



## **ENGLISH AND MEDIA – Assessment and Feedback**

### **Summative Assessments and Feedback**

**Calendars** for every year group give the summative assessment points. These assessments are designed to work alongside lesson-by-lesson feedback and assessment to inform a CLG for each student.

Between these points formative methods of feedback and assessment are required to help students to progress and learn more effectively.

**ALL** CAT tests should be recorded in books as evidence of feedback and assessment. In the sixth form CAT tests and folders which show feedback and assessment need to be provided.

Summative assessments are marked against mastery strands, GCSE or A Level assessment criteria. This may focus on one or two strands or Assessment Objectives (AOs). A generic template feedback lesson from these assessments is provided by the Key Stage Leader which is then adapted to the needs of their class by each teacher. Individual written feedback will be provided for the assessment to enable students to access the whole class feedback and understand where they need to improve. As a minimum, students must be provided with one clear area of strength in their work and one clear area of improvement. This should relate to an assessment focus or mastery strand and should enable the student to understand what step(s) they need to take to reach the next level of this assessment focus or mastery strand.

Students then have an opportunity to rewrite a section of their assessment. This should be completed in a different colour pen to the original work (e.g. purple or green) to show progress. At A level this needs to be a clearly defined feedback task linked to one of the AOs.

Marking Codes are used to help students understand where they have made mistakes and can be used to target feedback in assessments or in lessons.

### **Formative Assessments and Feedback**

Day to day formative assessment will vary. Teachers should use a variety of the following strategies across a series of lessons to vary their methods of feedback and provide effective feedback according to the needs of their class and individual pupils.

These include:

- Live Marking – the teacher circulates the room and gives the students immediate feedback.
- Verbal Feedback
- Use of WAGOLL and WABOLL to model answers to students and then students improve/adapt their own answers.
- Marking a sample answer against given criteria and then applying this to their own answer.
- Self-Marking
- Peer Marking

- Written feedback on a short piece of writing e.g. a paragraph, an answer to one GCSE question
- Questioning strategies – questions need to be planned into lessons to ensure they are not all straightforward recall question. (See faculty guidance for questioning – Bloom’s taxonomy booklet and Question Stems. These can be targeted at individual students e.g. no hands up, individual white board responses
- Exit tasks
- Low stakes testing
- Retention Quizzes

### Monitoring of marking

Student voice

Book sampling

Monitoring will take place in Learning Walk windows once a term.

Faculty leaders will also look for high expectations of presentation in books. Teachers need to establish their expectations for presentation at the start of the year with their new classes.

### PPE Marking

During mock exam periods feedback and assessment will take place on the PPE papers. Each paper has a **cover sheet** which the marker should use to highlight targets from each question. This sheet should be attached to the student’s PPE paper.

As well as the target sheet, in English Literature, teachers need to award a separate mark for each assessment focus and a written target. Teachers may choose to do more annotations on PPE papers to help the students progress. In English Language AO5 and AO6 need to be awarded separate marks and targets. MS5 and MS6 also need a separate mark in Year 7 and 8 exams. Year 9 end of year PPEs are marked in accordance with GCSE feedback and assessment guidelines for PPE marking.