



# Feedback and Assessment Policy

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## CONVENTION ON THE RIGHTS OF THE CHILD

As a school that respects the rights of the children and adults in our school family, community and beyond, we aim for each school policy to adhere to articles from UNICEF's Convention on the Rights of the Child.

In this policy, we are working towards the following article:

Article 29 (goals of education): Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Date Prepared:** September 2022

**Date Approved by Governing Body:** September 2022

**Date to be reviewed:** September 2024



## Statement of intent

As part of Little Hill's continued professional development for staff, class teachers formed an action research working party whereby they researched, trialled and discussed several elements of feedback and assessment.

This policy has been written based on these outcomes along with taking into consideration the following DfE guidance:

- DfE (2014) 'Reforming assessment and accountability for primary schools'
- DfE (2017) 'Primary assessment in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'

Firstly, we need to change our viewpoint from one that values marking to one that values feedback and that sees these as two different things! Feedback can be given without 'marking' which has traditionally been seen as writing comments on pupils' work.

At Little Hill, we strive to achieve our school motto: Giving Children a Flying Start. We acknowledge that feedback comes in a variety of forms and should be a regular and robust part of every lesson. Feedback, is an integral part of the learning process, must be precisely positioned and delivered regularly in each aspect of the lesson. All feedback should have a positive tone. It should be specific, clear and appropriate in its purpose and productive in its outcomes. The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.

"Assessment" is defined as:

- Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback.
- Activities which enable modification of teaching and learning activities to improve achievement.
- Activities which lead to formative or summative feedback.

### **Aims of Feedback and Assessment at Little Hill**

1. To help pupils make progress.
2. To provide strategies for pupils to improve.
3. To give pupils dedicated time to reflect upon their learning and put effort in to make improvements.
4. To inform planning and structure the next phase of learning.
5. To facilitate effective and realistic target setting for pupils and/or the teacher.
6. To encourage:
  - A dialogue to develop between pupil and teacher;
  - Pupils to have a sense of pride in their work.
  - Pupils to continuously improve their presentation.
7. To correct mistakes with a focus on literacy and mathematics skills and strategies.
8. To acknowledge achievement.
9. To ensure early and accurate identification of individual needs.

### **Principles of Feedback and Assessment at Little Hill**

1. Feedback should be timely and respond to the need of the individual learner so that they can actively engage with the feedback.
2. A dialogue should be created: between the teacher and pupil, between the whole class, or between the pupil and themselves. It is essential to allow time for pupils to engage with feedback and enact that which they feel is relevant and important to moving their learning forward.
3. Pupils should be encouraged to assess their own work against collaboratively created learning goals.
4. Peer and self-feedback are valuable tools for learning that should occur regularly, after careful structuring by the teacher.

**At Little Hill, we have a variety of methods to feedback effectively to our pupils.**

## **Verbal Feedback**

1. This is the most frequent form of feedback.
2. It has immediacy and relevance as it leads to direct pupil action.
3. Verbal feedback may well be directed to the whole class, groups of pupils or individuals; these may or may not be planned for, but will be based on acute and strategic assessment for learning.
4. **Whole-class feedback:**
  - Step 1 - The teachers collect in and reads all pupils' work, noting down common misconceptions, common SPAG errors, main areas to improve, main things pupils are doing well and any good examples of work to share with the class. This can be rough notes or you can use a whole-class verbal feedback sheet (see example on Appendix 1).
  - Step 2 – In the next lesson the teacher shares this information with the class. This could be through a PowerPoint slide, typed notes or verbally sharing your written notes. You should also share examples of good work through Reflector, to show pupils how to improve their own work. Pupils should then improve their work.
5. **Modelling:**
  - This gives feedback and guidance before writing/a task takes place.
  - Use the 'I-we-you' approach – the class deconstruct a model answer discussing what makes it a high-quality answer, the teacher writes a live model, the pupils complete a partially-completed example, the pupil then completes the task independently.
6. **Live whole-class feedback:**
  - Use Reflector, take picture of the work or hold the work up, to review a model answer or a pupil's work as a class.
  - Identify good elements and areas to improve.
  - Pupils should then use this to improve their own work.
7. **Live individual feedback:**
  - As pupils complete work, the member of staff views individual work (you could use Reflector to do this), and points out strong elements, recommends an improvement or highlights an error. Pupils then improve their work immediately.
  - This is best used when pupils are completing extended writing as you will have more time to sample the work of more pupils.
8. **Feedback on knowledge checks:**
  - Knowledge checks completed in lessons or for homework should be self-marked as this improves their memory of the correct answer in the future (this is known as the hypercorrection effect).
  - This can be achieved through a class discussion of answers, through providing the correct answers to pupil or through pupils self-checking using their notes etc
  - Quizzes can be set through a multitude of platforms including Kahoot. This gives pupils instant feedback on the questions they got right/ wrong and the correct answers, and teachers can also access feedback about the class and individual's results. Multiple choice questions work best here.



## Peer Feedback

1. This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher. These structures are seamless and integrated into the school's pedagogic model.
2. Pupils need to be well trained over time to effectively peer assess one another. This process will be led by all teachers.
3. If children are providing their peers with written feedback, there needs to be an indication of who has given this in their book (in blue pen).

## Self-Assessment

1. Akin to peer feedback, pupils need an explicit and clear structure to identify their learning needs
2. Teachers should both help uncover and share the elements of success in learning where appropriate
3. Pupils need to be given time to action any feedback they are given whether verbal or written.
4. When editing written work, this is to be carried out in blue pen.

## Written Feedback

1. Written feedback will only be used when the teacher determines that it is the most effective and relevant type of feedback for the subject/lesson/pupil or context. It will be the least frequently used form of feedback in most contexts.
2. Written feedback will model all aspects of our presentation/handwriting expectations and will be carried out in green pen.
3. When written feedback is not being given, staff may choose to acknowledge they have looked at a piece of work with ticks.
4. When determined appropriate to use, written feedback will be a balance of:
  - Positive reinforcement (see Pupil Behaviour Policy);
  - Positive reinforcement of mastered skills;
  - Clear, current and actionable ideas to improve their work. This may include identifying specific issues such as key words, presentation issues, spellings, etc.; pupils should act upon these.

5. When written feedback is being used, the following marking codes apply:

✓	A tick is used to indicate a correct point.
C	This will be put in the margin. Something has been used incorrectly or is missing. Children are expected to check and correct.
Sp	This will be put in the margin. A word has been incorrectly spelt. Children are expected to check and correct.
?	Developmental marking – Response needed from child. Response to be ticked over by a member of staff when checked.
.	Incorrect answer Children are expected to go back and correct their work.
//	New paragraph (this can be added by a pupil or staff when editing).
Initials	Initials of cover teachers should be written for pieces of work taken by other members of staff or supply.
'G' or 'S'	All work completed by the pupils will be assumed to be independent unless otherwise stated with a 'G' for heavily guided work or an 'S' for work that has required some support.

## English & Mathematics Feedback

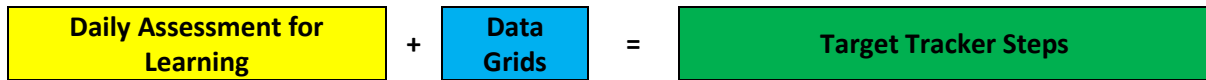
1. If the English standards of our pupils are going to improve, we must all give appropriate and targeted feedback. For pupils to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons, but are essential for successful communication everywhere. It should be monitored in all forms of feedback.
2. We all have a duty to be vigilant about the standards of our pupils' mathematics, where appropriate. For example, concepts such as graphs, ratio, proportion, etc. should be monitored accurately across the curriculum.

## Support & Development

1. We are all the stewards of every child and ultimately responsible for the highest standards of work from ourselves and our children. Senior and Middle Leaders will provide support and development related to feedback as part of every induction process and review and revisit core strategies every year.
2. All member of staff share in the expectation and responsibility that all pupils will progress in their learning. This may involve INSET training, informal teacher-initiated conversations or more formal approaches, such as Lesson Study.
3. A range of evidence will be triangulated in partnership between teachers and senior leaders when looking at the quality and impact of feedback at Little Hill: conversation with pupils and staff, work celebrations, internal exemplification and moderations, lesson study conclusions, etc.

### Assessment Information

The bar visual below represents how much weighting we give for 'daily assessment for learning' compared with formative assessment ('data grids') when giving allocating a pupil a teacher assessment ('Target Tracker Step').



Data Type	When?	What to do?	Purpose?
<b>Daily Assessment for Learning</b>	Ongoing	<ul style="list-style-type: none"> <li>• We have previously discussed a huge range of techniques for assessing children's learning:                             <ul style="list-style-type: none"> <li>○ Written feedback</li> <li>○ Verbal feedback</li> <li>○ Silent/whisper/talk/share</li> <li>○ Vocab sharing (e.g. vocalising what is in the bag).</li> <li>○ Flashback Friday</li> <li>○ Pre-teach</li> <li>○ Tests that are actionable</li> <li>○ Pre and Post assessments</li> <li>○ KWL grids</li> <li>○ 321 (3 things you've learnt, 2 things they want to know, 1 question they have).</li> <li>○ Observations – adult input available with modelling</li> <li>○ Individual whiteboards</li> <li>○ Peer and self assessment</li> <li>○ Free-choice differentiation of activity</li> <li>○ Against SC</li> <li>○ Written marking and editing</li> <li>○ Peer teaching – further challenge</li> <li>○ Traffic lights</li> <li>○ Thumbs up/down/half way</li> <li>○ Hand signals</li> <li>○ Questioning at various depths</li> <li>○ Lollipop sticks</li> <li>○ A 'wave' of answers as teacher's hand passes</li> <li>○ Exit questions (ticket out of the door)</li> <li>○ Find the fib (spot the deliberate mistake)</li> <li>○ Sentence surgery</li> <li>○ Quiz (Kahoot)</li> <li>○ Self assessment fans</li> <li>○ Impact sessions</li> <li>○ Four corners (daring to be different – questioning)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• So you know your children's needs in detail.</li> <li>• Allows you to generate purposeful and appropriate L.O.s</li> <li>• Allows you to adapt lessons and next steps as needed for your children.</li> <li>• It will be used for in-year and end-of-year data for teachers and SMT.</li> </ul>

## Data Grids

Weekly, within a unit of learning, or half-termly depending on the information.

- These are for
  - 'cold assessments' or 'tests'
  - End-of-term independent writing assessments
  - book banding colours
  - record of reading bench marking
  - mini or end-of-unit mathematics assessments
  - Xfactor tracking
  - Spelling homework tracking
  - Wellbeing
  - Phonics
  - High frequency words
- Once tests have been completed, you will be able to look at the scaled scores and teacher assessment column will now automatically update to say whether they are 'WTS', 'EXS' or 'GDS' based on the end-of-year criteria.
- You can order the scores to create focus groups.
- You can see the relevant scaled scores for your key stage.
- You can focus in on groups of pupils.
- You can monitor the % of WTS, EXS and GDS based on assessment requirements.

## Target Tracker Steps

Termly by the assessment deadline

- You'll need to combine the information from your Daily Assessment for Learning and Data Grids to decide whether the children are 'WTS', 'EXS' or 'GDS' for that point in the year.
  - This is your professional judgement – the majority of which should come from the Daily Assessment for Learning.
  - See below on how this will translate onto target tracker steps.
- |            | End of Aut | End of Spr | End of Sum |
|------------|------------|------------|------------|
| <b>WTS</b> | B+         | W          | W+         |
| <b>EXS</b> | W          | W+         | S          |
| <b>GDS</b> | W+         | S          | S+         |
- Only children on the SEND register may fall below the parameter of 'WTS' if needed; the Inclusion Manager must be informed of this.
  - EYFS teachers are to continue with month banding and in the summer term, see grid below.

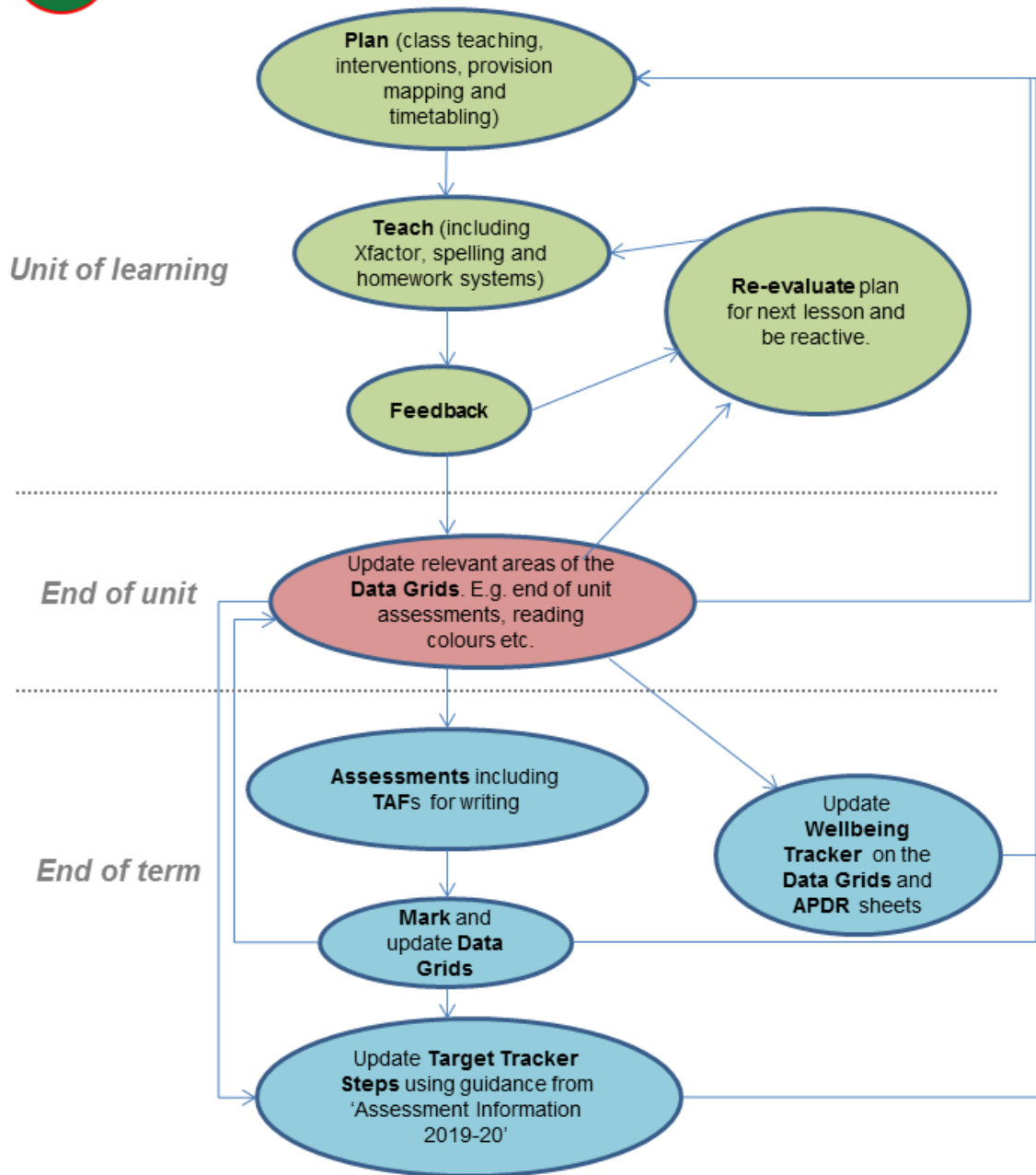
	End of Sum
<b>WTS</b>	40-60w+
<b>EXS</b>	40-60s
<b>GDS</b>	40-60s+

- This generates reports as classes and cohorts for SMT allowing for appropriate tracking and monitoring.





## Assessment at Little Hill



*Giving children a flying start*



Appendix 1

Whole Class Feedback Sheet ● Lesson:

Date:

<b>Work to Praise and Share</b>	<b>Need Further Support</b>
<b>Presentation</b>	<b>Basic Skills Errors</b>
<b>Misconceptions and Next Lesson Notes</b>	