

Assessment and Feedback Policy

[Teacher Feedback to Improve Pupil Learning.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net/Teacher_Feedback_to_Improve_Pupil_Learning.pdf)

“Every lesson, pupils embark on a journey. The fact that they begin it from different places, travel at different speeds, in different directions and on different modes of transport presents a considerable challenge for their guides.

(Mike Hughes, “Tweak to Transform”)

progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching. (EEF report 2021)

Within our schools, we pay close attention to the central messages that run throughout this EEF guidance. It states that teachers should:

1. lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment;
2. deliver appropriately timed feedback, that focuses on moving learning forward; and, crucially,
3. plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

This policy sets the direction for how feedback is delivered in our schools. Evidence informed principles are at the heart of our practice, and the methods and timing of feedback is left to a teacher’s professional judgement. When and how to offer feedback is most appropriately answered by the teacher responding to the particular learning context of an individual or group of pupils.

All staff play an active role in the assessment process enabling the best possible opportunities and highest levels of support for all children. Assessment activities are built into high quality teaching and learning experiences ensuring learners make good progress and individual needs are taken into account.

Purpose of assessment

Assessment serves many purposes, but the main purpose of assessment in our schools is to help teachers, parents and pupils celebrate successes and plan next steps in learning. Feedback is intended to inspire greater effort and a belief that, through hard work and practice, more can be achieved.

The aims and objectives of assessment in our schools are:

- to enable children to demonstrate what they know, understand and have achieved in their learning
- to allow teachers to teach more effectively, ensuring appropriate work is planned for different groups of children both within and between year groups
- to help children to understand what they need to do next to improve their work
- to provide information to parents that enables them to regularly support their child’s learning
- to identify children who may need additional support
- to ensure all pupils are suitably challenged

Our method of assessment

Staff within our schools have worked together to develop an assessment system that takes into account the criteria of the National Curriculum, focusing carefully on children's strengths as well as areas where they need support. Teaching and learning follows a 'mastery' approach using mainly formative strategies and a range of recording methods, as detailed below.

What is a mastery approach?

The National Curriculum supports the understanding of mastery, as something which every child can aspire to, and every teacher should promote. It implies a shared understanding that all pupils should have access to the whole curriculum and that it is pupil support, and the depth of learning which teachers should differentiate, not the content covered. In developing our approaches to assessment, we will seek to achieve "mastery for all", breaking down learning into achievable blocks and using a range of questioning and discussion to identify:

- what has been learned well
- what still needs to be reinforced
- which children require more challenging contexts to promote deeper understanding and application of associated knowledge and skills
- which children may need more support and time to achieve a better understanding

Foundation Stage

Children continue to be assessed in the Reception year towards achieving the goals for the end of the Early Years Foundation Stage. On entry to the Foundation Stage, a 'Baseline Assessment' is conducted with each child to identify their stage of learning and development within the areas of the EYFS. This is done using the statutory Reception Baseline activities, and supplemented by a booklet of activities and observations, to get a picture of the whole child on entry to school. A range of observations during individual and small group activities, support staff to gather information about what a child can do independently and what their next steps are to move learning on. Information from pre-school providers and parents are also considered as part of this process. During this first half term, children are screened using Language Link and Speech Link to identify any difficulties with language acquisition or pronunciation of sounds. Throughout the year information is gathered to support judgements and some of this is shared electronically on Tapestry, with a range of photographs and comments for parents to access, share and contribute to. Each child also has an individual learning journey, where parents and teachers can collaboratively report on a child's successes and how together they can best support their next steps in learning.

Year One phonic check

All children in Year 1 will participate in regular phonics and reading checks as part of the Little Wandle programme. This assessment will be administered by the Year 1 teacher and results from the statutory phonic screening check are included within the Year 1 end of term report.

Y2 and Y6 SATs

Children in Year 2 and Year 6 are assessed against age related expectations using external tests during May. Throughout the year, teachers assess the skills and wider application children demonstrate towards meeting these 'expected' standards and by the end of the year will award each child a judgement such as:

- working towards expected
- working at expected standard
- working at greater depth within the expected standard

The results of these assessments are reported annually to parents as part of the end of year report, following DfE guidance. The teacher assessment frameworks are accessible on the DfE website for [Key Stage 1 \(Year 2\)](#) and [Key Stage 2 \(Year 6\)](#).

In addition to these tests, teachers across the school regularly assess children's learning and use this information to inform their planning and teaching.

Marking, assessment and feedback

Feedback may be defined as: 'information given by a teacher to pupil(s) about their performance that aims to improve learning.' (EEF 2021) When giving this information, teachers have a range of decisions to make, and can provide feedback in a variety of different ways.

Feedback can:

- focus on different content;
- be delivered in different methods;
- be directed to different people; and
- be delivered at different times

We believe there are three main purposes to marking and feedback.

To help pupils:

- 1: understand what they have done well
- 2: understand how to improve
- 3: make visible signs of improvement as a result of feedback.

Our practice is underpinned by evidence of best practice, including that provided by the Education Endowment Foundation. Research shows that feedback should:

- Be specific, accurate and clear
- Redirect or refocus either the teacher's or learners' actions to achieve a goal
- Encourage and support further effort
- Be given sparingly so it is meaningful
- Provide specific guidance on how to improve and not just identify when something is wrong.

The sole purpose of feedback and marking should be to further children's learning. For this reason, feedback is provided, where possible, during lessons as the learning is taking place. As feedback is part of the wider assessment process it takes many forms.

In our schools, this includes verbal feedback, key word marking and discussion and may not always include written comments. Children's learning is consistently reviewed by classroom staff so that an appropriate level of challenge is provided to pupils within and beyond lessons allowing them to make at least good progress. See appendix for more detail on feedback practice.

Children are given time to read and review their work during teaching sequences and following specific marking. At the end of a lesson or sequence of learning, children are encouraged to self-reflect on their progress against the objectives or success criteria. In KS1 this may involve colouring a smiley face. As children get older, they are encouraged to write written reflections to show their level of understanding and how learning has moved on. A range of strategies, including quizzes, hexagons and flickbacks are used to structure this reflection, encouraging retrieval of key information.

Children are encouraged to use a blue pen to edit their work and to respond to teachers' verbal feedback or comments. Children in Key Stage 2 are encouraged to self-assess their work and to identify next steps in their learning. Self-check assessment grids may be used in some subjects, which set out the expectations for a piece of work, and children may also have individual targets to be met. At times children will also assess each other's work identifying strengths and next steps for improvement. This may be done during or at the end of a lesson.

During lessons, and over time, teachers will assess children against the following descriptors:

- Accessing – accessing learning content with support, prompts and scaffolds (working towards expectations)
- Securing - applies skill independently (working within expectations)
- Deepening - applies skill spontaneously and with confidence/fluency (working beyond expectations)

Most assessment information will be collected through observations, questioning, information in books, pupil self-assessment and reflections. The focus of each assessment will usually be a key objective / question or National Curriculum criteria and these will be taught on several occasions during the school year, enabling teachers to evidence progress over time. Learning objectives will be used and referred back to when identifying progress made.

Assessment may be completed as a baseline, at the end of a unit of work, or as a summative document. A range of summative assessments will be used periodically to enable effective monitoring and tracking of pupil progress for comparative purposes over time. Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools locally and nationally. PIRA and PUMA assessments for maths and reading are administered termly in Year 3, 4, 5 and 6 to allow us to track progress towards the Year 6 end of year assessments. This also allows us to use standardised scores to moderate against national data.

Insight Tracking is used to record assessment information termly, allowing all staff access to progress data over time. Judgements will be made based on information from assessments, feedback from children and teachers, observations and work contained in books.

Our use of assessment

Assessment will draw on a wide range of evidence to provide a complete picture of student achievement; ensuring outcomes provide meaningful and understandable information for:

- a. Pupils in developing their learning;
Success criteria are agreed with the child so they are aware of what they are attempting to achieve. Ongoing questioning and feedback is shared with pupils daily to enable continuous application and reflection on next steps in learning.
- b. Parents in supporting children with their learning;
The information from assessment is communicated to parents and pupils on a termly basis through a structured conversation. Teachers, parents and pupils reflect on what has been achieved and what they need to do next.
- c. Teachers in planning teaching and learning.
Teachers use this data to plan the learning for every pupil to ensure they secure or widen and deepen the expected knowledge and skills. Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their pupils and classes.
- d. School leaders and governors in planning and allocating resources
Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in school, are making appropriate progress and that all pupils are suitably challenged.

Family Consultations and Learning Journey Records

Every term parents have the opportunity to come into school and look through work and Learning Journey books with their child. Learning Journeys are a special record of achievements and reflections which are gathered throughout the year. They include ongoing pupil and teacher reflections on progress linked to all areas of the curriculum as well as wider experiences within school. Parents also have the opportunity to contribute their views in writing during these shared learning sessions with their children.

Family consultations take place in the autumn and spring terms for all children. Children contribute to these conversations in either a verbal or written format via their Learning Journey; this is sometimes accompanied by videos of the children discussing their learning in class. We encourage parents and children to attend these meetings together so we can work in close partnership.

In Year 5 and 6 these consultations are led by the children alongside the class teacher and provide an opportunity for all concerned to discuss progress being made. This approach is designed to build a closer partnership between families and school so we can work collaboratively to assess and review a child's progress. All participants are responsible for focusing on the best possible learning for the child and so conversations centre on the quality of learning experiences and new challenges.

Reports to parents

At the end of each year, families receive the completed Learning Journey record as a full report of progress and achievements across the curriculum. This includes any summative data and record of attendance. Parents / carers are encouraged to provide feedback to the school.

Inclusion

We are inclusive schools and work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENCo, parents and external agencies (where appropriate) to plan tailored support. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress. We use individual learning plans, where appropriate, which are reviewed with the child and parents termly. We also maintain a list of focus children who we monitor closely following any issues or concerns alerted by staff or parents. We do not label any child by so called 'ability'. All children are encouraged to achieve their best and become confident, successful and responsible individuals.

Appendix Feedback in practice

Feedback is given in three ways (in order of decreasing importance):

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

Staff utilise a range of strategies as part of lessons to assess children's learning and make judgements about how best to gather and share feedback. Evidence of feedback will be seen in numerous ways including lesson observations. Some evidence may be seen through annotations and marking in books followed by improvements through editing or further work by the pupil. It is essential that teachers and assistants ensure time is given to act upon any guidance given so that pupils may act upon it and make improvements.

Consistency

Whilst a consistent approach is applied throughout the school, it is acknowledged that approaches may differ at times for a particular purpose. Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback.

Where verbal feedback is given for pupils' recorded work, it is sometimes appropriate to use 'key word marking' which is an indication that feedback has been given. This is to help both the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement.

To maintain consistency across the school we have agreed some common principles which will apply in all classes. Any marking will reflect the age and developmental stages of the child to promote independent review and editing of work where possible.

Evaluation

Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure feedback and marking are of a consistently high quality throughout the school.

Agreed feedback practice

- Throughout the course of learning, children and adults will reflect on progress made towards the shared learning objective and success criteria.
- Lesson objective slips or labels may be used when a new piece of learning is started. These will be ticked or highlighted to identify progress towards the criteria set. Children will be involved in reviewing their learning following a sequence of teaching and this may include comments and reflections on their progress.
- Written feedback, self-editing and peer assessment will be completed in a different colour to original work. Blue pen will be used by children. Green and red pens will be used by staff to identify strengths and actions to be addressed. Children have agreed this is a supportive approach.
- Key word marking may be used when verbal feedback is given. Verbal feedback will be recorded.

- Green highlighters may be used to identify what has been done well and what we want to see more of. This could include identification of an applied target, success criteria or positive use of vocabulary. In KS2 a different coloured highlighter may be used to identify something in work which needs to be checked or improved e.g. spellings, vocabulary choice. This will often be done with a dot next to the line where an error has been spotted so children become more skilled at reviewing their work.
- Codes may be used to support marking, for example:
 - ? – doesn't make sense
 - Underlined for spelling – write word or 'SP' in margin and child practises
 - O around missing CL / punctuation or in wrong place
 - /\ for missing word
 - Ch / . to prompt checking
 - VF - verbal feedback
 - G – guided learning
 - M – modelled learning
 - I - independent work