

Dear Parents,

New Feedback and Assessment Strategies

We would like to take this opportunity to introduce our new approach to feedback and assessment. Our new strategies focus on providing high-quality, analytical feedback resulting in maximum impact on the progress that students make. Student responsibility for engaging with and responding to the feedback they receive is central to this new approach alongside increased verbal interactions with class teachers. This should result in highly-motivated students who seek out feedback independently.

We have made four key changes which I will outline but which are covered in greater detail on the accompanying Guide to Feedback.

Live Marking

During lessons, increased student-teacher interactions will result in feedback that students can respond to immediately. This will have an impact on progress as students will be expected to make corrections, further develop their work or justify ideas during the lesson as they are learning. A variety of feedback strategies will be used including teacher-led, self and peer marking opportunities which hold students accountable for producing work that reflects their abilities and the high expectations we have of all students.

Interim and Key Assessments

Interim and Key Assessments will provide students with the opportunity to demonstrate the learning that has occurred during lessons and in homework tasks. Both types of assessments will be marked formally and specific, analytical feedback provided. Interim assessment tasks will allow students to practise a key skill or factual content that will later be tested in the Key Assessment. Following an Interim Assessment students will be provided with 'Read and Respond' tasks that direct them to make changes to their work to improve it. As a result of this process, performance in the Key Assessment should demonstrate improvement. Key Assessment scores are recorded formally and used to make progress judgements, communicated to you via reports. All subjects use a uniform cover sheet for both types of assessment so students are familiar with how feedback is presented.

PROUD Review

Every half-term subject teachers will formally review the quality of learning that has occurred by every student in all subjects. Teachers will make a judgement about whether students have met the following criteria:

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| <u>P</u>ride in presentation |
| <u>R</u>ules for book work followed |
| <u>O</u>n task and trying hard (Attitude To Learning) |
| <u>U</u>nderstood and acted on feedback |
| <u>D</u>one the class tasks and homework to an appropriate standard |

Students will record teacher judgements on a monitoring grid in every subject book or folder. This information is transferred to their planner where they can compare performance across all subjects and also share this with you. Students who attain PROUD criteria in all of their subjects will be rewarded with a pin badge to wear on their blazers. This is our opportunity to celebrate and reward the positive attitude, perseverance and hard work demonstrated by our students. It also allows us to communicate their current progress judgement:

- **Exceeding**
- **Depth**
- **Expected**
- **Working towards**
- **Below**

Star of the Week

Star of the Week provides teachers with an opportunity to praise and reward individual students who have demonstrated excellent learning or attitude. A text message is sent home on a Friday to the parents or guardians of those students who have been selected to receive the award. We want to celebrate individual success and, by sharing this with you, hope to further motivate our students to work to the best of their abilities.

Please read the Guide to Feedback that accompanies this letter and if you have any further questions do not hesitate to contact us.