Assessment & Feedback Policy - English

The McAuley Catholic High School

Assessment and Feedback Policy

Department: English

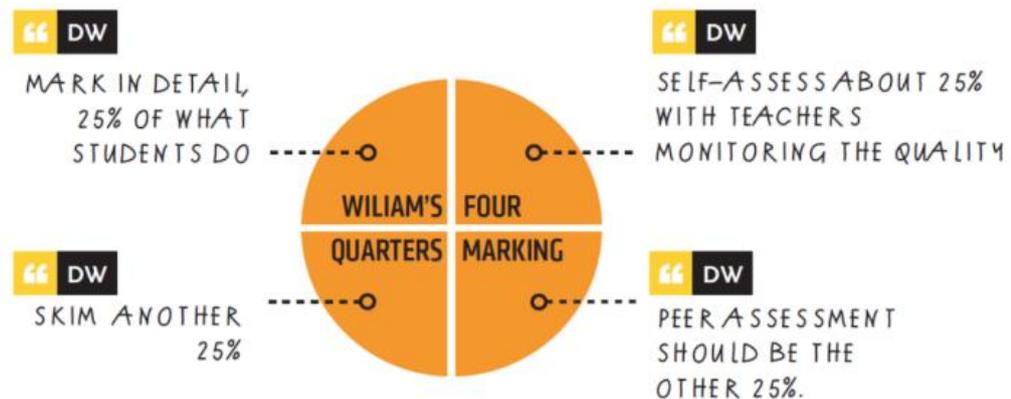What does assessment and feedback look like in English?

Teachers should mark in detail, 25% of what students do, should skim another 25%, students should then self-assess about 25% with teachers monitoring the quality of that and finally, peer assessment should be the other 25%.

Feedback should be thorough with dedicated DIRT time and a focus on improvement.

1. Lay the foundations for effective feedback:

   Use of low-stakes quizzes and retrieval tasks, regular use of I do/We do/You do modelling and moderated examples of student work used before both formative and summative assessment, along with regular reference to the mark scheme in KS4 and 5. Independent learning built around revision/developing knowledge and skills and tie into formative/summative assessment.

2. Type and frequency of assessment and feedback. This includes the methods used for assessment and the way in which feedback is provided (including details of when and how written and verbal feedback are used)

Key Stage 3	Key Stage 4	Key Stage 5
Knowledge Way point/ End point quizzes/retrieval tasks used throughout the unit, spaced return through independent learning. **Skills** Formative and summative assessment is based around a development of skills from KS2 to KS4. Per half term a cycle of self / peer/ whole class feedback / and teacher marked assessment as detailed above. **Additional** The above is embedded in the curriculum map, developed in the MTP, and assessments are prepared accordingly. DIRT time is planned into MTP. Stepped as the year goes on. Baseline and end of year assessment are also included, using the same method. End of Year 9 summative assessment use GCSE approach to inform Year 10	**Knowledge** Way point/ End point quizzes/retrieval tasks used throughout the unit, spaced return through independent learning, particularly in Literature. **Skills** Formative and summative assessment is GCSE focused. Per unit a cycle of self / peer/ whole class feedback / and teacher marked assessment. Skills linked to exam questions. **Additional** The above is embedded in the curriculum map, developed in the MTP, and assessments are prepared accordingly. DIRT time is planned into MTP. Practice papers in term 3.1 of Year 10 to inform Year 11 and intervention. Practice papers in term 1.2 and 2.1 of Year 11 to inform intervention.	**Knowledge** Way point/ End point quizzes/retrieval tasks used throughout the unit, spaced return through independent learning, particularly in Literature. **Skills** Fortnightly assessment on exam responses The above is embedded in the curriculum map, developed in the MTP, and assessments are prepared accordingly. DIRT time is planned into MTP. **Additional** Practice papers term 3.2 of Year 12, and term 2.1 of Year 13 to inform intervention.

3. Plan for how students will act on feedback:

Effective feedback is achieved by asking specific individual questions directed to enable students to improve their work, supported by examples of successful responses, and linked to the mark scheme.

This is aided by having a dedicated DIRT lesson during which students can respond to their teacher's comments with direction from the teacher if needed. A final consolidation task can be used with the whole class if needed.

4. Helpful worked examples of effective feedback practices in the department:

MTP:

Year 11 A Christmas Carol Challenge	Essential Skills	AO1 – Understanding of poems AO2 – Analysis of language, form & structure		Essential Content	Approach to unseen poetry Cover a range of poems/them
Unit week/Year week	Week 1 (5)	Week 2 (6)	Week 3 (7)	Week 4 (8)	Week 5 (9)
Overview	Part A AO2	Part A AO2	Part A AO2/Part B AO1	Part B AO1	Part B AO1
Range of extract and focus on skill. I do, we do, you do Visualiser for modelling of responses	L1: Stave One Marley's Face – how to annotate L2: Stave One and Marley's Ghost – Writing practice	L1: Scrooge's Childhood + wider links L2: Little Fan+ wider links L3. Belle – Writing Practice	1. Purpose of each ghost 2. Part A Assessment	1. Family 2. The Cratchits and the message they send 3 Transformation and redemption	1. exam practice – linking to purpose/message 2. Feedforward
Extract	Marley's Face Marley's Ghost	Scrooge's Childhood Little Fan Belle	GoCPresent		
Acronyms (Must only use these)	Part A: Writing structure: PETZZ – Point Evidence, Technique, Zoom in, Zoom out			Annotation: 1 highlight, 2 label 3 annotate with effect	
Assessment/marking	Self-Assessment	Peer assessment	TA Bespoke Assessment	Self Assessment	WCF

How an examiner looks at your work

How an examiner looks at your work
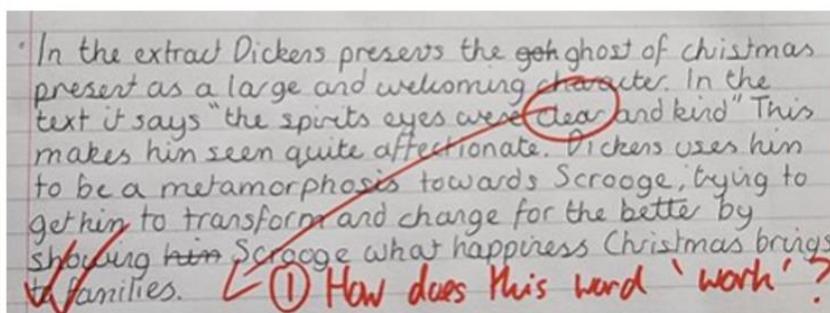
...magery, the reader as they are apt to picture from the... ...like, Dickens presents the Ghost of Christmas Present's through imagery again with the constant use of the work 'bare'. The use of this word applies emphasis on the words in one 'simple' from the previous quotation, this is because the readers are constantly picturing the phantom in only one robe with everything else left as bare. **(1) Why is this important? Colours 'green' and 'white' — Why? Why 'bare' and 'simple'?**
Another way Dickens presents the Ghost of Christmas Present is through a semantic field of pleasant adjectives, Dickens does this to present the way the Ghost acts. The words/phrases 'clear and kind', 'cheery' and 'joyful' are used by Dickens to describe the way the Ghost acts, I think that these positive words are used immediately to create a change in tone. I think this because the very first Ghost that Scrooge was introduced to was presented using items like chains and other unpleasant/frightful adjectives/items; this creates a change too because this Ghost is suddenly presented by Dickens as a happy and jolly character. **(2) What does this ghost represent? Why is that important**

First – Purple Pens

- Read your individual feedback and respond to any questions I have asked.

Second- Practice

Explore how Dickens presents the character of The Ghost of Christmas Present

Point	Dickens uses the Ghost of Christmas Present's appearance to express what he represents.
Evidence	He is described as wearing a 'simple green robe ... with white fur' and a 'holly wreath, set here and there with shining icicles.'
Technique	The use of colour imagery and symbolism here...
Zoom in	
Zoom out	

Key idea: For Christians evergreens symbolised eternal life and the promise of the return of life in the spring.