

CODA Assessment, Feedback & Reporting Protocols

Rationale

CoDA's vision is to improve the life chances of all students by preparing them for post-16 learning, training and employment opportunities, and more broadly for life in modern Britain.

The Assessment, Feedback and Reporting summary:

<p>Every lesson</p>	<p>During lessons, teachers use AFL to check progress, celebrate success and address mistakes/misconceptions.</p> <p>The end of lessons should be used as an opportunity for review, recap, and retrieval to check on the knowledge and skills learnt in that lesson.</p> <p>When asked, students can articulate what they have been learning/what they have improved/what they could improve.</p>									
<p>Half-termly</p>	<p>Departments design and set formal assessment(s)</p> <p>Linked to these, teachers provide written feedback and dedicated time to act on it.</p> <p>Students complete assessment(s) and act on feedback.</p> <p>Teachers check that feedback has been acted on.</p>	<p>Teachers complete Book Checks, looking to see that Students care about their learning and are committed to making progress</p> <table border="1" data-bbox="922 920 1476 1155"> <tr> <td>Blue</td> <td>Always (100 points)</td> </tr> <tr> <td>Green</td> <td>Mostly (50 points)</td> </tr> <tr> <td>Amber</td> <td>Sometimes (25 points)</td> </tr> <tr> <td>Red</td> <td>Rarely/Never (no points)</td> </tr> </table>	Blue	Always (100 points)	Green	Mostly (50 points)	Amber	Sometimes (25 points)	Red	Rarely/Never (no points)
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<p>Termly</p>	<p>Teachers enter/amend 3Rs in Go4Schools</p>	<p>Teachers enter an Predicted Grade in Go4Schools.</p>								
<p>Annually</p>	<p>Form Tutors enter personalised comments in Go4schools</p>									

Reports will be published every term, but will be accessible all year round

<p>What you could/should see in students' books/folders to show that students are receiving <i>and</i> acting on feedback</p>	<ul style="list-style-type: none"> • Teacher/self/peer marking and feedback • Teacher/peer written comments • Students have completed self-corrections • Student rewrites, redrafts, edits, etc. • Teacher acknowledgements of self/peer marking and feedback • Teacher acknowledgements that improvements have been made • Student demonstrations
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