Culture – Curriculum - Pedagogy

Hamstead Hall Academy

Feedback for Learning and Assessment Policy

March 2025

Policy drafted – Summer 2022

Reviewed and agreed September 2022

Final version - October 2022

Updated March 2025

Proposed Update March 2026

Final version- March 2025

Feedback for Learning and Assessment Policy

Rationale for Feedback for Learning

This policy is underpinned by research that suggests that providing feedback is one of the most effective ways of improving students' learning.

→ The provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year (EEF 2016)

→ Feedback is a 'consequence' of performance and should only be used to promote learning. (Feed up, Feedback and Feed forward (Hattie & Timperley, 2007)

→ Feedback should be more work for the recipient than for the donor. (D Wiliam, 2006)

Teachers are empowered to decide on the most appropriate method of feedback within their subjects to promote and deepen learning. This links to one of our four defined HHA learning essentials:

'We give students the feedback they need to improve'.

Teachers at HHA are encouraged to access the HHA teacher toolkit during teacher development time, to explore effective strategies for assessment and feedback within their own classrooms (https://drive.google.com/file/d/13C5w9kZ1-r5f2ErTd0tDxuOSNVjwTJsk/view?usp=drive_link). Specifically, teachers are able to focus on Section 4: 'Teachers check for understanding and respond to correct misunderstanding of key concepts' and Section 8: 'Assessment is used to challenge and engage all students given their prior understanding', deliberately practising selected strategies through their coaching conversations with colleagues.

We recognise that effective feedback and assessment is at the heart of successful teaching and learning. It should be meaningful for students and manageable for teachers. High quality feedback can have significant effects upon learning and progress for students. Consistency across the Academy is important, but this can come from consistent high standards and departmental guidance rather than unvarying practice.

Therefore, at Hamstead Hall Academy, our aim is for feedback and assessment to be:

• **meaningful** - informs teachers, pupils and parents about pupil progress.

• **motivational** - has a positive impact on pupil progress and outcomes.

• **manageable** - is a good use of teachers' time.

Feedback for Learning, including verbal and written feedback, should guide students in how to improve. It should focus on complex or challenging tasks as this emphasises the importance of effort and perseverance and is more valued by pupils. Feedback for learning is a powerful tool that can be one of the fundamental drivers in improving outcomes.

"The only important thing about feedback is what pupils do with it"   (Dylan Wiliam, 2016)

Assessment is used to monitor and support student progress and attainment. Assessment should provide information which is clear, reliable and can be used to inform teaching and learning.

Our principles for feedback and assessment practice are to:

- Provide ongoing high-quality instruction through quality first teaching, utilising various formative assessment strategies which may include intentional monitoring, live marking, self-assessment, peer assessment, regular low stakes testing/checks.   These are aimed to deepen learning and allow students to make good progress.

- Develop appropriately timed feedback with a vulnerable first approach, which focuses on moving learning forward towards learning goals. This is often rapid and sometimes immediate (within lessons where possible). Teachers should prioritise our under-achieving and vulnerable learners in the context of the lesson at a particular time.

- Provide individual written feedback at least once per term and shared with students soon after the work is produced in books/ folders or assessments. Teachers plan for how students receive feedback. They often build in time to develop student reflection through effective use of self and peer assessment. Teachers plan feedback so that it is timely within the teaching and learning cycle and they then provide opportunities for students to act upon it using purple pen upgrades in books.

- Provide continuous assessment as part of the Teaching and Learning Cycle.
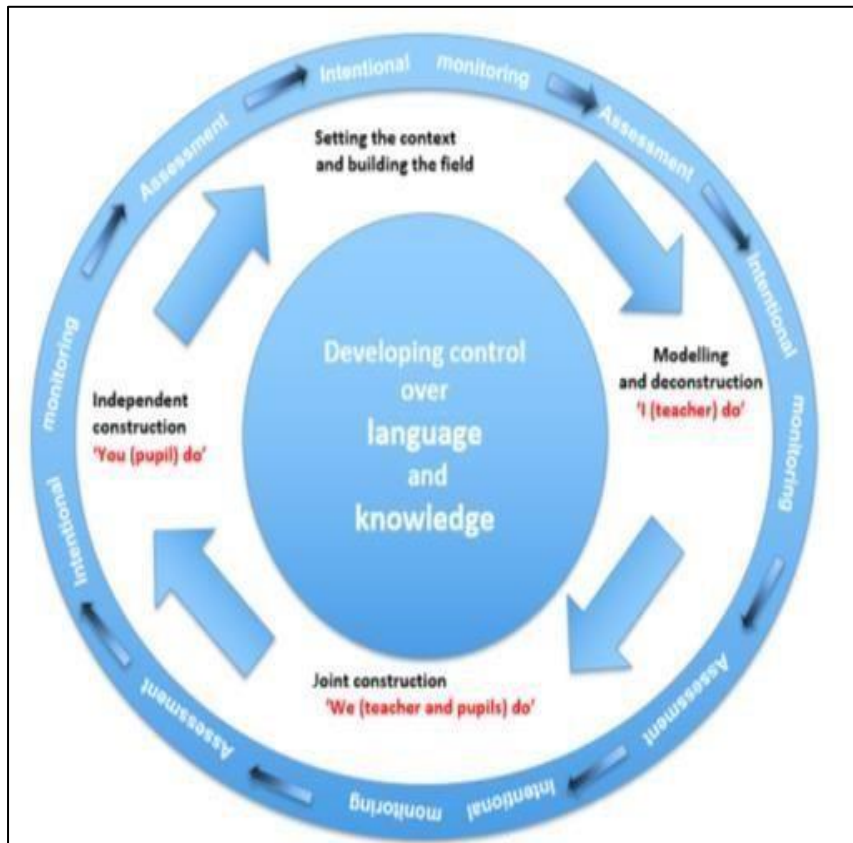
- Progress pupils' learning based upon the key next steps identified during intentional monitoring and assessment. Students are able to articulate their next steps.

- Align our Curriculum Maps and Medium-Term plans in that assessments are planned using the assessment calendar, lending sufficient time for re-teach.

- Provide opportunities for curriculum leaders, senior leaders and teachers to standardise, moderate and quality assure assessment and feedback for learning practices will occur during the academic year through honest, regular reviews in line with curriculum intent, curriculum maps and mediumterm plans.

- Give feedback to students in KS3 linking to the pathways to success, helping students identify their next steps towards mastery.

- Measure the impact of what has been taught during assessments which acts as a bridge between where a student is in their learning and their end points. Assessment at Hamstead Hall guides the learning process and helps secure pupils' progress.

- Scrutinise work/books/ folders which helps to 'feed forward' and plan effective lessons.

- Recognise where work produced exemplifies Hamstead Hall's learner expectations: **PRIDE, PERSISTENCE, PATIENCE, PREPARATION, PROGRESS**

These principles promote learning at HHA by:

- providing pupils with strengths and next steps for development (verbally and in writing)
- enabling pupils to take action by upgrading work in order to close the gap between current and desired performance
- making pupils think hard and, as a consequence, create expert schemas

- supporting development of literacy
- being timely

Typically, teachers at HHA:

- Have high expectations of students' books and presentation is neat and tidy.
- Adopt an approach that prioritises our under-achieving and vulnerable learners for feedback.
- Circulate during lessons and deliberately live mark, they hunt for the most productive responses and pre-empt the best discussions rather than fishing to receive an unknown response.
- Make use of visualisers.
- Provide verbal feedback in lessons or by recording feedback.
- Provide feedback to the whole class for common praise and to address any misconceptions using a 'Whole Class Feedback' sheet.
- Select re-teaching activities that present the content in a new or different way to identify and address learning gaps.
- Promote self or peer assess the 'Do it Now' activities and other pieces of work or snapshot, low-stakes assessments throughout a lesson.
- Provide students with regular opportunities to upgrade and redraft their work.

Other high-quality feedback and effective assessment approaches teachers may utilise include:

- The use of learning objectives/ learning questions and success criteria linked to the knowledge (core, conceptual, procedural) being taught.
- Retrieval and recall practice – high frequency, low stakes.
- The use of a range of evidence-based, formative and summative assessment practices.
- Opportunities for practice and application.
- The use of effective questioning which teases out and develops knowledge and understanding by checking, questioning and challenging all students.
- Adapting teaching in the light of misconceptions, highlighted during intentional monitoring and questioning.
- A balance of self, peer, whole class and 1:1 teacher assessment.
- Prioritising our under-achieving and vulnerable learners in the context of the lesson at a particular time.

1. Whole-class feedback

Teachers will follow the feedback cycle (see p.3) flexibly. Departments can develop and use a 'whole class feedback sheet' to record key points following the regular scrutiny of work and to inform future planning.

Step 1 - The teacher collects an assessment piece or extended independent task and reads all pupils' work, noting down common misconceptions, common SPAG errors, key areas to improve, main things pupils are doing well and any good examples of work to share with the class (see one example below).

WWW		**Close the gap activities/reteach**	**Future learning**
Powerful knowledge	**EBI** **Skills**		

Step 2 – In the next lesson the teacher shares this information with the class. This could be through a PowerPoint slide, typed notes or verbally sharing written notes. Examples of good work will be shared through a visualiser and is intended to show pupils how to improve their own work. Pupils should then be given opportunities to upgrade their work using a purple pen.

2. Reteach using T & L Cycle - Mini T & L cycle

After identifying a misconception, the class deconstruct a model answer, discussing what makes it a high-quality answer, the teacher guides the pupils to a jointly constructed text and the pupil then completes the task independently.
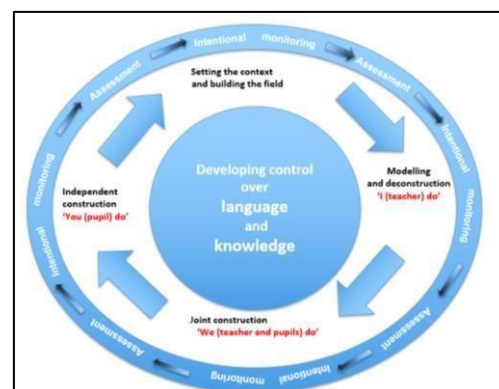

3. Live individual feedback

As pupils complete work the teacher views the work of individuals and points out strong elements, recommends an improvement or highlights an error. Pupils then upgrade their work immediately, using a purple pen. This is best used when pupils are completing extended tasks as there will be more time to sample the work of more pupils.

4. Live whole-class feedback

Use a visualiser/laptop to review a model answer or a pupil's work as a class. Identify good elements and areas to improve. Pupils should then use this to upgrade their own work, using a purple pen.
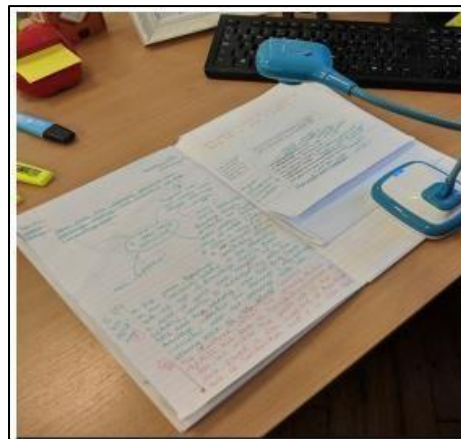
5. Feedback on knowledge checks

Knowledge checks completed in lessons or for homework should be self-marked as this improves students' memory of the correct answer in the future (this is known as the hypercorrection effect).

This can be achieved through a class discussion of answers, through providing the correct answers to pupils or through pupils self-checking using their notes or textbook/revision guide.

Quizzes can be set through Show My Homework/Google Classroom. This gives pupils instant feedback on the

questions they got right/ wrong and the correct answers. Teachers can also access feedback about the class

and individuals' results. Multiple choice questions work best here.

1) What is the difference between a jungle and a rain forest?
- ⦿ a) No difference. Simply two different ways in referring to the same thing.
- ○ b) A jungle in general receives less rain than a rain forest.
- ○ c) A jungle refers to the thickest area of a rain forest
- ○ d) A jungle and a rain forest each contain their own group of distinct plants and animals.

2) What is the world's most common religion?
- ○ a) Christianity
- ⦿ b) Buddhism
- ○ c) Hinduism
- ○ d) Muslim

3) Which city ranks as the world's most populous city (2002)?
- ○ a) New York (US)
- ○ b) Mexico City (Mexico)
- ⦿ c) Tokyo (Japan)
- ○ d) Shanghai (China)

4) What is the second largest country (in size) in the world?
- ○ a) USA
- ○ b) China
- ⦿ c) Canada
- ○ d) Russia

6. Self-Assessment

This includes self-assessment of a paragraph using criteria and/or keyword checklists. This should then be used to improve work.

This helps to develop the ability to improve work independently and develop meta-cognitive processes.

Area	Questions	Next steps?
Organisation	Is your work organised? Is your work in order? Could you improve the organisation of your work by using: underlining, colour, dividers/tabs?	
Content	Is anything missing? Will this level of content allow you to hit your target? Do you understand this work? Are there any ways that you want to improve the content of your work?	
Review	How are you reviewing your work to check that you have understood it? Are there any sections of your work that you need to revisit: Green: No, Orange: Me, Red: Teacher	

Methods	No. of times
Highlighting	
Post its	
Annotation	
Diagrams	
Mind maps	
Re-formatting	
Learning Tasks	
Analysis exercises	
Practice questions	

Area	Questions	Next steps?
Exam Preparation	How are you preparing for exam performance? Is all of your exam information kept together?	

Methods	
Past papers	
Exam questions	
Mark Schemes	
Model Answers	
Exam Reports	

The Feedback Cycle at Hamstead Hall Academy

The diagram below visually represents how the processes/strategies outlined in the feedback for learning and assessment policy can be used in combination to close learning gaps/ feedback loops to maximise learning.
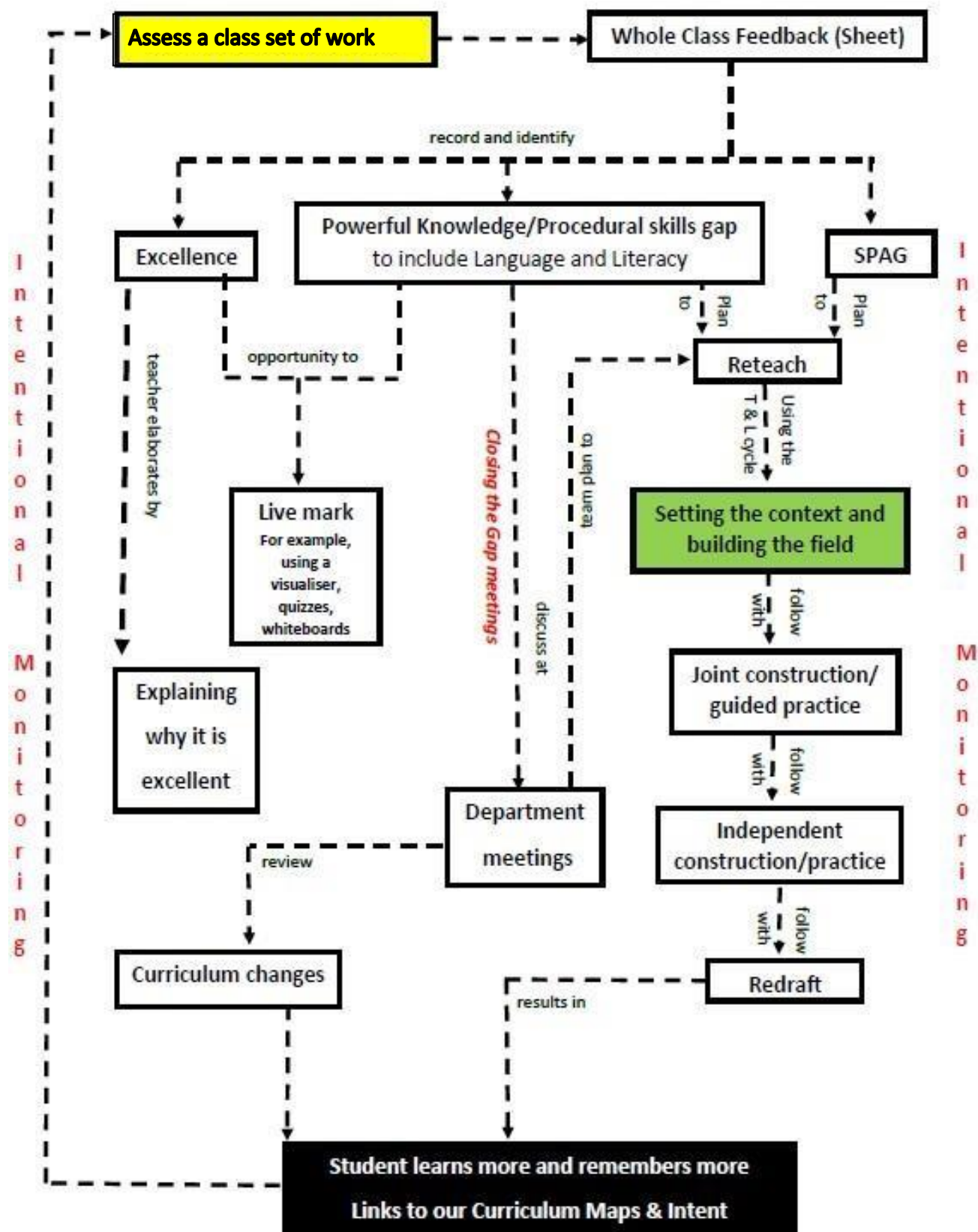
Assessment Dates and Type

Term	Date	Year	Data Collected	Report Comments
Autumn 1	23/9/24 – 7/10/24	11	ATL HW	
		13	ATL HW WAG Est Progress	
	7/10/24 – 21/10/24	9	ATL Progress	
		12	ATL HW WAG	
Autumn 2	11/11/24 – 25/11/24	8	ATL Progress	
		10	ATL Progress Target	
	25/11/24 – 9/12/24	13	ATL HW WAG Est Progress	Ready for Progress Evening 12/12/24
	2/12/24 – 16/12/24	7	ATL HW Progress	
		11	ATL HW WAG Est Progress	Ready for Progress Evening 16/1/25
Spring 1	20/1/25 – 3/2/25	9	ATL HW Progress	
		12	ATL WAG Est (ATL, %, Below Expected, expected, above expected)	Ready for Progress Evening 27/2/25
	3/2/25 – 14/2/25	10	ATL HW WAG EST	Ready for Progress Evening 3/4/25
Spring 2	3/3/25 – 17/3/25	7	ATL HW Progress	Ready for Progress Evening 20/5/25
	17/3/25 –31/3/25	8	ATL HW Progress	Ready for Progress Evening 6/5/25
		11	ATL WAG Est Comments	
		13	ATL WAG Est Comments	
Summer 1	12/5/25 – 23/5/25	9	ATL Progress	Ready for Progress Evening 10/6/25
Summer 2	2/6/25 – 17/6/25	7	ATL Progress	Extended window for staff who have multiple classes
		8	ATL Progress	
	30/6/25 – 11/7/25	10	ATL WAG Est Comments	
		12	ATL WAG Est Comments	

Progress Evening Days and Dates

Year Group	Term	Day	Date
13	Spring 1	Thursday	12/12/24
11		Thursday	16/1/25
12	Spring 2	Thursday	27/2/25
10		Thursday	3/4/25
8	Summer 1	Tuesday	6/5/25
7		Tuesday	20/5/25
9	Summer 2	Tuesday	10/6/25

Inset Days

- Day 1 & 2   2nd and 3rd September
- Day 3 either 6/1/25 or 24/2/25. Can no longer be 24/2/25 as we have Year 9 vaccination
- Day 4 4/7/25

Open Evenings?

Awards Evening?

PSHE Days

PSHE DAY 5

- 6/6/25 Eid so some students may miss no where for planning session
- 13/6/25 Nowhere for planning time
- 11/7/25 2 days in a row, use same planning time for both. Some feedback welcomed the last PSHE day being a well-being PSHE day
- Or can we slot it in Autumn 1

Trips that need an agreement Today as need to be booked using this year's budget

- Year 12 Careers Workshops 26th November 2024
- Year 12 Disneyland Paris Wed 5th – 7th Feb 2025
- Year 13 Business and Economics Grade Booster Fri 21st March 2025