



New Mills School

ASSESSMENT AND FEEDBACK POLICY

Revision	Authorised by	Date	Adopted by	Date
Draft	A Barker	September 2016	FGB Min No. 15a	19/10/2016
Review	A Barker	September 2019	FGB Min No.16	17/10/2019
Review	A Barker	July 2021	FGB Min No.	13/07/2021
Review	A Barker	July 2022	FGB Min No.11d	19/07/2022
Review	M Halls	October 2024		

Revision	Date	Description of Changes
Draft	September 2016	New Issue
Review	September 2019	Adaptation of policy to reflect changes in pedagogic practice and a Government sanctioned drive to reduce workload and improve wellbeing.
Review	July 2021	Adaptation of policy to reflect changes in pedagogic practice, including those made through remote teaching experience.
Review	July 2022	Adaptation of policy to reflect changes in pedagogic good practice, particularly Whole Class Feedback to reduce workload.
Review	October 2024	Updated to reflect the latest evidence and best practice on feedback and teacher workload, and to bring elements of the policy in-line with relevant WalkThrus.

Signed: P Inman
Chair of Governors

Date: 23/10/2024

Key Points

- Feedback can be a highly effective tool for learning
- There is little evidence to support the burdensome practice of extensive written comments by teachers, but there is significant evidence for the effectiveness of other forms of feedback which do not have the same workload implications
- A principle of this policy is that feedback is most impactful as close to the point of initial instruction or production of the piece of work as possible
- This policy leverages 'purple penning', live marking, and whole-class feedback for providing effective feedback without excessive workload.

Introduction and Rationale

The central purpose of this policy is to ensure that teachers are checking for understanding, and that students get specific, relevant and timely feedback so that they can improve.

Providing feedback is well-evidenced as having a high impact on learning. The Educational Endowment Foundation (EEF) Toolkit estimates the impact effect feedback on students as +6 months, one of the highest efficacy ratings of all strategies covered by the toolkit.¹ This policy provides teachers with guidance as to the type and frequency of feedback that students at New Mills School should receive.

This policy recognises that feedback can be a driver of excessive workload for teachers. Traditional 'marking' and written comment has very little robust evidence to support its effectiveness.² This policy focuses on other forms of feedback because in contrast, there is evidence strongly supporting their effectiveness. The strategies and approaches in this policy aim to maximise the benefits for students' learning whilst being time-efficient to administer for teachers.

There are three areas which teachers should provide feedback to students:

- Subject knowledge
- Literacy
- Presentation

Feedback can only build on something and requires initial learning to have been established before it can happen. The first task of the teacher is to provide effective instruction. Once effective instruction has been carried out, diagnostic assessment (checking for understanding) provides frequent, quick opportunities for teacher to reflect on students' thinking, strengths, and weaknesses. When interpreted with skill by a subject expert, they can give useful insights into pupil learning and the next steps.

A principle of this policy is that students should be getting feedback, frequently and close to the point of initial instruction or production as possible. This policy also recognises that almost all feedback *can* be given without teacher written comments.

¹ [Feedback | EEF \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk/feedback)

² [Eliminating Unnecessary Workload Around Marking - Report of the Independent Teacher Workload Review Group, 2016. pp7](#)

Teachers should be sampling students' books regularly to check on learning, particularly disadvantaged students i.e. SEND and other disadvantaged students.

Immediate Feedback

Students should receive immediate feedback as part of every lesson. Every lesson should have elements of formative assessment to check for understanding. All students engage with these activities and should act on the feedback immediately as part of the lesson. The actions or notes that students make in response to feedback should be recorded in purple pen.

Feedback Over Time

Students should receive feedback over time as part of their learning. This can be following a short test or a low-stakes quiz, a set of diagnostic questions, a piece of writing or creative work, or the performance of an activity. The feedback can be individual or whole class, and on written work, can be written in green pen (teacher feedback), or in purple pen (self-assessment/ response). When a student uses purple pen, this might be as a 'note to self' or their response to the feedback.

Assessment	Examples	Mechanism of feedback
Formative (<i>assessment for learning</i>)	<ul style="list-style-type: none"> • Hinge questions • Diagnostic questions • Use of mini whiteboards • Active circulation 	<ul style="list-style-type: none"> • Whole class feedback • Verbal feedback followed students responding (i.e. with purple pen) • Teacher-led modelling • 'I do, we do, you do' • Teacher circulation and live marking • Student written 'note-to-self' • Verbal instruction (see 'short feedback loops' Walkthru)
Spaced/ retrieval practice (<i>assessment to learn</i>)	<ul style="list-style-type: none"> • MCQs • Do Now activities 	<ul style="list-style-type: none"> • Corrections in purple/ green pen
Summative assessment (<i>assessment of learning</i>)	<ul style="list-style-type: none"> • End of unit test • Summative project • Piece of writing or creative work 	<ul style="list-style-type: none"> • Whole class feedback • Structured improvement time • Teacher modelling • Live marking • Question level analysis
Presentation		<ul style="list-style-type: none"> • Live marking • Student written 'note-to-self'
Literacy		<ul style="list-style-type: none"> • Verbal feedback followed students responding (i.e. with purple pen)

- Teacher led modelling
- Teacher correction (green pen)
- Student written 'note-to-self'

Live Marking

Live marking is a key strategy for:

- Ensuring the progress of students, particularly SEND and other disadvantaged students is checked
- Addressing presentation and literacy

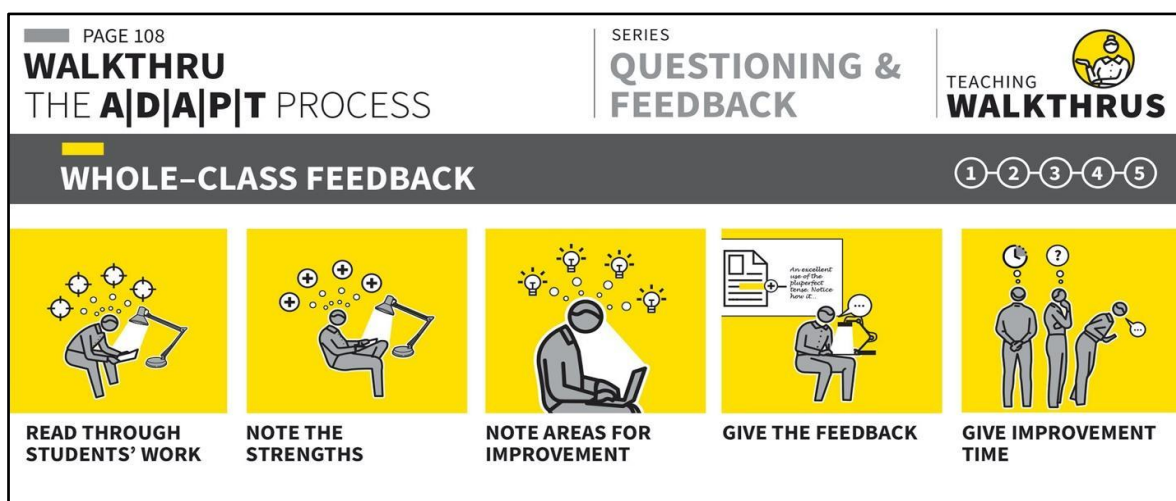
Whilst circulating the class, the teacher can review a number of students' books. This is an opportunity to pick-up misconceptions and common literacy errors, to give students one-to-one verbal feedback. Annotations and notes can be added to the students' books in green pen. If patterns and commonalities are identified, the whole-class can benefit from the feedback that has been identified through the sample, without unnecessary repetition of the same feedback. This strategy is particularly effective at prioritising SEND and Pupil Premium students for feedback.

'Note-to-Self'

Asking students to write a 'note to self' in the margin is an invaluable way of giving and evidencing feedback. A 'note-to-self' as a feedback mechanism should only be written in purple pen when it is not prescribed as part of the initial instruction.

Whole-Class Feedback

Whole-class feedback is a way of giving students detailed feedback whilst minimising teacher workload. It replaces writing individual comments with feedback given to the whole class which informs a short effective feedback improvement cycle.³



Whole-class feedback **must** be provided on every 'end-point' piece of work. Examples of end-point pieces of work:

³ Sherringham, T, Caviglioli, O *Teaching Walkthrus – Five-Step Guides to Instructional Coaching*, 2020. pp. 108

History	Answering an enquiry question at the end of a sequence of lessons e.g. <i>How far did Hitler and the Nazis change Germany?</i>
English	A piece of descriptive writing mid-way through a unit: e.g. <i>Write two paragraphs (minimum) describing the rainy weather with a focus on creating atmosphere.</i>
Art	A completed piece of artwork e.g. <i>completed bird using ball-point pen</i>
Science	Writing the conclusion after conducting an experiment
PE	When the knowledge from a sequence of lessons is applied in a game situation

Whole-Class feedback must be given using the standard template below and be evident in students work. Variations to the standard NMS are permissible but must be in-line with department/subject policy. Whenever Whole Class Feedback is given, it must be followed up with a reteach activity/lesson. The reteach activity/lesson should be completed in purple in student books and the Lesson Objective must be in the format 'Reteach: XXXX'

NMS Whole Class Feedback Template

The template below contains guidance and prompts to help teachers complete each section effectively. Further guidance has been provided during CPD sessions, along with examples of good practice.

Date:	Subject:	Teacher:	Class:
Topic:			
What did excellence look like? <ul style="list-style-type: none"> • Topic/questions answered well • Component/Composite knowledge that has been retained best • Could include data from QLA (most successful questions) • An annotated model response • Specific details of what was done well (no pupil names) 			
Misconception(s): <ul style="list-style-type: none"> • Which of the small steps are missing/misinterpreted? • What common errors are being made? • Clear, detailed specifics (ensure you revisit MTP if planning needs adjusting) 		Next Steps: reteach for all <ul style="list-style-type: none"> • Be specific – which of the small steps will be retaught? How will this happen? • Should be achievable • Informed by QLA (where possible) • 'Highest leverage' action • Completed in purple pen 	
SPAG/Common Literacy errors: <ul style="list-style-type: none"> • Relevant Tier 2 or 3 vocab, especially those explicitly taught • Ensure SPAG misconceptions are followed up in reteach lesson, and in future lessons/assessments • Highlight literacy errors/areas for improvement 			
Deeper Learning Opportunities <ul style="list-style-type: none"> • Applying knowledge in another context • Applying new skill to familiar content • Wider reading • Fluency/mastery practice (may want to direct specific students towards this on an individual basis) 		Feedforward: (retrieval starters, interleaving, future lessons) <ul style="list-style-type: none"> • Literacy errors to be correct in future work • Be specific – avoid duplication of vague topics from 'next steps' • Triangulate with planning – show how common errors will be addressed 	

A PowerPoint template can be found at: ([Whole-Class Feedback Slide.potx](#)).

Further guidance about this technique can be found at: [Whole Class Feedback - YouTube](#).

Literacy

Every teacher is a teacher of literacy. It is expected that literacy errors are identified and corrected. The primary way in which literacy can be addressed is through live marking. If common spelling, punctuation and grammar errors/ misconceptions are identified in a sample of books, verbal feedback can be given to the class, and all students can act on this feedback with purple pen.

Short Feedback Loops

Tasks that are too big or too long, do not lend themselves to tightly focused feedback on specific knowledge elements. Through effective initial instruction, followed by active circulation to pin-point misconceptions, this Walkthru is an effective strategy for securing immediate learning gains around specific knowledge elements with time for repetition and improvement⁴.



Detailed instruction on this Walkthru can be found at: [Short Feedback Loops \(youtube.com\)](https://www.youtube.com/watch?v=...)

I Do, We Do, You Do (When to use 'Purple Pen')

When implementing this WalkThru it is important that any modelling (I Do, We Do) and independent work (You Do) is **completed by the students in their normal coloured pen**. Where there is teacher-led modelling, this should be clearly noted. Purple pen is reserved for responding to feedback (for example, improving or re-drafting the 'You Do' work after receiving feedback).

Quality Assurance

Students are entitled to feedback:

1. As part of every lesson
2. When completing 'end-point' pieces of work.

To ensure that students are receiving their entitlement to feedback this will be checked. This will be primarily through:

⁴ Sherringham, T, Caviglioli, O *Teaching Walkthrus – Five-Step Guides to Instructional Coaching volume 3* pp. 114

- Whole-school book looks
- Faculty book looks

Evidence that students are receiving feedback can be either primary or secondary. Secondary evidence is where the feedback cannot be 'seen' but there is evidence that student is responding to feedback.

Primary evidence could be:

- Teacher comments/notes (green pen)
- Student comments/notes (purple pen)
- Whole class feedback

Secondary evidence could be:

- Re-drafting following teacher modelling
- Correcting knowledge errors/ misconceptions
- Correcting literacy errors
- A 'note-to-self' as a correction or a development