



Feedback and Assessment Policy

Approved by Governors: December 2023
Review Period: 3 years
Review by: December 2026

The guiding principles of this policy can be attributed to the work of John Hattie and Shirley Clarke. Visible learning recognises that feedback is powerful but has variable in impact according to its type. Feedback is said to have an effect size of 0.73 (Hattie, 2012), significantly greater than the average effect size of 0.4 of some 250 influences in education. Feedback should be used alongside other visible learning techniques such as: success criteria, learning intentions, WAGOLL, modelling, etc. and is not a stand alone entity. There are many studies which conclude that the most effective forms of feedback occur either within the lesson or at its immediate end. Self-, and peer-, assessment should also be widely used.

What is Feedback?

At The Rural Enterprise Academy we recognise that feedback comes in many forms and should be a regular and robust part of every lesson. Feedback is a fundamental part of the learning process; it must be positioned precisely within the lesson to ensure maximum impact on learning. Feedback should always have a positive tone and should be constructive in order to improve learning. Feedback should be specific to a task and clear in its outcome. The best types of feedback (written or verbal) will allow our students to have a clear sense of how to improve, so that students respond and improve as a result.

What are the aims of feedback at The Rural Enterprise Academy?

- To help students make progress with their learning;
- To inform teachers, allowing them to adjust plans for the next or future lessons;
- To allow students time to reflect on their learning and put directed effort into making improvements;
- To inform realistic target setting, and;
- To encourage conversations between student and teacher about learning.

What are the principles of feedback at The Rural Enterprise Academy?

Feedback is welcomed in many forms. Immediate verbal feedback is known to be most effective as are opportunities for peer-, and self-, assessment. Where written feedback is used, it should be constructive. In all cases, students should be given time both to reflect on the feedback and respond to it.

Feedback should be timely and respond to the needs of the individual learner. Pupils should be encouraged to assess their own work against success criteria or learning goals.

Type and frequency of feedback

Verbal: This is the most frequent form of feedback used at The Rural Enterprise Academy. It has immediate relevance and it leads to direct student action within the lesson. Hattie and Clarke (2019) refer to this as feedback within the golden moment. Verbal feedback may be directed to individuals or groups of students. These opportunities will be highlighted as feedback and may or may not be planned but will be based on acute Assessment for Learning (AFL). Making all students aware that this feedback is being offered is essential to raise whole class standards.

Peer: Peer feedback is one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher. Examples should be seen across subjects in students' work and should be identifiable as Peer Assessed (PA) in green pen. Students will need training in accurate peer feedback and will be trained over time by all teaching staff. Helping students to comment on work in relation to success criteria will help structure their next steps. Providing a frame or scaffold for peer feedback can help. An example is shown below, however other suitable forms of feedback frames exist and may need to be adapted based on the task.

Atomic Structure (C1)

My target grade

Grade

Mark

8

7

6

5

4

3

2

Hard Qs you answered well

Hard Qs where I believe you lost marks

Easy Qs you answered well

Easy Qs I think you got wrong


Teacher Comment:

Self: As per peer assessment, students at The Rural Enterprise Academy will use self-assessment to identify their learning needs. Self-assessment will be commonplace. It will lead to the identification of areas that are insecure and will aid the student's ability to feedback to their teacher. This in turn will assist the teacher in appraising their lesson plans and making adjustments in upcoming lessons in order to reflect the feedback they receive in the moment from the students.

Written: Written feedback will only be used when the teacher determines that it is the most effective and relevant type of feedback for the subject/lesson/student. At The Rural Enterprise Academy this feedback will often be seen as Smith Proforma or Personal Currency Plans used at the end of a short

topic to identify areas of strength, insecure areas or those areas deemed very insecure and of high priority in terms of addressing gaps in learning. Students will be given the opportunity to act on the feedback given. This may be dedicated time in class or therapy time as homework (PiXL 2019). It is likely that the amount of written feedback will vary within each subject at the academy. All subjects will use a feedback folder for individual teaching groups. The feedback folder contains the form seen below.

The Rural Enterprise Academy Feedback Log		Topic/Cycle	Week
Praise to be given for examples of excellent student work:	Misconceptions and or calculations to be discussed in the feedback:	Book Presentation: Headings Presentation/ Underlining/ Margin Loose sheets:	
SPaG issues to be taught at the start of next lesson:	Topics for future interventions:	Notes:	
	Lack of work Need to show working		


Be the best version of you, every day!
#TeamTREA

The purpose of the form is to help teachers identify common misconceptions for a sample of the group and to identify topics for future interventions. In turn whilst completing the form teachers are able to reflect on their effectiveness. These forms should be completed bi-weekly. The outcomes should be communicated with students. Work will be seen in students books that then highlights the DTT model of assessment.

Testing: Where testing is used feedback will always be offered in the form of Smith proforma, personal currency plan or similar. Whole class feedback will address areas that are apparent gaps in knowledge and may be referred to as therapy.

An example of a Smith Proforma (Personal Currency Plan) is shown below. Therapy or teacher feedback should focus predominantly on very insecure topics. There should be evidence of therapy and retesting for areas of weakness. This may come in the form of feedback recorded in books, second attempts at questions etc.

Very Insecure Topics	Insecure Topics	Secure Topics
State what happens to the magnetic field strength as the distance from a wire increases	Describe how to increase the strength of a magnetic field	State the meaning of arrows on a magnetic field line
Draw magnetic field lines around a solenoid	Describe the main characteristics of x-rays	Explain how to turn a solenoid into an electromagnet
Interpret a graph to draw conclusions	Explain why arrows on a force diagram are showing vector quantities	Compare x-rays to gamma rays
Suggest how field lines show variation in field strength	State advantages of using a data logger over a stop clock	Identify weight on a force diagram
Interpret a graph, interpolation		Identify normal contact force on a force diagram
Suggest why doctors use x-rays despite the risks		State which force reduces acceleration
Explain whether a rollercoaster is safe using acceleration due to gravity, simple mathematics		Draw a line of best fit
Identify control variables		Interpret data to draw conclusions
Calculate a dose from a percentage		Calculate a mean
State reasons for speed of moving vehicle decreasing		Calculate the time, given millisieverts and millisieverts per day
Calculate the frequency given the period, equation given		Justify the use of a line graph over a bar chart
Interpret velocity-time graph to explain acceleration		Calculate maximum force, equation given

Monitoring and Evaluation of Feedback

At the Rural Enterprise Academy, we are all responsible for ensuring our students receive the highest standards of feedback. Senior leaders will provide support and development related to feedback as part of the Continuous Professional Development (CPD) cycle. Examples of good practice will be shared from staff and students peer and self-assessment. We will foster an environment where feedback is expected and well received by all.

A range of evidence will be triangulated when looking at the quality and impact of feedback at The Rural Enterprise Academy. Student voice will play a large part in monitoring the type and impact feedback is having within the academy. This will involve pupil focus groups, Pre lesson discussions with students prior to development observations and student to teacher feedback.

Students will be actively encouraged to live mark, live edit or make notes on feedback offered by the teacher. Where this is the case the student will be encouraged to work in green pen so that this is identifiable.

Evidence from this monitoring will help inform the performance management cycle. Evidence of scrutiny will be recorded and shared with relevant staff.

A copy of the work scrutiny form can be found here

[Blank Work scrutiny form .docx](#)

Assessment

At The Rural Enterprise Academy, we want to nurture expert teachers that use assessment to inform their practise; whilst developing assessment-capable learners who *“see themselves as their own teacher”*. As such, quality assessment and feedback is an integral part of the day-to-day teaching and learning process as well as a summative process at the end of a topic, cycle, term, year or course.

Underpinning any assessment and Feedback policy is the idea that we wish our students to be able to answer the following “Where am I going?”, “How am I doing?”, and “What do I need to do to get there?”

Assessment at The Rural Enterprise Academy should not just be seen through the teacher’s eyes. Assessment capable learners see feedback, through regular assessment, as an opportunity. Indeed, they see assessment as the start of a journey of learning and not its destination. Assessment allows students to consider “what do I do now?” and “How do I go about it?”

Good assessment provides quality information for teachers to regularly evaluate their impact. This, then, acts as feedback to the teacher which influences their practice and informs their next steps in teaching. Assessment also provides information on student prior knowledge, current needs, and future requirements. Where summative and synoptic assessments are completed, question level analysis should be commonplace and Smith Proforma or Personal Currency plans issued to students.

At the heart of assessment is the notion that it provides information for students so that they can explain where they are in their learning, share their next learning steps, and help them to become better “Visible Learners”. Needless to say, assessment does not have to have a grade or a mark. It is the assessment feedback that provides opportunities for deliberate practice for students, so they can develop knowledge and skills which they can sustain and deepen further over time.

With consideration to teacher workload, and acknowledging that learner-teacher feedback has a large effect size and a significant impact on student outcomes, we place a greater emphasis on continuous assessment verbal feedback than excessive marking and feedback in books. Details of this are outlined in the feedback policy; This said, teachers will still be expected to monitor and feedback to students through their bookwork employing techniques such as live marking and or target feedback based around a success criterion.

Whilst we require departments to adhere to the fundamentals of this assessment and the feedback policies, we actively encourage departments to adapt a range of suitable methods which are bespoke for their subject needs. Regular topic assessments in science after the delivery of new content vs

continuous assessment of other work in subjects such as English Literature or Business studies for example.

The majority of assessment will be formative, where quality evidence of learning is routinely gathered and when required, result in a change to teaching and/or a change to learning strategies. Formative assessment should occur in all lessons. Below are descriptions of the types of assessments completed and where necessary their frequency.

Short Term Assessment

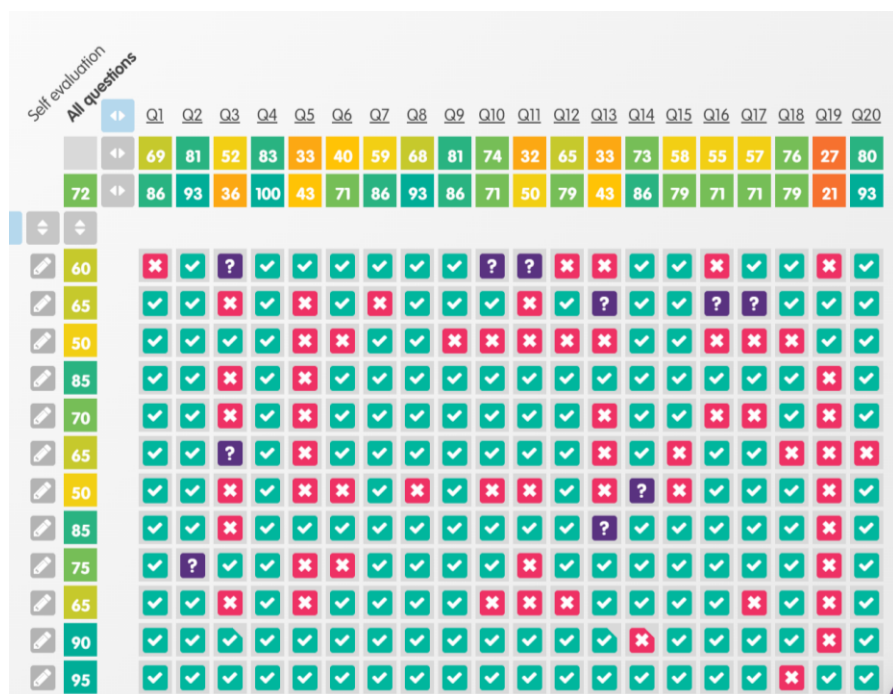
These are some suggested strategies that allow formative judgements to be made within the lesson in turn providing feedback to the teacher. This form of assessment should occur each lesson.

- Questioning (including hinge/multiple-choice questions)
- Fact tests/Retrieval exercises (Deliberate practice)
- Quizzes
- Exit tickets
- Learning conversations
- Observations or pupil work and conversations around learning

Regular assessment data should be completed using the Educake platform. This can be accessed by following the link below.

[Educake - Online Formative Assessment for Homework and Classwork](#)

The information made available to teachers after the completion of a quiz should be used to inform the planning of the next lesson. In the example below it is quite apparent to the class teacher that Q9 and the understanding around it must be readdressed as it is a class weakness and well below the national average.



Medium Term Assessments

Formative “Learning Checks” can occur periodically in a unit, covering several learning intentions. The frequency of such assessments is determined by the content type and at the discretion of the curriculum leader within the subject. Its purpose is to establish gaps in learning, gain information for the teacher on their impact, and what aspects of learning need to be revisited. “Learning Checks” should check progress prior to summative assessment. This can be monitored through, for example, learner books as well as both verbal and written comment only feedback. Homework may be used for this purpose also.

Summative assessment

The learning intentions of a unit of work will be subject to testing at the end of a unit through a “Key Assessment” or topic test. Where units span several weeks of learning, an end of half term assessment may be used. A mark or grade will be awarded with written comments, if appropriate. The assessment will also be accompanied by a Personal Currency Plan (previously smith proforma). “Key Assessment” allows for retrieval of previously learned material which supports long-term learning, as well as identifies learning gaps which need to be retaught. Teachers should use question level analysis when assessments are complete to guide future teaching and revisiting.

The frequency of the summative “Key Assessment” will be dictated by the long-term plans in both KS3 and KS4. The plans identify the end point of each topic or cycle. An example is shown below.

Key stage 3: Science Year 7 – TREA

	1	2	3	4	5	6	7	8
Title	<i>Forces RP P1</i>	<i>Circuits RNE</i>	<i>Energy RNE</i>	<i>Waves RP</i>	<i>Matter RE</i>	<i>Reactions RNE</i>	<i>Earth</i>	<i>Organisms</i>
Overall intent – rationale Why this? Why now?	Force is a fundamental component of physics. In KS2 students will have investigated the effect of forces. This unit is placed to build upon this knowledge. In year 8 students will again revisit forces, developing their	Building on ideas from KS2 science students will investigate the behavior of current and potential differences. As some concepts in circuits are known to be difficult students will	In KS2 students have looked at sound and electricity. This unit builds upon the knowledge of energy existing in different forms and introduces the idea of generating	In KS2 pupils are introduced to sound and light. At the end of KS2 pupils have learnt that light travels in straight lines. This unit builds upon this knowledge. In year 7 pupils learn about how light can be reflected and refracted, and how sound waves travel	States of matter is a fundamental component of both physics and chemistry. Pupils are introduced to the idea of solids, liquids and gasses in KS2. They should be able to group substances based on their state of matter, and	In KS2 pupils are introduced to the idea of physics properties, and that new substances can be made and that this is irreversible. This unit allows pupils to further develop those ideas and explain the properties of materials both	In KS2 pupils are introduced to the idea of space and Earth, they were required to understand how the Earth moves around the sun, and how the moon moves around the Earth. During KS2 pupils also looked at rocks and their characteristics.	In KS2 pupils have learnt about animals, including humans, and plants. Labelled the parts and understanding their nutritional needs. In this unit pupils will be learning about how humans are able to move.

Here we can see that in science in year 7 there will be eight topics taught over the course of the year. Each will be assessed summatively and results will then be recorded as per the topic headings on go4schools/SIMS.

Recording Assessment Data

All key assessments should be recorded on go4schools or SIMS mark sheets (whichever is in use at the time) An example of how this may appear is shown below.

Tools		Show: <input checked="" type="checkbox"/> Assessments <input type="checkbox"/> Homework		Marksheet: Assessments													
Sex	Teacher Target	Self Reported Grade	Current Grade	GO 4 Schools: Current model: Residual	GO 4 Schools: Current model	Exam Grade	Actual	Y7 Forces RP Autumn 1	Y7 Circuits RNE Autumn 1	Y7 Energy RNE Autumn 2	Earth Y7 Autumn 2 RP	Y7 Waves RP spring	TAG Y7Spring 1 RNE	Y7 Reactions Spring RNE	Y7 Matter Summer RNE	Y7 Organisms Summer RP	Grade / level for mark sheet
			?	?	?			?	!	?	!	?	!	?	!	?	?
M	Secu.	Secu.	Emer.	-1	Below target	-	-	Emer...	Emer...	Emer...	Emer...		Emer...	Emer...			Eme
M	Secu.	Secu.	Emer.	-1	Below target	-	-	Emer...	Emer...	Emer...	Emer...		Emer...	Emer...			Eme
M	Secu.	Secu.	Emer.	-1	Below target	-	-	Emer...	Emer...	Emer...	Emer...		Emer...	Emer...			Eme
F	Emer.	Secu.	Secu.	1	Above target	-	-	Secu...	Secu...	Secu...	Emer...		Emer...	Emer...			Secu
M	-	-	Emer.			-	-						Emer...	Emer...			Eme
M	Emer.	Emer.	Emer.	0	On target	-	-	/	Emer...	Emer...	Emer...		Emer...	Emer...			Eme
F	Emer.	Emer.	Emer.	0	On target	-	-	Emer...	Emer...	Emer...	Emer...		Emer...	Emer...			Eme
M	Secu.	Secu.	Emer.	-1	Below target	-	-	Secu...	Emer...	Emer...	Emer...		Emer...	Emer...			Eme
M	Emer.	Secu.	Secu.	1	Above target	-	-	Deve...	Secu...	Emer...	Emer...		Emer...	Emer...			Secu
M	Emer.	Emer.	Emer.	0	On target	-	-	Emer...	Emer...	Emer...	Emer...		Emer...	Emer...			Eme

Curriculum leaders are responsible for the maintenance of the mark books. Teaching Staff are responsible for inputting assessment data onto the sheet. Where subjects teach by unit or topic, summative assessment will be completed for each. Where cycles are delivered across half terms,

summative assessments will fall at the end of each cycle with at least one medium term assessment evidenced within students' books.

Periodic practice examinations will also be undertaken to provide a holistic view of learning and prepare students for external exams. Further details of these are outlined below.

Tracking Assessment Data

All teachers are responsible for the tracking of pupils' progress within their teaching groups.

Teachers should be aware of who is making insufficient progress based on their target grades. Teachers should raise concerns with Curriculum leaders when a student is identified as making insufficient progress.

Curriculum leaders are responsible for overseeing data collection and tracking for all of the students within their curriculum areas. Curriculum leaders are responsible for the coordination of interventions that aim to close gaps.

Curriculum leaders meet termly with the Deputy Head teacher to discuss the progress of student groups within subjects. The table below shows the data that is reviewed termly in KS4 Subjects. A similar process is repeated with KS3 students.

Performance measure	
Overall Progress 8 estimate	
High attainers Progress 8 estimate	
Middle attainers Progress 8 estimate	
Low attainers Progress 8 estimate	
Pupil premium gap (This is the difference between the P8 of pupil premium and non-pupil premium pupils – if the figure is negative then you have no gap, the more positive it is the bigger the gap is.)	
SEN pupils Progress 8 estimate	
% pupils achieving Grade 7 or above	
% pupils achieving Grade 5 or above	
% pupils achieving Grade 4 or above	
% pupils achieving Grade 1 or above	

Other assessments at The Rural Enterprise Academy

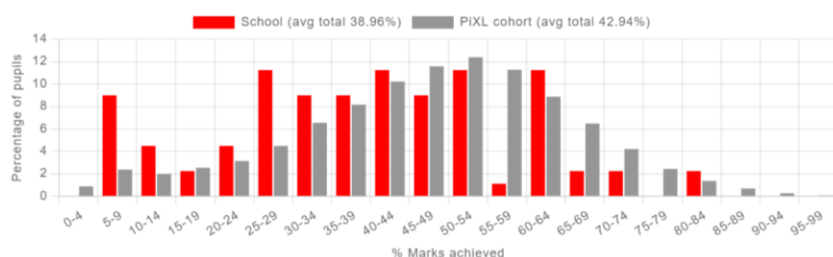
Baseline Assessment: On entry all students will complete a baseline assessment across subjects, the nature and extent of this assessment will be determined by the curriculum leader. The outcome of the assessment will be recorded on go4 schools or SIMS and will be used to gauge progress from the point of entry. As students enter from a range of primary, middle or secondary schools (in year 9) these assessments will help identify gaps in knowledge; Additionally, during the transition period or as soon as possible after, students that join the academy will complete Yellis baseline assessments where appropriate as well as New group Reading Test (~~NGRT~~ readingNGRT) reading assessments.

End of year synoptic assessment: At the end of each academic year all students will complete synoptic assessments. These assessments will be selected by individual subject teachers overseen by curriculum leaders to best represent the content delivered over the year or key stage. The results of these assessments will be updated on marksheets on or School Information Management System (SIMS). In most cases synoptic assessments for year 7 through to year 9 will take place within a calendared window within lessons.

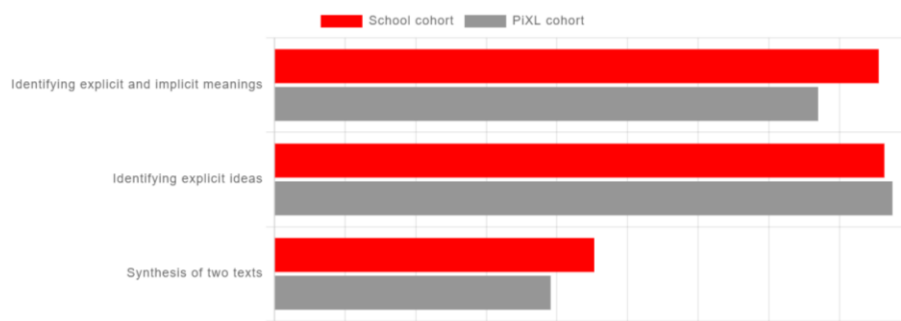
External Progress assessments:

Mock GCSE examinations: Mock GCSE examinations will be completed during the summer term of year 10 as well as the autumn and spring term of year 11. These assessments are key to monitor the progress of students and to provide feedback to both teachers and students. Additionally, this information will form part of the Partners in Excellence (PiXI) Wave where data is submitted prior to formal GCSE examinations allowing core subjects to view students' progress nationally.

Data from the Wave should be used to refine planning in the medium term. An example of Wave analysis is shown below. In this English Language example, we can see the school performance in relation to the national picture in terms of distribution of marks. Each strand of assessment is then analysed and presented in bars. It is these questions or strands that will need to be revisited and further therapy and testing provided to ensure the impact of the mock examinations.



Average percentage of marks achieved by question



Grading assessments

During key stage three, assessments will be graded according to the terms in the table below. The allocation of grading terms will be determined by the level of responses received in the assessment. Where they exist, assessments published by examination boards, or their preferred publishing partners should be used. Other published materials such as White Rose maths will also provide the assessments where available.

KS3 TREA Grading term	Attributes	Potential GCSE Outcomes
(Emerging) Working towards age related expectations	This is where a student is not yet working at year group age-related expectations. They may be meeting unistructural success criteria in their lessons. Where curriculum are published, students do not fully meet the age related expected outcomes in that subject area	Grades 3-4
(Secure) Meeting age related expectations	This is where a child is working at their year group age-related expectations. Secure students may be achieving multi structural and Relational success criteria in their lessons.	Grades 5-6
(Developing) Greater depth	Greater depth is where a child has exceeded ARE in a year group. The expectation is that a greater depth student would not begin to work within the curriculum of the next scheme or year group curriculum, rather access work at a deeper, independent or more creative level. These	Grades 7-9

	students would aim to meet all abstract success criteria in their lessons.	
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In key stage four assessments will be graded according to the published grade boundaries by examination boards.

Students should receive feedback following assessments as described above and a percentage of marks achieved should be recorded on the front of students' books or work folders along with their Self-reported and Teacher target grade. Additionally the percentage of marks achieved and the equivalent grade should be recorded and tracked on go4schools/SIMS

A copy of the assessment sticker can be seen below.

Teacher Target Grade:

Self Reported Target Grade:



Topic	Mark	%	< >
Atomic Structure and the Periodic Table			
Bonding, Structure and Properties of Matter			
Quantitative Chemistry			
Chemical Changes			
Energy Changes			
The Rate and Extent of Chemical Change			
Organic Chemistry			
Chemical Analysis			
Chemistry of the Atmosphere			
Using Resources			

External verification

External data verification is a process aimed at ensuring the accuracy, reliability, and fairness of the data collected through various assessments and educational activities that we ask our students to complete.

At The Rural Enterprise Academy we will use a range of external verification processes including some of the following

Standardised Testing:

Using standardised tests developed by CEM to assess students' knowledge and skills.

These tests provide an objective measure that can be compared across different schools and regions. These are completed throughout KS3 and are measured against KS2 including Baseline assessments completed upon entry.

External Moderation:

External moderation involves having assessors from outside the school review a sample of student work to ensure consistency in grading and adherence to assessment criteria. As a small school we may rely on other schools within the trust or external partners to assess the quality and accuracy of teachers marking. This process helps validate the reliability of internal assessments. It is usually arranged through Curriculum leaders with the assistance of staff at Wolgarston High School. In KS4 Maths and English data is also scrutinised using PiXL wave and Pupilprogress.

External Examining Bodies:

Some subjects are involved in external examining bodies quality assurance processes that set and grade examinations independently of the school. This adds an extra layer of objectivity and validation to the assessment process. These subjects are typically but not limited to our Vocational Curriculum offer.

Parent Involvement:

Providing parents and guardians with access to their child's assessment data allows for an additional layer of external scrutiny. Parents evening and regular reporting (Termly) help in maintaining transparency and trust.