

Assessment and Feedback Protocols: Department - English

Feedback and/or formative assessment is effectively used to use to provide clear next steps for pupils.		
Summative assessments test the taught curriculum effectively. They are fair, inclusive, and accurately marked.		
	Teachers will...	Students will...
For daily retrieval starter tasks...	Design a range of retrieval tasks to assess students' ability to recall key information that is on the MTP. The teacher will go through answers and address misconceptions before the lesson continues.	Self-assess their answers and teachers go through answers. Students will correct their misconceptions. Students can look back in their books to support recalling key information.
For routine VIP tests...	Ensure weekly VIP tests are completed in exam conditions. These tests will have 10 questions that test key knowledge from current scheme of work and those completed previously. These are planned centrally so every student will have the same VIP each week and test key knowledge from MTPs. Teachers will address misconceptions and errors.	Self-assess their answers and teachers go through answers. Students will correct their misconceptions. Students should aim to answer these questions without looking back in their books to develop their ability to recall key information.
During the lesson...	<p>Across each week, every student should receive at least one example of verbal feedback and a piece of work should be live-marked by the teacher. This can include:</p> <ul style="list-style-type: none"> • Addressing common errors as a whole class • Making notes of errors in books to support students to improve their responses. • Giving SPaG support • Offering praise to celebrate progress or improved effort. <p>Teachers will also mark two pieces of work each half term that will inform their feedback</p>	<p>Students are encouraged to review their work through self-assessment. This can include:</p> <ul style="list-style-type: none"> • Highlighting key vocabulary • Annotate their work with strengths and weaknesses • Use of success criteria to assess progress and identify areas to develop next time • Reflect on their progress, considering what parts of the task they found difficult and what they can do to improve this next time (metacognition) • For KS4, student friend versions of mark schemes and will use them to assess their own work This is important for

	<p>lessons where common misconceptions will be addressed with the whole class.</p> <p>These lessons will:</p> <ul style="list-style-type: none"> • Address common SPaG errors • Celebrate common strengths • Highlight common misconceptions • Have clear steps with how the lesson will address misconceptions in order to improve work 	<p>students to track their progress and clearly see how best to improve next time.</p>
<p>For key pieces of work...</p>	<p>In KS3, for each SoW, students will complete either a writing or reading Key Piece Assessment. For writing, this is split into a planning section and a writing section. For reading, the assessment is split into 3 sections: A – knowledge recall; B – key vocabulary recall; C – quotation analysis; D – Extended writing. These papers are designed to support students and give every student the chance to be successful.</p> <p>The first 2 sections of the Key Piece will be self-assessed by students. The final 2 sections will be marked by the teacher. A feedback lesson will be delivered to address misconceptions and move work forward.</p>	<p>Students will self-assess the appropriate sections at the end of the assessment lesson.</p> <p>During feedback lesson, students will read through work again and the comments made by teachers. They will respond to any comments left. These include: addressing spelling errors, answering questions. Students will then use the feedback lesson to improve their responses.</p>
<p>For formal assessments...</p>	<p>Teachers will deep mark formal assessments with the agreed mark scheme from TSAT (KS3) and exam board (KS4).</p> <p>Students will receive comments on their work to help deepen their understanding of how to</p>	<p>During feedback lesson, students will read through work again and the comments made by teachers. They will respond to any comments left. These include: addressing spelling errors, answering questions. Students will then use the feedback lesson to improve</p>

	<p>make progress and improve their work. For KS4, teachers will link targets to specific AOs.</p> <p>Feedback lessons will be designed to unpick the common errors, this might include a WAGOLL response that is analysed or a WABOLL response that mimics the misconceptions of the class. This can then be analysed together and improved as a class before moving on to independent improvement.</p>	<p>their responses or reattempt the same skill but in a different context.</p>
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