

GLEBE PRIMARY SCHOOL & EPHIC

Feedback and Assessment Policy



Date reviewed	2021
To be reviewed	Autumn 2023

FEEDBACK POLICY

The aims of the Feedback policy are:

- To recognise and appreciate that every pupil is an individual and has different strengths.
- To develop self-esteem, self-confidence and a positive attitude towards their work, through the use of praise and encouragement.
- To offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them.
- To encourage self-motivation, developing concentration, application and critical evaluation.
- To develop the ability to share and discuss, own achievements and those of others.
- To establish adults as role models, establishing high expectations and demanding high standards of work, behaviour and attitudes.
- To provide a consistent approach to feedback throughout the school and within each year group.
- To provide the ongoing assessment that should inform our future lesson planning.

The objectives of the Feedback policy are:

- To use feedback as part of assessment to inform teachers short term planning.
- To ensure adults adopt a positive and enthusiastic approach towards all pupils being quick to praise and encourage.
- To inform pupils how successful they have been, increasing self-esteem and confidence. Teachers to show examples of 'good' work to set standard.
- To inform pupils of their progress and give individual guidance as to how to improve their performance, giving clear guidelines and instructions.
- To be aware of the differences between individuals and to set appropriate individual targets accordingly.
- To inform teachers and other adults as to the pupil's progress and give recommendations to assist future progress.
- To encourage pupils to take a pride in their achievements.
- To encourage pupils to discuss and evaluate their work.
- To ensure teachers always mark work in a positive and constructive way.

Types of Feedback

There are several forms of feedback, all of which should be used and assessed against the learning objectives and success criteria set at the beginning of the lesson:

- Summative
- Formative
- Verbal

Summative Feedback:

Summative feedback will assess the National Curriculum objectives and, in the case of year 6, the Assessment Framework documents. In Nursery and Reception, feedback will be given in conjunction with

Development Matters 2020 and EYFS framework 2020. Children will also be encouraged to self and peer assess.

Formative Feedback/Feedback:

Formative assessment should be marked by the class teacher during or as soon as possible after completion of the task. This form of feedback should help children to understand their strengths and how to make further improvements and progress. The comments should be focused on next steps and relate to the learning objective/s set and the success criteria. Children will be given opportunity to respond to these comments as a routine built into lessons. Comments must be made in legible handwriting and appropriate in content to the age of the child, the child must be able to understand the comments. Teaching assistants can contribute to the feedback of individuals and groups they have been assigned to for the lesson.

Verbal feedback

Verbal feedback is recognised in studies to be equally and often more effective than written marking. It has the advantage of being instant, quick and promotes an immediate response. Verbal feedback is usually interactive and developmental.

Verbal feedback may be in the form of:

- A learning conference (discussion with a focus group)
- 1:1 focusing on a specific piece of work
- Demonstration and modelling of the learning process and outcomes e.g. 'It might look like this'
- Sharing exemplar material before and after work is done or during the lesson through the use of a visualiser
- Effective questioning techniques

Where verbal feedback has been given this will be evident in the child's work as the misconception or errors should be rectified. Staff may also write VF to indicate where verbal feedback was given.

Putting our Aims and Objectives into Practice

Feedback should, on a regular basis, give guidance for future work, highlight successes and areas for development, marked according to the lesson's success criteria, and relate to the pupil's target where appropriate.

The teacher will mark work with a particular focus in mind which will link to the objective, success criteria and/or the pupil's area for development. For instance, in English this may be:

- Structure of the text
- Language use
- Spelling
- Punctuation
- Handwriting

The pupil should understand and endeavour to action any comments written on their work. The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond, other arrangements for communication must be made.

At times, pupils will mark their own or another's work or in collaboration with the teacher or Learning Support Assistant. When they do so, the pupil will use a polishing gel pen in a different colour to that of the pupil's original text or the adult's feedback.

Pupils should be encouraged to read teacher's comments before starting the next piece of work and be given time to respond to it if necessary. (For children who are not yet able to read, LSAs or peers could read teachers' comments with them).

Improvements:

- Are short, but highly focused
- Result in an actual *improvement* to the work
- May need adult help, e.g. some re-teaching, modelling etc (whole class or group, whatever is most appropriate), before being undertaken. This requires a flexible approach to planning but goes a long way to meeting the needs of all children and 'closing the gaps' in learning
- May need a prompt as part of the feedback, either to make the child think or to show the child what you mean
- Are an integral part of the teaching and learning within a unit and are often at the start before moving onto the new learning
- Need to be acknowledged.

Non-negotiables for feedback and feedback:

- All teacher comments to be written in a legible script, appropriate to the child's needs.
- All to use 'Tickled Pink & Green for Growth' (pink pen/highlighter for www - what went well and green for ebi - even better if, you do not need to write 'www' or 'ebi').
- If a pupil has met the objective or achieved items of the success criteria, these can be highlighted in pink.
- A 'vf' in green will indicate where verbal feedback has been given.
- If a pupil has received support, the work will be labelled with 'ws'.
- Where appropriate, self and peer/paired assessment is expected to occur throughout the week.
- Response to feedback and feedback should be planned for, and evident when appropriate.
- Quality feedback should identify how the children have achieved the SC or LO and make clear the next steps which are actionable by the children at the beginning of the next lesson.

Quality marking

- All staff should adhere to the school's feedback policy where a key focus is the use of Quality marking.
- As part of the verbal feedback process staff will circulate throughout the lesson in order to point out grammatical errors, spelling errors and to support and encourage pupils to make improvements to their work. A green dot will be placed next to work during a learning session highlighting to pupils that there is an error in this area. The pupil will then review their learning and address as accordingly. Staff will then assess their accuracy in feedback.
- A minimum of one in every third piece of work in a subject should be quality marked. Teachers should focus first and foremost upon the learning intention of the task. The emphasis should be on both successes against the learning intention and/or the improvement needs of the child.

When quality-marking teachers will:

- Read the entire piece of work.

- Highlight up to 3 examples of where the child has met the learning intention and indicate clearly a focused comment linked to this, which will help the child improve their future learning.
- Spelling, punctuation and grammar need not be marked in every piece of work (see subject specific guidance appendices).
- Symbols may be used as shorthand when feedback, but if they are, pupils need to be clear about what the symbols represent.

Targets

A reading, writing and maths target will be set at least each half term. These will be present in a pupil's book or on a target card. Pupils, parents and teaching staff will be aware of what these targets are.

Identifying or Rectifying Errors

Common individual mistakes, whether concerning regular spelling errors, misconceptions regarding use of particular vocabulary or punctuation marks will be addressed through feedback and discussions with the pupil concerned. However, the focus chosen for the feedback of each individual piece of work may at times mean that not all errors will be corrected. We will encourage the children to edit and amend their work independently as much as possible and will plan specific times to teach and practise these skills. Pupils will be taught to use one single line through the work/sentence etc. to keep work as neat as possible.

Homework

Teachers will use their discretion when providing feedback on homework. Feedback may be in the form of verbal commentary and will be related to the task set.

The Feedback Key (This key will be used only when appropriate to the child and task)

Spellings	Underline e.g. <u>friend</u> and write in 'sp' the margin
Punctuation	Circle e.g. john went out Speech marks can be added or their omission circled according to the needs and aims of the task/lesson.
Words omitted	Use e.g. Sally ^ to the shops.
New paragraph/line	Use //
Space needed between words	Use / e.g. a/lot

Monitoring

Feedback and marking is monitored regularly within the monitoring cycle.

We are aware of the need to monitor and update the school's feedback policy on a regular basis, so that we can take account of improvements made in our practice and respond to the needs of our children. As a result, our feedback and assessment policy should be viewed as a working document.

Assessment

Aims of assessment

- To enable teacher to measure children's learning, monitor progress and identify next steps in learning so that children at Glebe achieve their potential.

- To reporting to parents/carers, in writing and in discussions, to help them understand their child's progress and what they can do to help their child's learning.
- To enable formal recognition of a child or young person's achievements.
- To ensure that children are well prepared for the next stage in their school career.
- To provide opportunities for children to take part in nationally standardised assessments in order to give a clear recognition of the achievements they have made and the skills they have developed at crucial times in their lives.

Types of assessment

There are three main types of assessment used at Glebe:

- **Formative Assessment-** This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.
- **Summative assessment-** This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a Unit/Topic, term or academic year).
- **Nationally Standardised Summative Assessment-** This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

Formative Assessment

Formative assessment is embedded across all lessons, in all subjects and is an essential part of teaching and learning at Glebe. Teachers plan and use formative assessment to identify what a child can do and misconceptions or gaps in understanding in order to address any issues as quickly as possible. Each lesson has a clear learning objective which is shared with the children and all learning tasks are planned to enable pupils to demonstrate their understanding of the learning objective.

As a result of ongoing formative assessment, pupils receive feedback that helps them to make progress with their learning. Feedback is motivational and focussed on addressing misconceptions to enable children to meet the learning objective set. Mistakes and misconceptions are viewed as key learning opportunities that help pupils to develop a deeper understanding of the learning objective.

Summative Assessment

Pupils are encouraged to develop as learners and take responsibility for their own learning. At the end of each lesson children self-assess their learning against the learning objective. They will underline the objective in the appropriate colour using coloured pencil (Tickled Pink/Green for Growth/Greater Depth Purple) and may add an additional pupil response comment if they wish. Teachers will then underline the learning objective in pen, using the same colours, to give their assessment as well as a guiding comment for next steps. Teachers' assessments for English and Maths are recorded onto the Assessment Tracker including the learning objective and date.

Each term, we hold an assessment week for years 1-6. Children will take a test to give a good indication whether a child is working below, at or above the expected standard for their chronological age. In the EYFS, assessments are undertaken through observations and in class activities which are carefully planned to

Assessment week data is input into the assessment tracker and used to support teacher judgement each term. End of term data is analysed by teachers and members of the Senior Management Team (SMT) and amendments to provision and planning are made enabling pupils to make good progress and achieve well. When tracking assessment information, the SMT and subject coordinators carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not make adequate progress.

Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally. The information and data produced by all national assessments is used by staff to inform future planning in order to improve outcomes for pupils.

Reception Baseline Assessment (RBA)

Starting in September 2021, all children in reception will be required to undertake the Reception Baseline Assessment (RBA). The RBA is an age-appropriate assessment of early mathematics and literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. The RBA will be used to create school-level progress measures for primary schools which will show the progress pupils make from reception until the end of key stage 2.

Early Years Foundations Stage Early Learning Goals (ELG)

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends. Instead, the ELGs support teachers at Glebe to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers draw on their knowledge of the child and their own expert professional judgement. This evidence is used to assess a child's individual level of development in relation to each of the ELGs.

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

Multiplication check

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

Schools will have a 3-week check window in June to administer the MTC. Teachers will have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time.

End of Key Stage 2 tests

At the end of key stage 2, they will take national curriculum tests in English grammar, punctuation and spelling, English reading and mathematics. The tests help measure the progress pupils have made and identify if they need additional support in a certain area. The tests are also used to assess schools' performance and to produce national performance data.

For children who are in year 6 but not yet working within the KS2 curriculum, the pre-key stage standards will be used to inform assessments. For children who are not yet ready for subject specific study, the Engagement Model will be used to inform assessments.

Assessment tracking

- Teachers use the assessment tracker for their class stored on the server to track pupil progress. For every learning objective taught teachers assess children as either below, developing, secure or greater depth. Assessment trackers are updated at least weekly and include a learning objective and date.
- The assessment trackers are used to identify gaps in understanding, set targets and inform planning. Teachers regularly analyse their own data, picking out trends, at risk groups, strengths and areas for development.
- Subject leaders and Senior leaders analyse data formative and summative assessment for their subject in order to set targets and inform planning for their subject.