

Lowton Church of England High School

Guide to our Feedback and Assessment Policy



*Ensuring high-quality,
analytical feedback
impacts positively on
all students, resulting
in excellent progress*



What type of feedback can students expect on their class and homework?

Live Marking: Immediate and incisive feedback during lessons based on the establishment of positive teacher - student interaction

Highlighting



Teachers will monitor student work closely as it is being produced and highlight issues to do with spelling, grammar or factual content. Students are expected to identify the error and make corrections.

Positive reinforcement



Teachers will reward high-quality work, participation and effort with stickers and stampers to reinforce our high expectations. Motivation is vital for effective learning.

Visualiser marking



Teachers will project student work on to the board to model the marking process. This ensures students understand how work is marked and increases student accountability for high-quality work, as work is selected randomly for projection. Model answers will also be shared regularly.

Peer and self marking



Work that requires students to identify the same answer, will be marked in green pen by students. They are expected to check and add to work to increase their understanding. Peer marking is completed against clear criteria.

Demonstration of learning opportunities



Lessons will be planned to include repeated opportunities for students to demonstrate their current understanding and to receive feedback. This will include using resources such as mini-whiteboards

Gallery Marking



Students' work will be displayed allowing them to compare their work during a lesson. This will help them to consider the quality of their own work and increases responsibility for producing work to a good standard. As well as learning from each other.

What type of feedback can students expect on their assessments?

Interim and Key Assessments will be formally marked and provide students with an opportunity to demonstrate what they have learnt through class and homework. Key Assessments occur at least once a term, preceded by at least one Interim Assessment.



This is an opportunity to practise an exam question or skill.

Students are provided with meaningful feedback that identifies their strengths and areas for development. They are given specific Read and Respond tasks to complete, to improve their work.

This is another opportunity to practise an exam question or skill to demonstrate they have made progress from their Interim Assessment.

Teachers will make a judgement about the amount of progress demonstrated and use it to help decide whether a student is on target.

Uniform feedback sheets for consistency

Subject: _____ Name: _____
Date: _____
Interim Assessment Feedback

Your area of strength is:

Read and Respond:

Subject: _____ Name: _____
Date: _____
Key Assessment Feedback


Your area of strength is:

Your individual learning targets are:

Uniform cover sheets allow students to easily identify, in all of their subjects, key information

- Attitude to learning
- Strengths
- Areas for development
- Read & Respond tasks
- Achievement Points
- Progress-o-meter rating

How will students be rewarded for displaying excellent learning behaviours?

Achievement Points	These are issued to recognise a range of excellent 'Lowton Learner' behaviours including high-quality work, an excellent attitude and displaying GRIT and perseverance.
Star of the Week 	Teachers will identify a Star of the Week and parents will be informed via a text message. This celebrates success and includes parents in the process of praising excellent learning.

Half-termly PROUD Review Weeks

P.R.O.U.D



HAVE IT?

- Shown **P**ride in presentation
- Followed **R**ules for book work (including proofreading)
- Been **O**n task and trying hard (ATL)
- U**nderstood and acted on feedback
- D**one the class tasks and homework to an appropriate standard



PROUD Criteria	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pride in presentation						
Rules for book work followed						
On task and trying hard (ATL)						
Understood and acted on feedback						
Done the class tasks and homework to an appropriate standard						
Progress judgement		<ul style="list-style-type: none"> • Exceeding • Exceeding • Exceeded • Working towards • Below 	<ul style="list-style-type: none"> • Exceeding • Exceeding • Exceeded • Working towards • Below 	<ul style="list-style-type: none"> • Exceeding • Exceeding • Exceeded • Working towards • Below 	<ul style="list-style-type: none"> • Exceeding • Exceeding • Exceeded • Working towards • Below 	<ul style="list-style-type: none"> • Exceeding • Exceeding • Exceeded • Working towards • Below
Teacher's Signature						

At the end of every half-term, a formal review of students' work will take place in every subject.

Students will be measured against the PROUD criteria rigorously and those awarded PROUD status will be awarded ten achievement points per subject and should rightly feel proud of their achievements.

Those students who attain PROUD status in all subjects will be awarded a pin badge for their blazer.

Students will also be given a progress judgement to help them understand their current level of performance in relation to their end of year target.