

Feedback Statement of Practice



Our Christian Mission is:

“I am able to do all things through Christ who strengthens me”

Philippians 4:13

Our Christian Values are: Wisdom, Hope, Community and Dignity

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Introduction

This document sets out the arrangements for the variety of methods used to give meaningful feedback to students at the Nottingham Emmanuel School and details of the procedures and practices implemented in line with the Trust policy for Assessment.

Statement of Practice

This Statement of Practice is linked to our core value of Wisdom and its associated scripture:

Blessed are those who find wisdom, those who gain understanding (Proverbs 3:13)

We are passionate about learning new knowledge at Nottingham Emmanuel School in our subject areas. We acknowledge that at times we need to reflect on our wisdom and that of others. We believe that God wants his people to gain understanding both through the Bible and from the world he created. Wisdom helps us to make good decisions about how we act, how we treat one another and how we look after the world around us.

At The Nottingham Emmanuel School, we believe marking, assessment and feedback is essential for both teachers and students to check and track learning, and know how to assess knowledge gaps and move learning forward. Feedback includes a variety of forms including written, verbal, peer, self-assessment, computer assessed, formal assessments, controlled assessment and questioning.

We mark, assess and give feedback:

- To check learning takes place and to correct errors or misconceptions in students' learning; informing the next stages of intervention and planning
- To track students' learning and progress and inform teachers what steps they should take to help students learn and progress further.
- To instruct students how to improve their work and move learning forward

All of The Nottingham Emmanuel School teachers are expected to:

- Use high quality questioning and in-class assessment to check and extend learning
- Use assessment to inform lesson planning and personalisation
- Follow the NES non-negotiables when providing written feedback
- Follow the departmental feedback and marking policy agreed with SLT for their subject area.

Regular Marking, Assessment and Written Feedback

All students must receive marking and written feedback on extended pieces in their exercise book, folder or booklet in which they usually work. They will also receive feedback on assessments/transfer tasks that they have completed. Subject leaders will issue guidance of regularity, and how marking, assessment and feedback fits in with curriculum plans. Teachers are also expected to exercise high professional standards in ensuring their marking is purposeful and meets the NES non-negotiables.

Peer and Self-Assessment

At The Nottingham Emmanuel School we recognise that peer-assessment is most effective when students are trained over time to successfully assess each other. This process is always structured and modelled by the teacher. Self-assessment also requires explicit and clear structures modelled by the teacher. Teachers at NES may share success criteria with students where appropriate to do so.

Student Responses

At The Nottingham Emmanuel School, we expect students to respond to feedback on extended pieces of writing, assessments and/or exam questions. Directed response time should be given to the students which allows them to consider the feedback and respond to instructions / targets.

Verbal Feedback

Verbal feedback is recognised by the Academy as an integral part of effective assessment practices. It is immediate and leads to direct student action. It may be directed at individuals, groups of students or entire classes, and may or may not have been formally planned by the teacher.

Assessment Criteria and Data Snapshots

Subjects' curriculum planning includes formative and summative assessment points to provide robust data and support external assessment. At KS3, teachers assess in accordance with identified success criteria for the year group. At KS4, teachers assess in accordance with assessment criteria and mark schemes for the relevant specification. Progress data is captured through regular data snapshots in accordance with the Assessment Calendar.