedback **KS3 - Year 7-9** ● 1 levelled task and end of unit assessment marked and improvements per topic. (1 topic per term= 5 assessed pieces in the year - nothing in the last half term due to school trips) **KS4- Year 10&11- Currently option GCSE** ● 1x Q3 or Q4. 1x Q5 and one end of unit test per unit- 3-4 units per year. ● End of year 10 mock ● Year 11 mock **KS5- Year 12&13** ● 1 question per topic covered. - either fully written, peer marked, group answer. ● Guided learning- Year 13 - 1 full essay a week (1 ethics, 1 philosophy a fortnight)	● To make use of formative and summative assessment to secure pupils' progress. ● To provide students with knowledge of their individual strengths and areas for improvement. ● To provide students with knowledge of how to make improvements. ● To use information from the assessed work to plan subsequent lessons.
Work checks ● **QE KS3,4,5**- Sampling of students books at QE (3 or 5) per class and misconceptions challenged based upon sample/ good practice ● **Data sheet KS3,4,5-** random selection of students/ PP for QE. ● **'Checked' stamp KS3,4,5** to check knowledge and any misconceptions/ notes for exam questions/ correct work following homework tasks- 'Flipped Learning', 'do now tasks', AFL- Bingo, keyword match ups, blooket and so on at the start of lesson. Issues with student books followed up with students. ● **Making and feedback KS3,4,5** evident in books/ assessment books/booklets with teacher and student feedback. **KS5 ONLY** Folder checks completed in Autumn and Spring term in Y12& 13 via subject monitoring sheet. Contact home with positive praise and cause for concern to match the reports.	● To ensure students feel valued and are aware that the quality of their work is checked on a regular basis. ● To use information to plan subsequent lessons. ● To quickly assess some of the basic standards (focus in lesson; pride in presentation).
Verbal Feedback	● The most powerful feedback is often provided as verbal feedback; it is one of the core strands of our everyday teaching.

The most powerful feedback is verbal feedback, as found from a study by the EEF (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback), benefitting disadvantaged and lower prior attainers more than others. High quality verbal feedback is part and parcel of our everyday practice.	• To provide students with knowledge of their individual strengths and areas for improvement. • To provide students with knowledge of how to make improvements.

Types and frequency of feedback: Science

Baseline Expectations	Rationale

Assessment and Feedback **In each year there will be a mixture of mini quizzes, end of topic tests and summative assessment as follows:** ● Year 7&8: End of topic Mini Quiz assessments plus a half year and full year exam ● Year 9: End of topic test or Mini Quiz assessment plus Biology, Chemistry and Physics assessments in half-term 2 and 4 ● Year 10&11: End of topic test or Mini Quiz assessment plus termly summative exams (including year 10 mock and two year 11 mocks)**Further detail in linked document here.** **Detailed information about how feedback will be given and the expectations for student response to feedback is linked here.** In year 12 and 13 there will be a mixture of Core practicals, end of topic tests and summative assessment as follows: ● After each topic there will be an end of topic test. ● There will be regular core practicals, completed in Lab books ● There will be mock exams, the timing of these will be decided each year centrally by the sixth form team. Further detail in linked document here.	● To make use of formative and summative assessment to secure pupils' progress. ● To provide students with knowledge of their individual strengths and areas for improvement. ● To provide students with knowledge of how to make improvements. ● To use information from the assessed work to plan subsequent lessons.
Work checks ● Book checks will be carried out in line with the frequency of End of topic tests/Mini Quiz assessments. ● Whilst students are completing the Mini Quiz/End of topic test book standards checks will be carried out, with verbal feedback given to students. ● Detailed information about how feedback will be given and the expectations for student response to feedback is linked here	● To ensure students feel valued and are aware that the quality of their work is checked on a regular basis. ● To use information to plan subsequent lessons. ● To quickly assess some of the basic standards (focus in lesson; pride in presentation).
Verbal Feedback The most powerful feedback is verbal feedback, as found from a study by the EEF (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback), benefitting disadvantaged and lower prior attainers more than others. High quality verbal feedback is part and parcel of our everyday practice in Science	● The most powerful feedback is often provided as verbal feedback; it is one of the core strands of our everyday teaching.

	• To provide students with knowledge of their individual strengths and areas for improvement. • To provide students with knowledge of how to make improvements.

Types and frequency of feedback: Social Sciences [KS5 only]

Baseline Expectations	Rationale
Assessment and Feedback ● Assessment points are planned. ● Success criteria for each piece of assessed work are explicitly shared. ● Assessment will be based on high expectations of students (including presentation, SPAG and use of appropriately technical subject specific language). ● All assessments will have a formative element. ● Feedback is provided to help the students move forward/improve their work – whether a redraft of the current piece, part of the current piece or in future work. ● The feedback should be timely. ● Students will be expected to, and be given time to, act on the feedback provided. ● Where peer and self-assessment takes place the teacher will ensure that the students have the necessary skills to do so accurately.	● To make use of formative and summative assessment to secure pupils' progress. ● To provide students with knowledge of their individual strengths and areas for improvement. ● To provide students with knowledge of how to make improvements. ● To use information from the assessed work to plan subsequent lessons.
Work checks ● Students should receive teacher feedback forms at the end of each topic to inform progress. ● Feedback should allow students to more completely fulfil assessment objectives. ● Feedback should encourage students to feel confident that they can improve and know how to improve. ● Feedback should be personal and a motivating force, not allowing for social comparison (no grades on long answer questions). ● Improvements highlighted to students. ● green pens used for students to respond to feedback. ● Target sheets used after each assessment. ● Students have guidance sheets/topic tick sheets. ● Students should have assessed work in folders so these can be referred back to in future lessons.	● To ensure students feel valued and are aware that the quality of their work is checked on a regular basis. ● To use information to plan subsequent lessons. ● To quickly assess some of the basic standards (focus in lesson; pride in presentation).

Verbal Feedback The most powerful feedback is verbal feedback, as found from a study by the EEF (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback), benefitting disadvantaged and lower prior attainers more than others. High quality verbal feedback is part and parcel of our everyday practice in Science	• The most powerful feedback is often provided as verbal feedback; it is one of the core strands of our everyday teaching. • To provide students with knowledge of their individual strengths and areas for improvement. • To provide students with knowledge of how to make improvements.


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