Feedback and Assessment

Version	Date	Author(s)	Changes
2	January 2023	S Corry	Merge assessment and marking and feedback
3	October 2023	S Corry	Merge assessment and marking and feedback. Rewrite of policy following EEF training
4	February 2024	D Hackett	Redraft of existing policy to remove appendices
5	April 2024	S Corry	Addition to Maths marking to clarify when whole class and teacher marking should happen
6	September 2025	D Hackett	Removal of term relating to writing a letter to signify each subject during the lesson
7	September 2026	S Corry	No changes

Policy information:

Date of ratification:	September 2026
Ratified by:	Head Teacher
Review frequency:	annual
Next review due:	September 2027
Source:	School
Target audience	Staff and Parents

All staff and volunteers working in our school share a responsibility for promoting and safeguarding the welfare of the children with whom they come into contact.

AIM

- To raise standards and to maximise learning

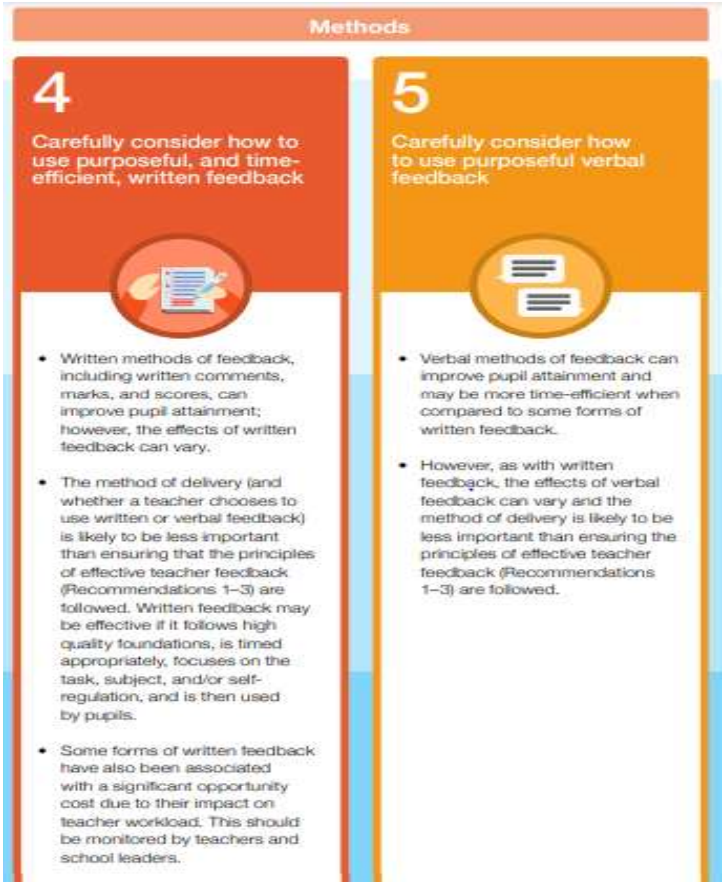
OBJECTIVES

All children are entitled to regular and relevant feedback on their learning. Therefore, all teachers give timely feedback that moves learning on and ensures that progress is made. It is an essential part of the assessment process. Children are given feedback about their work in order to:

- Show that we value their work, and encourage them to do the same
- Boost their self-esteem and aspirations, through use of praise and encouragement
- Give them a clear general picture of how far they have come in their learning, and where they need to go next. We refer to previous learning regularly.
- Offer them specific information on the extent to which they have met the success criteria, year group targets and/or the individual targets set for them
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others, including teachers and their peers
- Share our high expectations and our non-negotiables
- Gauge their understanding, and identify any misconceptions so that we can address them together
- Provide a basis for both summative and formative assessment
- Provide the ongoing assessment that teachers use to inform future lesson-planning

PRINCIPLES OF FEEDBACK





- The process of offering feedback should be a positive one, showing recognition of the efforts made by the child.

- Feedback should always be in accordance with the success criteria/learning objectives for a piece of work and, increasingly, the child's own personal learning targets. However, the basics or non-negotiables for work should be adhered to within all feedback. For example, **it is not acceptable that misspellings of frequently used words or those in the objective or those copied from elsewhere continue to go unchallenged.**

- Written and verbal feedback should be appropriate to the age and ability of the children, and may vary across year groups and key stages.

- When oral feedback is given during a lesson, improvements should be evident in that same piece of work and in subsequent, relevant work.

- Written feedback should always be given in a legible, cursive style.

Research shows that feedback at the point of learning has the greatest impact so whenever possible, feedback should directly involve the children within the lesson. The younger the child, the more

important it is that feedback is oral and immediate and regular. Marking may still be done away from the point of learning but children should need to be given time to read and ask questions related to the written feedback they have received.

Errors, and misconceptions made around the objectives of the lesson (by a number of children) should not be the subject of individual comments, but should be noted in planning and subsequently addressed in review and re teaching.

IMPLEMENTATION

The main objective of feedback is to assess the children's understanding and help them move on in their learning. Children should be encouraged to be adventurous and not be afraid of having faults highlighted.

The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.

If teachers wish to give rewards (e.g. points) for work, they may do so. At the same time it should be remembered that stickers, points and stars in themselves do nothing to close gaps in understanding, or to bring about improvements. However, we do use them to boost confidence, self-esteem and self-pride in children.

Under no circumstances should children call out marks that may then be compared with others (e.g. spelling, arithmetic tests). Children's 'marks' should not be made available to all. Pupils should not mark each other's work but will be involved in evaluative peer assessment as and when deemed necessary and when the pupils have clear success criteria to look for.

Purple pen is used by teachers to show areas of development. Green pen is used to 'highlight' specific good points.

Pupils should be encouraged to take part in the marking process. This will enable them to be more engaged and receive immediate feedback on the work that they have just produced. **Children may edit and improve work using a red pen.**

When appropriate, children may mark their own work. Children should always be encouraged to check that their work meets the expectations before finishing it.

Presentation

(see Presentation Policy for more information)

The school has explicit presentation rules that apply to all pieces of work and teachers should not accept the work unless these rules have been followed.

Learning Objectives
The title must reflect the learning objective or success criteria discussed by the teacher and the pupils. Children will know what subject areas they are working on and what the expectations are.

Spelling and Grammar
These are important building blocks for successful and progressively improved written and should be marked against. However, in an extended piece of writing the teacher will not be expected to mark every misspelling.

When marking for spelling teachers will use SP in the margin on the same line as the spelling – which will be underlined in purple. They may also write sp next to the word and give the correct spelling above, if they deem this appropriate.

Teachers will comment on spelling and grammar in the following situations:-

- If spelling and grammar are part of the lesson focus or has been previously taught and therefore should be known.
- **If it is a spelling that they believe the child would normally be able to spell accurately.**
- If the spelling is appropriate to the task e.g. Chrismas in a letter to father Christmas or febuary during the month of February.
- If it is something related to an individual child's target or group target

SUPPORT
There should be an indication as to the level of support that a child has received. S may be used to show that the work was assisted by an adult. This assistance would be more than the usual assistance given, e.g. adult one-to-one or small group support or heavily scaffolded work.

Sometimes an extended piece of work may have had support at different points and not others, this will be noted in the margin.

EARLY YEARS SPECIFICS
In early years it is more often assumed that support will be given for writing. Therefore, in opposition to the policy for elsewhere in school, teachers will annotate when a piece of writing is independent with an I rather than when the work is supported.

Writing objectives will be printed at the top of the page for each piece of work and the objectives that are achieved within that lesson are highlighted in green. (See example below).

e.g. Wb 6th December 2022
· Read individual letters by saying the sounds for them ·
Form lower case letters correctly.
· Spell words by identifying the sounds and then writing the sound with letter(s).

I can record the sounds I hear as the corresponding letters, spell red words, leave fingers spaces between words, start sentences with a capital letter, finish sentences with a full stop

Work to be annotated to show which parts or all are supported or independent and where verbal feedback has been given.

Ticks and praise given linked to the writing objectives

Assessment approaches

At the Dassett C of E Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school Feedback, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment – See feedback above Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment **– through Pupil progress meetings, moderation and monitoring performance management and Insight data tracking**
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching **– using Insight. Teachers to** use frequent review and retrieval activities to ensure learning is embedded.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve **– using feedback, tests, tasks and regular low stakes quizzing alongside a weekly learning review**
-

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally
- Nationally standardised summative assessments include:
- Baseline assessment on entry to Reception
- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Multiplication tables check – Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2- which has now become non-statutory) and Key Stage 2 (year 6)

The Assessment Process
We summatively assess children's attainment and progress in all subject areas each term using Insight.

Pupil Progress

Pupil progress is measured on a termly basis and is monitored termly by the SLT collaboratively alongside teaching staff. There will be a focus on children's end point at each previous key stage and their progress towards end of year and key stage targets. Groups are identified and their progress is monitored. Teacher's assessments are moderated to support consistency of assessment. This is done internally and across schools and the county.

Additional Interventions are also identified where gaps in learning have become apparent interventions are evaluated with an assessment and a review of effectiveness before deciding next steps for the pupils involved. Pupil progress is also reviewed termly by the headteacher and SENDco. From the data the headteacher can produce reports for Governors and performance reviews.

Reporting to parents

All parents will receive information regarding their child's progress and attainment and attitude 4 times a year as shown below:

- Parents' Evenings twice a year – Autumn and Spring Term
- Through an annual report at the end of the Summer Term (See below).

In maintained schools, annual reports to parents must include

- brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- comments on general progress
- arrangements for discussing the report with the pupil's teacher
- the pupil's attendance record and where attendance is reported
- Pupils who have reached the end of a phase or taken National Assessments will receive the outcomes of these. These are the Early Learning Goals in Reception, Phonics screening in Year 1 and Year 2 if retaking, SATS results in Year 2 and Year 6.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.
For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Training

In order to ensure a good understanding of assessment and assessment practice among all teachers all teachers take part in Moderations of work with schools from within our Consortia at least termly, focussing on the core subjects of Literacy and Maths. These Moderations are led by Local Authority approved Moderators from within these schools. On a regular basis the local authority will come into school to conduct moderations at the end of Phase – these occur every 4 years as standard practice or if a teacher is new to the Key Stage/Phase.
It is the Headteacher's responsibility for ensuring that staff have access to continuing professional development opportunities on assessment.

Roles and responsibilities

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers
Teachers are responsible for following the assessment and feedback procedures outlined in this policy.

Monitoring of the Policy
This policy has been reviewed by the senior leadership team. All teaching staff have had an opportunity to work collaboratively and discuss the details within the policy during a staff meeting.

The Headteacher is responsible for ensuring that the policy is followed and will monitor the effectiveness of assessment practices across the school.

11. Links with other policies
This policy is linked to:

- Curriculum policy
- Presentation policy.