

Rationale

At Noel-Baker Academy, we will provide every learner with high-quality feedback, and subsequent opportunities to develop their learning effectively. When this process is consistently employed, students will demonstrate progress in knowledge and attainment. Feedback should meet the criteria outlined in this document. This 'Classroom Feedback and Formative Assessment' document runs in conjunction with the Academy's 'Teaching and Learning Cycle' and Summative Assessment Strategy.

What Is 'Learning'?

"Learning...is defined as a change in long-term memory" (Kirschner, Sweller and Clark, 2006). Classroom feedback and the use of formative assessment should be clearly focused on the substantive and disciplinary knowledge outlined in each curriculum area's Schemes of Learning and should function to support the change in students' long term memory for each type of knowledge. Assessment within and across lessons should function to inform the teacher of each student's progress in regard to retention of substantive knowledge and ability to demonstrate disciplinary knowledge.

Mechanisms and Routines

Feedback and Assessment Mechanism 1 - Immediate Feedback On Lesson Content

- During each lesson, circulating around the classroom provides an opportunity to provide **feedback at the point of learning**. This monitoring of work is particularly necessary during the '**Do Now**', '**You Do**' and '**Exit Task**' sections of the lesson.
- In this circulation, we actively read/assess and respond to the work being produced.
- This immediate feedback should encompass subject-specific feedback, address any arising misconceptions, and should include spelling, Literacy, or Numeracy feedback where appropriate to the task.
- We advise that teachers spend a brief amount of time giving individual feedback to a student. If feedback takes longer than this, then further instruction is clearly needed and the teacher should assess whether a re-teach of the topic or concept is required.
- We provide individual or whole-class feedback that is specific, precise and clear. This should ensure that the responsibility to improve the work remains with the student.
- Feedback should focus on **correcting or extending substantive and disciplinary knowledge**, and **extending the ability to apply substantive and disciplinary knowledge**.
- Feedback should be at a level which is appropriate to current performance and designed to facilitate further progress.

Feedback and Assessment Mechanism 2 – Next-Lesson Feedback

- It is expected that teachers will reflect on students' books/folders/work at the end of each lesson in order to assess understanding and progress with regard to substantive and disciplinary knowledge, and to inform forward planning.
- Teachers are encouraged to take note of common errors, not only to address in the following lesson, but also to add to schemes of learning in order to address these potential misconceptions when the topic is delivered in the future.
- Teachers should use their findings to plan the following lesson, where any remaining misconceptions and areas for improvement can be addressed. Feedback should be delivered to students, who will demonstrate their improvements using green pen. The teacher will re-teach as required, or give feedback which will allow students to further their attainment when acted upon.
- Feedback in the following lesson may be provided in a variety of formats, including verbal instruction, modelled responses to tasks, and re-teaching of material.
- The impact of feedback will be ascertained through the green pen responses of students in their work.

Feedback and Assessment Mechanism 3 – The Use of Formative Assessment

- Each unit of work in each curriculum area identifies substantive and disciplinary knowledge that students must assimilate into their long-term memory (retention of curriculum content is the mechanism by which progress is gauged).
- It is expected that all teachers use knowledge retrieval tasks within and across their lessons in order to assess the retention of substantive and disciplinary knowledge.
- These tasks should form the 'Do Now' and 'Exit Tasks' activities.
- 'Do Now' tasks should assess knowledge retention over time and across topics studied. They should form part of a teacher's assessment of students' learning – the 'change in long-term memory'. We highly recommend that teachers use mini whiteboards to

gather whole-class 'data' as a regular part of their day-to-day lesson delivery. MWBs are one of our most powerful tools to support the assessment of knowledge retention and understanding.

- 'Exit Tasks' should be designed to test the learning during each lesson, and should tell the teacher if students have learned that which was stated as the intended learning in the statement 'By the end of this lesson you will know...'.
- Low-stakes quizzes should also be used to assess the retention of knowledge across time.

What Does This Look Like In Practice?

i. Before, Between & After Lessons

The teacher plans the lesson using the SOL and booklet.

They look at students' books as part of the planning process. What must be re-taught? What has been well-understood?

They plan the questions they will ask, and the answers to these, so that they know what constitutes an excellent response.

They plan the models and examples they will utilise, and the tasks in which students will show their knowledge.

They plan the scaffolds that students may require to help them to be successful in a task.

ii. During The Lesson

During any task, the teacher circulates and looks at the work being produced.

The teacher gathers immediate data about understanding, misconceptions or difficulties, & reshapes the lesson accordingly.

The teacher is able to address errors, spellings and omissions immediately.

The teacher can give bespoke on-the-spot improvement advice.

Students use their green pens to respond to feedback. Green pen indicates developments and corrections.

Lead Staff

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Linked Documents

- NBA Teaching & Learning Cycle
- NBA Curriculum Strategy
- NBA Assessment Strategy