

# Assessment & Feedback at St Julian's School

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To be reviewed:  
*Annually*

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## 1. Assessment & Feedback Guidance: Key Considerations

The following considerations need to be reflected in the planning and delivery of lessons across the school.

1. Have **high expectations** of students' learning - including their verbal responses and their written work and presentation. *This means that students' verbal and written work reflects what they are capable of.*
2. Before formally assessing/providing feedback teachers need to **deliver high quality lessons**. *This means that feedback is supported by effective planning and delivery. This reduces the work that feedback needs to do - students know what they are aiming for. Feedback happens second!*
3. Plan and use assessment that **supports learning (AfL)** lesson by lesson. *This means that students can demonstrate to you and themselves incremental gains in learning/gaps in learning which you can address responsively.*
4. Plan and regularly use summative assessment to formally **evaluate learning**. *This means that students can demonstrate their learning over time and have the opportunity to apply previously learned material/demonstrate what they know and don't know which will allow you to adapt what and how you teach next.*
5. Carefully consider how, when and why to use purposeful **written feedback**. *The method of delivery (verbal vs written) is less important than ensuring the feedback is effective.*
6. Carefully consider how, when and why to use purposeful **verbal feedback**. *Verbal feedback is not an easy alternative for written feedback - careful thought and consideration is required when delivering it*
7. Ensure assessment and feedback is appropriately **timed** and focussed on **moving learning forward**. *This means that consideration needs to be given regarding what assessment task you are giving, what you are assessing, why you are assessing it then and why that will allow you to see what students understand and remember.*
8. Remember that the main role of feedback is to **improve the learner, not just the work**. *This means that feedback needs to focus on more than just a piece of work. You need to focus on improving their learning as a whole. Will the feedback help the student in the future? ( See [here](#) for examples)*
9. Plan for **how** pupils use feedback (DIRT). *Deliberate focus needs to be on creating classrooms where students welcome and use feedback - DIRT time.*

## 2. Improving Assessment & Feedback Practices

Please see the slides 17-19 of the Pedagogical Principles for effective strategies which can be trialled, utilised and embedded within and after lessons to support learning.

## 3. Monitoring, Reviewing and Evaluating the Effectiveness and Impact of Assessment & Feedback Practices

All aspects of assessment and feedback practices will be systematically and regularly monitored and evaluated in an annual cycle of whole school evaluation. We are all responsible for evaluating the effectiveness and impact of our provision and practice on learning and adapting/refining/improving where needed. Teachers should do this for their own classes, curriculum leaders should do this for their subject and senior leaders should do this across the school. When assessment and feedback are effective, you will see the following:

### In Lessons:

- Students demonstrate their knowledge and understanding by responding to questions
- Student learning and progression is supported by assessment
- Students use verbal feedback to improve their work
- Students use success criteria to evaluate and improve their own work

### In Discussions with Learners:

- Students can explain how they have used feedback to improve their work / understanding
- Students know what they need to do to improve
- Students know what excellence looks like

### When Analysis Data:

- Students levels / grades improve over time
- Students meet or exceed target levels/ grades

### When looking at student work (books / folders / Google Classroom):

- Assessment supports progression - e.g. knowledge / skills are assessed in a timely manner and diagnostic feedback is also provided to support learning
- Gaps in student knowledge / understanding / skills close over time - e.g. student responses to specific types of questions / application of a subject specific skill improves over time
- Students use diagnostic feedback to re-draft / develop / add to / improve their learning
- Students use success criteria to evaluate and improve their own work

## 4. What Does the Research Tell Us?

Please see slide 29 of the Pedagogical Principles

## 5. Department Policies

Each department should write their own Assessment & Feedback Policies using the following template: