Fordbridge Community Primary School

Achieving excellence together

Feedback and Assessment Policy

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Feedback and Assessment: Overview of Research and Policy

What is Feedback?

The EEF Teaching and Learning Toolkit defines feedback as *Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.*

Feedback seems extremely powerful. It is 'among the most common features of successful teaching and learning' with an average effect size of 0.79, 'twice the average effect of all other schooling effects' (Hattie, 2012)

The Sutton Trust place feedback in its top 8 interventions at +8 months. Metacognition and self-regulation which are closely linked are also included at +8 months.

Feedback does not mean marking. Even feedback in the direction of teacher to student does not just mean marking. It is a much broader concept. It is one of our six principles of Teaching and Learning.

Formative assessment is not just about what learners know or can do, but also about the way that teachers themselves use assessment. ***Teachers can use assessment to help them plan lessons, adapt lessons to measured gaps in knowledge and skills, and if necessary re-teach where problems persist.***

What makes effective formative assessment and feedback to Pupils?

Dylan Wiliam (2011/2018) *Formative assessment is about finding out where learners are in their learning, finding out where they are going, and finding out how to get them there. These processes…can be grouped into the five key strategies of formative assessment below:*

1. *Clarifying, sharing, and understanding learning intentions and criteria for success*
2. *Eliciting evidence of student learning*
3. *Providing feedback that moves learning forward*
4. *Activating learners as instructional resources for one another*
5. *Activating learners as the owners of their own learning*

This broader meaning, recently described as **Responsive Teaching** is further elaborated on by Hattie and Clarke (2019) and Fletcher-Wood H (2018) in their books. For effective formative assessment and then feedback to students to take place other elements of teaching need effective pedagogy e.g. sharing learning outcomes, presenting information, questioning.

Principles of Effective Feedback (to students) (Wiliam 2011)

- Feedback should be more work for the recipient – it should cause thinking
- Feedback should be focused – less is often more
- Feedback should relate to the learning goals shared with students.

Factors That Affect Whether Feedback is Effective (summarised from Wiliam 2018)

- Scores and Constructive Comments – giving scores with feedback causes and emotional response meaning feedback is not used effectively
- Praise - giving written praise had no effect on achievement.
- Timing - if feedback is given too early, before students have time to work on the task, then they will learn less from the feedback. Furthermore, feedback is only useful if it is given with enough time for the student to use the feedback to improve his or her work.
- Scaffolding – give just the minimum amount of support to help them solve the problem. Effective feedback should cause thinking.
- Action Oriented - feedback must outline a series of scaffolded steps to bring the learner to the desired goal.

EEF (2016) stated:

- *Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer*
- *The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress*
- *Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking*

Feedback and Assessment Policy

What is teacher feedback?



Definitions:

Feedback to pupils is information about the task that fills a gap between what is understood and what is aimed to be understood. It should be capable of producing and improvement in students' learning. Feedback leads to all the work (improvements/ corrections/additions) that a pupil wouldn't have done without this next step of input.

Marking is a method in which teachers engage with the detail of students' work to provide students with information about where they should improve and how to do so.

Objectives:

- Feedback is developed as a broader principle of formative assessment with emphasis upon effective teaching for this e.g. sharing of learning outcomes/success criteria, effective explanation, models/examples of excellence, questioning and deliberate practice.
- Students engage with feedback in this broader sense and develop metacognitive and self- regulative tools to improve their own learning.
- In-lesson feedback techniques are used by teachers to ensure student learning develops quickly and misconceptions do not become embedded.
- Post-lesson feedback (marking) is viewed as one technique within a broader feedback toolkit and only used as such.
- Any marking is "meaningful, manageable and motivating". It considers staff workload and effectiveness of use of time by teachers.
- Marking strategies focus on supporting student learning by making students think hard
- Feedback (including marking) practices can be developed in a subject specific context within these broader whole school principles with consistency in implementation across a department.

Aim:

To give children the tools to reflect upon their learning and use appropriate, well selected methods to guide them to make rapid progress. We want children to be remarkable learners, demonstrating the school values at all times:

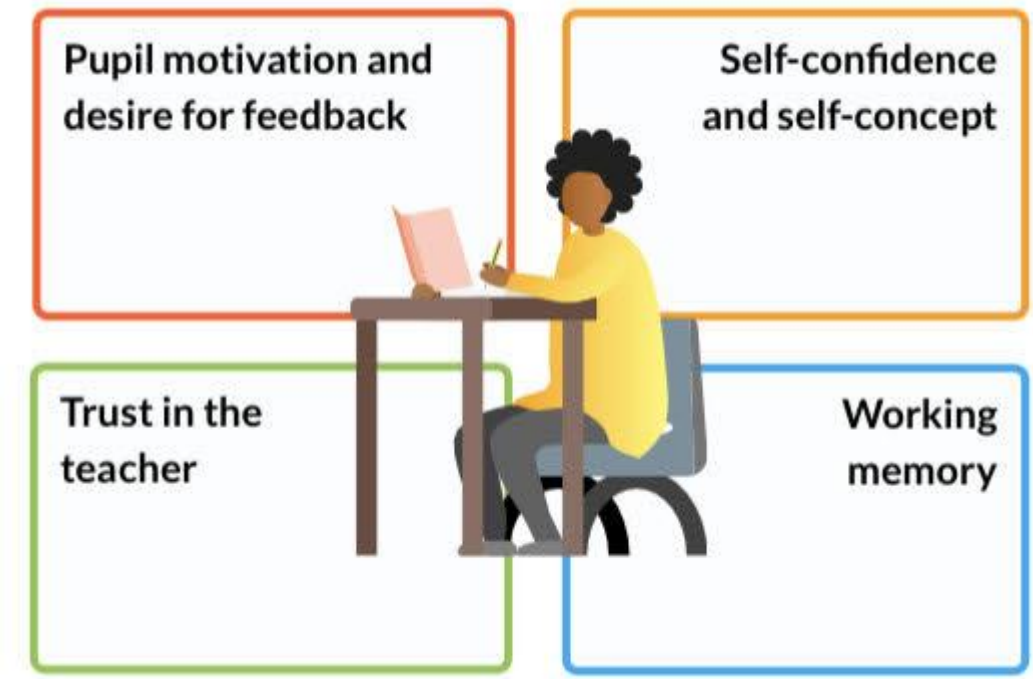
- Resilience
- Respect
- Responsible
- Reliable

It is vital that teachers provide constructive, positive feedback to children (both written and orally) focusing on success and improvement. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

Reasons for feedback:

- To recognise, encourage and reward children's effort and achievement
- To indicate how a piece of work could be improved upon and to provide feedback on strengths and weaknesses
- To improve pupil's confidence in reviewing their own work and setting future expectations
- To develop pupil's awareness of the standards that are expected of them
- To identify pupils who need additional support/more challenging work
- To aid planning
- To measure progress

Factors that may influence a pupil's use of feedback (EEF, June 2021):



In-lesson Feedback:

- During deliberate practice, in-lesson feedback is prioritised. This could take the form of:
- Scaffold marking for individual students
- Verbal feedback to individual students
- Pausing the class to reteach/remodel
- Sharing an example of student work/an exemplar for students to critique and improve their own work from
- Sharing answers with students and asking them to make corrections/improvements.
- Pupils are encouraged to re-visit models/exemplar work and use checklist to self-assess and improve their own work before feedback from a teacher.
- Pupils complete improvements/corrections in **purple pen.**

Post-lesson Feedback (Marking):

- Teachers to identify key pieces of work based upon the key knowledge/skills that marking would be beneficial for in advance. These may tie into recording of formative assessment.
- The same principles of teaching for effective feedback should still be applied, often along with in-lesson feedback still.
- Where appropriate, students should be aware that this piece of work will be marked and supported to ensure that what is given in to the teacher is their best work, not a first draft..
- Pupils complete improvements/feedback tasks in **purple pen.**

- Within the lesson, pupils may be identified as needed a post-teach to address any misconceptions of further embed the learning. This is marked 'post – teach' and signed by the adult delivering the intervention.

Recording of Formative Assessment:

- Formative assessment can be used to build a fuller, more holistic overview of pupils' progress. As such, it is expected that individual teachers keep accurate and up-to-date records of ongoing formative assessments where these could be used to inform their professional judgment upon individual pupil's attainment or progress.
- Not all formative assessment will provide recordable data but where it does teachers should record this to help build a fuller, more holistic overview of pupils' progress to support judgements.
- This could include other assessments/tests (e.g. end of unit), progress checks, knowledge or terminology tests/quizzes, homework scores, in class exam practice question marks, etc

We use 6 main methods of feedback and a variety of these will be evidenced throughout exercise books:

1. Verbal Feedback

This means the discussion of work and direct contact with the child and should take place during every lesson.

2. Quality feedback

This will link to the individual targets or the learning intention of the lesson. When a child has achieved their target, or learning intention, it is used to move them to the next steps of their learning. This can also take the form of a task to correct any misconceptions from the lesson. There are a range of prompts that can be used:

– **A reminder prompt:** It reminds the child of what could be improved.

– **A scaffold prompt:** Most suitable for children who need more structure than a simple reminder.

– **An example prompt**: Especially successful with average or below average children. This prompt gives a choice of answer, word or phrase.

General comments are written in **green pen** (when appropriate). Target points and 'Next Step' comments are completed in **green pen** (when appropriate**)**.

Marking symbols (to be used in the margins):

sp – Spelling error (spellings must be corrected by children using their purple pens). These corrections can be differentiated depending on the ability of the individual pupil.

4. Pink and Green highlighters

Highlighters are used frequently to identify basic skill misconceptions in ALL books:

'**Pink to think**' - Particularly used to identify basic skills that need correcting (spellings, punctuation, handwriting, calculations, etc.). Anything highlighted in pink must be responded to using **purple pens**.

'**Green for good**' – Used to show that the child has done something which is above expectation, or a target that has been achieved.

Highlighters are best used during learning. It gives children immediate feedback that they can act upon there and then. It is helpful to pick-up spellings, missed punctuation or incorrect calculations. Teachers are encouraged to be armed with their highlighters at all times.

5. Dojo Points for Motivation

Dojo points to be issued regularly to support and motivate children (giving them instant feedback).

Planning time and Opportunities to use Feedback:

Effective feedback needs to be used as a windscreen, rather than a rear-view mirror (Dylan Williams). In other words, it should be a 'recipe for future action'. **It is crucial that pupils are given the time and opportunity to use the feedback given** so that it **moves learning forward**. Rather than just commenting on work that has been finished, it needs to **impact the future work that pupils will undertake**.

High Expectations:

Handwriting and good presentation are insisted upon to ensure children take pride in their work and aspire to achieve their very best. Children will be taught cursive script in line with the agreed letters on Letter join. Teachers will encourage cursive script through all writing, although this should not take away the focus of composition. **Teachers will model cursive script at all times.**

The Learning Journey:

Ensure children are clear on their learning journey:

L - What are the children **LEARNING**? (title)
F - What is the main **FOCUS**? (steps to success)
P - What is the **PURPOSE** of the lesson? (previous learning and future learning)
A - **ASSESSMENT** - How will learning be shown?

Subject Specific Marking and Feedback:

Maths

- Closed tasks should be marked with a **green** highlighted dash if correct and a **pink** dot if incorrect put next to incorrect answers. Children should be encouraged to leave incorrect answers and not erase them.
- Children should be given time to go back and make corrections which need to be acknowledged by the teacher/TA.

English

- Spelling corrections (limited to the words the child should know and a maximum of 3 spelling mistakes) will be underlined with a pink highlighter and indicated using '**sp**' in the margin, then rewritten by the class teacher (using a green pen) with letters missing (depending on the child's ability). The child will then correctly add the missing letters using a purple pen and write the correct spelling three times.
- Punctuation marks relevant to the child's National Curriculum levels will be marked. Punctuation mistakes will be will be underlined with a pink highlighter. Grammar relevant to the child's National Curriculum levels will be marked. Punctuation mistakes will be will be underlined with a pink highlighter .

Science

- Spelling corrections (linked to the key scientific vocabulary) will be underlined with a pink highlighter and rewritten by the class teacher with letters missing. The child will then correctly add the missing letters using a purple pen.

Wider Curriculum (foundation subjects)

Pink and green highlighters should be used to acknowledge good practice (subject specific vocabulary) and highlight misconceptions (e.g. mistakes in key vocabulary, punctuation and grammar) .

Feedback on Summative Assessments:

- Pupils should be given individual feedback on their strengths and areas to improve from each assessment.
- It does not require teachers to write this feedback out for each individual pupil (e.g. may use photocopied grids, codes for pupils to write their own summary of strengths and how their work could have been better)
- From this feedback, time (likely a whole lesson) should again be given to address areas of weakness. It is likely that this can be done following a similar whole class feedback model/through a range of tasks. For some subjects this would focus on developing the learner/skills for application to the next topic e.g. DT rotations.

There are three broad overarching forms of assessment, each with its own purposes

Day-to-day in-school formative assessment, for example:

- Question and answer during class
- Marking of pupils' work
- Observational assessment

- Regular short re-cap quizzes
- Scanning work for pupil attainment and development

In-school summative assessment, for example:

- End of year testing
- Short end of topic or unit tests
- Reviews for pupils with SEN and disabilities
- Achievement meetings
- Pupil voice/recordings

Nationally standardised summative assessment, for example:

- National Curriculum tests at the end of Key Stage 2
- Phonics Assessment year 1
- National timetable testing at the end of Y4
- National Assessment of those achieving GLD in Reception
- Reception Baseline

Summative Assessment Points

EYFS

- The Early Excellence baseline is completed during the autumn term.
- The statutory EYFS baseline is completed during the autumn term.
- Electronic journals assess and record progress against ELGs using INSIGHT. This is on-going assessment throughout the year.
- Half termly assessments are completed by teachers and submitted onto the Early Years tracker.

Phonics

- Reception, Year1 and Year 2 are assessed on their phonic sounds half termly.
- Year 1 children complete the statutory phonic assessment during the Summer term.
- Those children who did not pass the year 1 statutory phonic assessment will re-take the test during the Summer term in year 2.

Reading, Writing and SPAG

- From years 1 to 6, children will complete termly reading tests.
- From years 1 to 6, children will complete termly spelling, grammar and punctuation tests.
- From years 1 to 6, children will complete weekly spelling tests.
- During the Summer term, year 6 will complete the statutory KS2 Reading and SPAG test.
- Termly assessments are completed by teachers against the year group standard and submitted onto the school tracking system.

Maths

- Children from years 2 to 6 complete regular times tables tests.

- Children from years 2 to 6 complete termly maths tests.
- During the Summer term, year 6 will complete the statutory KS2 maths test.
- Termly assessments are completed by teachers against the year group standard and submitted onto the school tracking system.

All assessments are used to inform the teaching and learning at Fordbridge. We use the results from all tests to plan and deliver further learning opportunities that build on children's current knowledge and performance. Information from summative assessment may also be used to inform targeted support for groups of children and/or individuals.

Moderation

Moderation is completed from EYFS to year 6 half termly to assess the accuracy of teacher judgements. This is done through in-school, external and collaborative moderation with partner schools.

Judgements for reading, writing and maths are as follows:

Years 1 - 6

Working below expected standard	Working towards the expected standard	Secure at the expected standard	Deeper understanding of the expected standard

Roles and Responsibilities:

- The assessment leader will lead training and support on assessment and moderation for all staff. Staff, who are new to the school, will receive individual support to ensure they understand the assessment processes within school.
- Senior leaders within school will ensure staff follow the assessment procedures at all times.
- The Headteacher and Assessment Leader will report on assessment and achievement termly to governors.
- Parents will receive termly reports on their child's achievement and progress through parents evenings or end of year reports.
- The Assessment Leader will conduct termly achievement meetings with all teachers.
- Termly assessments are completed by teachers against the year group standard and submitted onto the school tracking system.

Supporting Research

EEF (2016) A marked improvement? A review on the evidence of written marking Hattie J and Clarke S (2019) Visible Learning Feedback

Fletcher-Wood H (2018) Responsive Teaching: Cognitive Science and Formative Assessment in Practice Wallace I and Kirkman L (2017) Best of the Best: Feedback
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