

# Shawfield Primary School

## Feedback and Assessment Policy

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## **Shawfield Primary School Feedback Policy**

### **Principles and Aims**

At Shawfield Primary School we recognise that teachers and adults must provide high quality teaching and learning opportunities to all children. Feedback at Shawfield will; draw on formative assessment strategies, refer to on learning intentions and address children's learning gaps.

Feedback at Shawfield will:

- Move children's learning on by supporting, guiding and challenging.
- Enable children to have a clear understanding of where they are in their learning, where they need to get to next and how to get there.
- Ensure children become active participants in their own learning.
- Develop children's self-esteem and sense of autonomy through praise and knowing how to improve their own learning.

### **Timely feedback that focuses on moving learning forward**

Leaders and teachers recognise that there is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or distanced feedback is required, considering the characteristics of the task set, the individual child, and the collective understanding of the class.

We encourage teachers and school staff to use their professional judgement to decide when the right time is to provide verbal feedback, to surface mark, when it needs highlighting, or when a next step comment is the right approach. It goes without saying that this judgment needs to be based on what most positively impacts the child's progress.

Feedback must be specific towards the learning intention and should be adapted to the needs of the child. This can be drawn from a range of strategies, which may include:

School adults will use Green, Yellow and Blue highlighters. Can I statement will be highlighted in Green where children have met the expectations? This will be coloured in yellow if the children have not yet achieved the expectation. The yellow highlighting could be addressed within the session, during Early Morning work or in subsequent sessions. Misconceptions must be addressed. Progress will be made over time. Blue highlighters will be used to show a greater understanding/application of the learning objective.

Every objective will be highlighted.

### **Peer or Self-Assessment**

**Self assessment** - Children self-assess in Red pen

**Peer assessment** – children read and respond to each other's work. They will write comments in green pen. Self and peer assessment opportunities can occur at any point within a session.

**Children explaining their learning to others** – in order to demonstrate their own understanding.

### **Written Feedback**

Teachers will mark in pink pen – no more than 3 spelling corrections in all subject areas. In foundation subject this should focus on key subject related vocabulary.

Children will have access to key vocabulary for each topic

Subject Area	
English	Children use orange pen to collect words in their English writing book to support collaborative working within their class team. All 'Write Stuff' sessions will use success criteria.
Maths	Self-marking, green reflection bubbles where children demonstrate prior understanding and pink bubbles extend problem-solving and reasoning skills through real-life contexts.
Foundations Subjects	Photos or videos will be used to record learning first-hand in subjects such as Music, Art and DT.

**Other strategies that teachers may draw upon could include:**

**Success criteria checklist** – this can be used to support children in self or peer evaluations. This might include; – Must, Should or Could,

**Reflection or Extension Activities -**

**Verbal feedback** – teachers will give timely verbal feedback.

**Questioning** - teachers will use high-level questioning throughout the lesson to get feedback from children about their understanding. This will be used to tackle misconceptions.

**Show me boards/fans** – these enable all children to demonstrate learning to provide feedback to teachers

**Visualiser/Ipad** - this can be used to look in detail at children's work with class.

**Voting/Quizzes**– Voting systems provide instant feedback for the teacher to judge how well children are progressing in a lesson.

**Praise/improvement comments** – teachers will comment on what the child has done well (related to the SC) and suggest an area for improvement

**Modelling** – successful models will be used when marking to provide additional support when necessary

**Written feedback systems** e.g.: - Use of coloured pens/pencils (own work in red) peers work in green for making improvements in written work

**Planning for how children will receive and use feedback**

Careful thought has been given to how children receive feedback. Children motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness.

Teachers will, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether children are using it.

Teachers will also provide opportunities for children to use feedback. Only then will the feedback loop be closed so that children's learning can progress. This will take place over a period of time.

Children may respond to marking

- within part of a session,
- as part of Early Morning Work
- as a focused group within a session
- during a plenary

**Carefully consider how to use purposeful, and time efficient, written feedback**

Written methods of feedback, including written comments, marks, and scores, can improve children's attainment.

The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback are followed.

Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by children.

Appendix –

Examples of effective written feedback

## **Assessment at Shawfield Primary School**

### The principles and aims of assessment

Assessment is essential to, and an integral part of, effective teaching and learning. The purpose of assessment is to provide information for a range of audiences to prompt appropriate action. Assessment in the school will be used to gather information about the performance of individual children, groups and cohorts so that it can be used to inform target setting and tracking at a range of attainment. It will also be used to gather information to inform teachers of what needs to be taught next and provide information to inform the school's strategic planning.

### **Guidelines**

Assessment will take different forms for differing purposes. It needs to be diagnostic and evaluative, finding out which attitudes, knowledge, understanding or skills are not properly learned or acquired yet thus are preventing children making the expected progress. Assessment informs the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on children's' achievements.

Formative day-to-day assessment - the information gained "forms" or affects the next learning experience.

This will be carried out in a variety of ways including:

- Question and answer in class
- Live marking of pupils' work
- Observational assessment

In-school summative assessment – the information gained allows teachers to evaluate both children's learning and the impact of teaching. Both these purposes help teachers to plan for subsequent teaching and learning.

It includes:

- Termly standardised tests
- Reviews and individual plans for children with SEND
- Pupil progress meetings

Nationally standardised summative assessment – the information allows schools to benchmark their school's performance against other schools locally and nationally. It includes SATs tests in year 6. Effective assessment is characterised by meaningful and useful information about the children's achievement and progress transferring with the pupils as they move from Key Stage 1 to Key Stage 2. It is also used for the smooth transfer between KS2 and KS3. Effective assessment should provide opportunities to analyse performance in terms of cohorts of children as well as analysis of the achievement and attainment of children.

Cohorts we look at, at Shawfield include:

- Girls
- Boys
- English as an Additional Language
- Special Educational Needs and Disabilities

- Pupil Premium
- Autumn/ Spring/ Summer born
- Gypsy Roma Traveller

Assessment at Shawfield will be enhanced by:

Pupils' involvement in self-assessment through:

- Self / Peer appraisal of work
- Self-marking of work
- Summary / evaluation of topic work at the end of the unit
- Talk for learning strategies
- Discussions with individuals to set targets

#### **Parents' involvement.**

- Meetings with teachers
- Family afternoons
- Parents' evenings (Formal)
- End of year reports

Reporting to Parents Reporting to parents takes a formal approach 3 times per academic year comprising

2 parents' evenings and a formal report. The annual report covers attainment, achievements, general progress and attendance records. In addition, parents of children in year 6 receive National Curriculum results. Parents are also invited to an informal parents' evening in July following the school report, should they wish to attend.

#### **Assessment – who is it for?**

**Assessment is for the Child.** All assessment should be used to know where a child is, so that work can be set at the appropriate level with high expectations.

**Assessment is for the Teacher** to ensure work is set at the appropriate pitch to challenge children and ensure targets are met.

**Assessment is for the Parent** to give support / knowledge of where their child is, where they go next and how they can help.

Teachers will know:

- Where were the children are starting from?
- Has the class overall learnt what was planned?
- Are all the children making expected progress?
- Are they making sufficient progress against national expectations?
- How are children applying their skills, knowledge and understanding across the curriculum?
- Which children need more help and in which areas?
- Which children need extension work?
- Is the planning for activities, resources and staffing well targeted?
- How can the teacher do it better next time?
- Has the curriculum been covered?

Key Questions that the Head teacher, the Leadership Team and teachers should know the answers to:

- Are the pupils making expected progress?
- Are there any major problems / barriers to their learning?

- Is the child's progress in line with the school's targets / National expectations?
- How does the school compare with other similar schools?
- What aspects of the curriculum and teaching need to be strengthened?

**Parents/carers should know:**

- Is my child making good progress?
- Are there any major problems?
- How is my child doing compared in relation to national expectations?
- What can I do to help?

**Children should know:**

- What they have achieved.
- Their targets and where they need to go next.

The Governing Body will know:

- How is the school progressing against their targets?
- What has been the impact of the school improvement plan?
- What is the attainment, in terms of National Curriculum Standards, average scores and teacher assessment at the end of Key Stage 2?
- How does the school compare with other similar schools?

Formative Day to Day Assessment

Assessment should be used in every lesson. This can happen in a variety of different ways to suit the needs of the children and the purpose of the assessment e.g.

- Questioning – Assess what is known through targeted questioning. Use open questions for those who offer ideas and to selected pupils to assess understanding.
- Self-assessment – Faces / Thumbs up / self-assessment by the child. Children can also assess themselves verbally, written – on their own, in pairs or in a group. Teacher should provide reflection time throughout lessons.
- Observations – By the teacher & TA. Notes may be recorded using post it notes / notes on planning (evaluation and next steps section if appropriate)
- Live Marking – During the lesson with the child and after the lesson (See feedback policy section above).

At the start of a lesson the learning intention should be made known to the children. This will be written as a Can I statement based around the knowledge/skill to be acquired. This can be returned to during the lesson and at the end.

This will allow the teacher to focus their questions and marking to this criteria and to allow the children to assess themselves.

Teachers will update Pupil Asset Termly. This will include teacher assessment as a point-in-time assessment. They will also record standardised assessment scores for Reading, Grammar Punctuation and Spelling and Maths.

After each unit teachers will record if children are working towards the standard, working at the standard or working at greater depth.

### Data Analysis

Each term, the children complete NFER (Years 3,4,5) and PIRA, PUMA or GAPS assessments (Years R, 1 and 6). Children in Year 6 will also undertake past SATS papers. These are marked and produce a standardised (scaled in year 6) score. This data will be put into the year group progress measures data sheet to analysis progress measures and attainment. These standardised scores are compared to their forecast KS2 targets (based on KS1 results) to give a progress measure for each child and for each year group as a whole. These are then used as the basis for discussion at the Pupil Progress Meetings and feed into the School Improvement Strategy document.

### Reporting Children's Attainment

1	2	3	4	5	6	7	8	9
Well below expected	Well Below expected	Below expected	Working towards Standard WTS	Expected Standard	Working Just above expected Standard	Above Expected GDS	Above Expected GDS	Well Above GDS
<85	85-89	90-94	95-99	100-104	105-109	110-114	115-118	119+