



## Ilkeston Ormiston Enterprise Academy Diagnostic Feedback and Assessment Policy

### Policy version control

Policy type	Recommended
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Approved by	Ailsa Pape September 2020
Release date	September 2020
Next release date	October 2021
Description of changes	New policy

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## 1. Rationale

Our diagnostic feedback policy has been based on stringent research completed by the EEF, John Hattie, Dylan Williams and Ofsted and is based upon the idea that *for feedback to have a positive impact two conditions need to be met:*

- 1) *Pupils are given advice on how to improve*
- 2) *Pupils act on that advice (Dylan Williams)*

Our policy will reflect this concept closely as effective feedback has also been found to add educational value of up to 8 months (EEF)

## 2. Diagnostic Feedback Guidelines

There will be no set amount of 'marking' completed, '*marking has become unnecessarily burdensome,*' (EEF) and, as a consequence, each faculty area will identify where and when they will give formal written feedback so that it is '*meaningful, manageable and motivating*' (EEF). However, we will have identified some key principles that each faculty will follow:

### Whole Academy Principles

Faculty procedures need to reflect and build on the following:

- The **teacher's** feedback will be in **green pen**
- **Students** will *improve* work using a **red pen**. This will take place as quickly as possible after the assessment and will formulate a key part of the lesson
- Students will receive positive comment(s) about their work as well as a clear target for improvement
- All **literacy** errors will be highlighted in **pink** and staff will use professional judgement regarding how many are identified
- Targets must be set using subject specific language and relate to the success criteria that was shared before the assessment was completed
- Staff should use their professional judgment when identifying spelling mistakes but focus on Tier 3 subject specific vocabulary
- Spelling corrections should be repeated three times each after the marked piece of work.
- Any self or peer assessed work should be linked to explicit criteria
- The implementation of this policy is the responsibility of all teachers and is part of the professional standards
- Monitoring and review of this policy will be undertaken by the HOS and the Leadership Team as part of the Quality Assurance process that is calendared

### Faculty Areas

- Each Faculty area has written a procedure for all staff to follow that is pertinent to their area (exemplar appendices A)
- Faculty areas will identify: how often diagnostic feedback will take place (this will vary

according to KS), what form it will take - whether it is oral, peer, self or written - and choose how they present the positive element and the target

- This will be displayed in ALL classrooms and in students' books
- Each faculty will ensure that the assessment policy (written by Oli Forster) is reflected in their diagnostic cycle to ensure that data is informed by solid evidence

### 3. Appendix A

#### DIAGNOSTIC FEEDBACK IN ENGLISH

For All	OIEA Principles
	<ul style="list-style-type: none"> <li>➤ The <b>teacher's</b> feedback will be in <b>green pen</b></li> <li>➤ <b>Students</b> will <i>improve</i> work using a <b>red pen</b></li> <li>➤ <b>Students</b> will receive <b>positive comment(s)</b> about their work as well as a <b>clear target for improvement</b></li> <li>➤ All <b>literacy</b> errors will be highlighted in <b>pink</b></li> </ul>
KS3	FEEDBACK AT KS3
	<ul style="list-style-type: none"> <li>➤ Classwork will be completed in exercise books. These will be checked for presentation and literacy by the teacher.</li> <li>➤ You will receive verbal feedback during lessons.</li> <li>➤ Recall tests and knowledge quizzes will be completed in your exercise books and self or peer assessed.</li> <li>➤ All written assessments will be completed in purple assessment books every half term.</li> <li>➤ You will receive a comment telling you what you have done well and targets for improvement based on success criteria.</li> <li>➤ You will improve your work during the improvement phase that follows the assessment.</li> </ul>
KS4	FEEDBACK AT KS4
	<ul style="list-style-type: none"> <li>➤ Classwork will be completed in exercise books. These will be checked for presentation and literacy by the teacher.</li> <li>➤ You will receive verbal feedback during lessons.</li> <li>➤ Recall tests and knowledge quizzes will be completed in your exercise books and self or peer assessed.</li> <li>➤ All written assessments will be completed in purple assessment books. At least two every half term.</li> <li>➤ You will receive a comment telling you what you have done well and targets for improvement based on GCSE examination criteria.</li> <li>➤ You will improve your work during the improvement phase that follows the assessment.</li> </ul>

## 4. Bibliography

- Embedded formative assessment by Dylan William
- A marked improvement; a review of the evidence on written marking by Education Endowment Foundation April 2016
- Education inspection framework; Overview of research January 2019
- School inspection handbook (draft) January 2019