



Kernow Learning
Building Excellent Schools Together

Feedback and Assessment Policy

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Statutory or Best Practice policy:	Best Practice
Appendices:	Yes
School or Trust policy:	School

Meeting your communication needs:

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Feedback and Assessment Policy

This policy has been written to reflect the best practice research finding of the Education Endowment Foundation. It also underpins the school's Teaching and Learning policy and curriculum subject policies.

Rationale

The sole purpose of feedback is to move children's learning forward. Effective feedback supports pupil progress by addressing misconceptions and gaps in knowledge and skills and building learning. This means that teachers are able to close the gap between a pupil's current position and where they need to be. When feedback is effectively embedded in the learning cycle and done well by teachers it can raise standards and develop pupil's self-regulation strategies, leading to greater independence and motivation.

Policy Aims

To set out the conditions needed to lay the foundations for effective feedback

To set out the principles of effective feedback

To outline some of the methods used to give feedback

To identify how we report the progress of pupils to their parents/ legal guardians

To give a clear guidance of St Agnes Academy's approach to formative and summative assessment, creating a consistent approach across our school.

Foundations for Effective Feedback

Effective feedback can only take place when teachers provide high quality instruction and use formative assessment strategies to accurately identify any gaps in learning or misconceptions to inform future teaching. The classroom environment must be one of openness and trust and where the teacher is focused on 'learning' and not 'doing'. The pupils must welcome feedback and be willing to act on it for effective feedback to take place; the teacher is responsible for creating the climate where this is possible.

In delivering high quality instruction teachers:

Build on children's prior knowledge and experience

Avoid overloading children's working memory by breaking down complex material into smaller steps

Encourage the retention of learning by using repetition, practice and retrieval activities





Use powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations

Are aware of common misconceptions and prepare strategies to counter them

Plan effective lessons, making use of modelling, explanations, and scaffold to support learning

Adapt teaching in a responsive way to support individual learning needs

Provide children with tools and strategies to plan, monitor and evaluate their own learning

Teachers will use the following formative assessment strategies:

Share clear learning intentions

Share success criteria

Elicit evidence of learning using different strategies

Provide feedback based on the elicitation of learning that will move the learning forward

Activate children as instructional resources for each other

Activate learners as owners of their own learning

Classroom Environment

In order for feedback to be effective, teachers must create a classroom climate in which children are receptive to feedback and motivated to act on it.

Teachers should:

- Build trust and openness within the classroom
- Explain the purpose of feedback
- Model the use of feedback
- Establish peer feedback within the class
- Explain that everyone can improve and that this is not linked to ability
- Provide clear, concise and focused feedback that does not overload working memory
- Ensure that children understand the feedback given to them by considering the use of language and, if feedback is written, that it can be read by the child.
- Provide enough time for children to respond to feedback and to practice
- Review the impact of their teaching through ongoing assessment and feedback and refine their practice to ensure high-quality teaching and learning.
- Maintain accurate records of pupils' progress to monitor their achievement and identify any gaps or patterns in learning. This enables us to provide targeted support and intervention where necessary and ensure that all pupils are making progress.





Principles of Effective Feedback

The implementation of effective feedback is reliant on knowing how and when to use it and understanding the principles behind it.

In order to maximise the impact of feedback we aim to:

- Provide a consistent and manageable approach to feedback and assessment across the whole school
- Provide feedback that moves learning forward, targeting learning gaps and misconceptions that will affect future learning
- Provide feedback that is specific and actionable
- Carefully consider the most effective feedback method to move learning forward
- Ensure that time is given to act on feedback and for practice
- Offer feedback in a classroom climate of trust, where pupils are receptive to feedback
- Consider whether to give immediate or delayed feedback depending on the task, child and class
- Ensure that all adults working with children are trained in providing effective feedback
- Use assessments to inform future planning and target setting
- Provide feedback that is focused on either the task, subject or self-regulation strategies
- To consider children's working memory when giving feedback so as not to overload

Feedback and Marking-Whole School Practices

There is no particular way or time to provide feedback. Effective feedback is based on the teacher's knowledge of the curriculum, the individual pupils and the tasks. However, in order to create a consistent approach, we have some agreed whole school practices as set out below:

Marking Code:

Time should be spent at the beginning of the year to share the marking code with children and model its use. This should be revisited regularly throughout the year to build children's independence and accuracy in self-assessment. The marking code will be displayed in all Ks1 and KS2 classrooms (Appendix 1).

Verbal Feedback:

This happens during a lesson. It may be individual or for a group. This will be recorded in books in order to see an improvement of their understanding. A 'VF' code is used to show where children have had this support in a lesson (Appendix 1).





Whole Class Feedback:

Whole class feedback focuses on issues or next steps which are applicable to the whole class. Whole class feedback can take many forms including re-teaching a lesson in a different way, addressing an issue at the beginning of a lesson before continuing and/or modelling a necessary next-step. It can scaffold conversations about learning (What went well here? Where have we gone wrong? How could we approach this differently? What resources could we use to help ourselves?) It can also be useful to model the feedback process by using examples of children's work under a visualiser to identify areas of strength and those requiring improvement.

Self and Peer Assessment:

Self and peer assessment helps children to know themselves as learners and move them towards independence. It is an opportunity for children to identify their successes or where they need to improve or need help and involves discussion and reflection. This is supported by given answers, success criteria or marking ladders and is taught and modelled regularly so that children can do it successfully.

Live marking:

Live marking is our preferred method of feedback as it significantly reduces teachers' workload, freeing up time to plan and adjust subsequent lessons in response to marking. Live marking aims to keep learning 'on-track' by constantly monitoring the gap between the desired outcome and pupil responses. The marking code is used to identify transcription errors and indicate when work has been guided.

Subject specific feedback and assessment:

English:

- The marking code is used by teachers in the Imitation and Innovation Stage and by pupils during the Independent Stage of Talk for Writing.
- Teachers mark in green and pupils respond and mark in purple. Reception pupils respond in pencil.
- Rule kits are used for the Innovation and Independent stage in Key Stage 1 and 2 to support children to self-assess.
- A 'Golden Toolkit' is displayed in each classroom to support every child with their age-related expectations for writing.
- During the Independent stage, children should engage mainly in self and peer marking after modelling from the teacher.
- Feedback on published independent work should be specific and positive e.g. 'I really liked your variety of sentence openers to add interest.'





- Issues identified from the Independent writing stage will inform the planning of the next unit.
- An evidence gathering grid will be inside the front cover of all the Independent Writing books for teachers to use as a summative assessment for each individual piece of independent writing.
- Teachers in lower Key Stage 2 and above will mark against the learning objective using the codes 'H, P or U' to assess pupils' understanding and inform future planning.
- Half-termly assessments are used for pupils in the RWInc programme to ensure all children make progress in reading (see separate Early Reading Policy).
- Accelerated Reader is used to motivate pupils, promote self-regulation and enables teachers to assess their reading ability.
- End of term summative and formative assessments are used for reading and SPAG to help monitor pupils' progress and inform future planning.

Maths:

- Whole class marking is preferred from KS2 onwards. This is modelled in the Summer term in year 2. Pupils' self-assess using the codes 'H, P or U' in purple pen.
- Ticks are used for correct answers and dots are used for incorrect answers.
- STAR questions should be marked daily when completed and opportunity given for children to revisit and correct if necessary. A written comment may be used as a prompt to support this.
- End of unit formative assessments are completed to assess the progress of each pupil and inform future planning.

Foundation Subjects:

- Live marking is the preferred method of feedback using the Marking Code.
- Age-related common exception words should be identified.
- Start of unit quizzes are used to ensure pupils have the prior knowledge needed to access new learning and planning is adapted accordingly.
- Each lesson will recap the previous lesson's learning to help provide verbal feedback and deal with any misconceptions.
- Each lesson will finish with a review to inform future planning and assess against the learning intentions.
- End of unit quizzes are used to inform teachers of pupil understanding against the enquiry question for a unit of work and any misconceptions are dealt with the following week.

Statutory assessments:

EYFS:





Reception Baseline Assessment

Ongoing assessment (observations) against the Early Learning Goals

Year 1:

Phonic Screening

Year 2:

Optional SATs for Reading, GPS (Grammar, Punctuation and Spelling) and Maths

Year 4:

Multiplication Tables Check (MTC)

Year 6:

SATs Reading Paper

SATs GPS Paper

SATs Maths Paper 1 – Arithmetic and Papers 2 and 3 – Reasoning

Other forms of assessment at St Agnes:

- AR Star quiz (once RWInc programme is complete)
- Babcock Assessment (Writing)
- End of unit assessments (most Foundation subjects, Maths and English)

Reporting to parents:

We use a range of assessment methods, including formative and summative assessments, to track pupils' progress across the curriculum. Assessment data is recorded on our school's tracking system, and parents receive termly reports that highlight their child's achievements, areas for improvement and targets for future learning.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Parents Evening	Reports	Parents Evening		Parents Evening EYFS Profile KS2 Sats

Roles and Responsibilities Senior Leadership Team

It is the responsibility of the SLT to:

- Provide a coherent, evidence-informed policy
- Ensure that all staff are trained and confident in both the underlying principles and methods of effective feedback
- Ensure that the implementation of the policy is having a positive impact on pupil progress
- Provide time and training for staff who require additional guidance and support in providing effective feedback
- Keep up-to-date with current research around feedback and marking

Teaching Staff









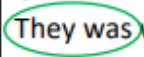


It is the responsibility of teaching staff to:

- Create the conditions in which effective feedback can place including high-quality teaching and the use of formative assessment strategies, and an open and trusting classroom environment
- Know their children well, through regular group work and one-to-one conferencing
- Know the whole school curriculum well so that they understand where children have come from and where they going to
- Use feedback to move learning forward
- Adhere to the whole school practices set out in this policy
- Seek guidance and support when and if necessary
- Carefully plan for feedback in the short, medium and long term
- Ensure that feedback leads to progress
- Ensure that support staff are well deployed in giving feedback and use the agreed marking code

Appendix 1:





Symbol	Description	Guidance
	Incorrect spelling	No more than 5 spellings. Focus only on taught spelling patterns, rules or exception words. Once corrected, children need to record in their personal spelling log.
	Missing or incorrect punctuation	Focus on expectations from previous years first and then taught punctuation from current year group.
//	New paragraph needed	From Y2 upwards when using 5-part story structure. Better to do this verbally so children can identify why there needs to be a paragraph change.
	Target to improve	A star beside a highlighted area to show that this part needs to be improved. The suggested improvement may be written or verbal.
	Check for sense	Encourage children to read aloud the underlined section to see if they can 'hear' why it doesn't make sense, for example a change in tense.
GR	Grammar	This may be a word, phrase, clause or sentence which is circled with GR above to indicate that the grammar is incorrect e.g. GR  They was walking down the road.
^	Missing word/s	Use this symbol to show where a word is missing. Encourage children to proof read the whole sentence before correcting.
	Wrong word	A word that is spelt correctly but used in the wrong context e.g.  There coats were on the floor.
.....	Unsure of spelling (for use by children)	So that the writing flow is not broken, children should put a dotted line under a spelling that they are unsure of and will need to check during the proof-reading stage.



