Assessment and Feedback Policy

Effective September 2023

Contents

"The first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor." - *Dylan Wiliam, Embedded Formative Assessment*

Introduction

At Summerlea, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful of the research surrounding effective feedback and the workload implications of written marking. This policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations.

The EEF's research shows that effective feedback should:
- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's (DfE) research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be:
- **Meaningful**
- **Manageable**
- **Motivating**

We have also taken note of the advice provided by the National Centre for Excellence in Teaching Mathematics (NCETM) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

As a staff our agreed principles of effective feedback are that it is:
- Delivered in a timely manner
- Informs future teaching
- Clear and concise
- Focused and bears in mind the cognitive load for the children
- Specific to the success criteria of a task
- Motivating and considers self-esteem
- Manageable
- Revisits previous learning effectively
- Captures pupil voice

Part of the wider school's assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

We acknowledge that, in line with our vision, some children will respond better to some forms of feedback than others and that teachers all work in individual ways. Therefore, not all books within a class or across the school will look identical in terms of feedback. However, as a school we also strive for excellence at all times so children will receive frequent and consistent feedback that enables

them to maximise their learning and understanding across the curriculum. This may be self, peer or teacher assessment and individual, group or whole class, depending on the task.

Feedback and Marking Practices

Type	What it looks like	Evidence
1. Immediate	Includes: • Teacher-gathering of evidence e.g. work on mini whiteboards • Often given verbally for immediate action • May re-direct the focus of the teaching or task set • May include annotations following our school's marking code • Any marking is completed alongside the children	Lesson observations and learning walks Some evidence in books Evidence on assessment sheets/ planning
2. Summary	• Takes place at the end of a lesson or activity • Provides an opportunity for evaluation of learning in the lesson • May be peer or self-assessment (purple pens)	Lesson observations and learning walks Book looks Sketch books
3. Review	Takes place away from the learning. May involve: • Written comments for the pupils to respond to • Lead to challenges being set for pupils' future attention or immediate action or as a starter activity at the beginning of the next lesson. (This provides teachers with opportunities for further assessment.) • Leads to adaptation of future plans.	Lesson observations and learning walks Book looks Adaptations to future teaching sequences Annotated planning to inform future groupings

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be the most effective in driving further improvement and learning.

Marking approaches
All work will be acknowledged in some form by class teachers. This may be through simple highlighting of WALTS, ticks or codes. Children should feel that every piece of work they produce has been valued and assessed by the teacher through one of the approaches listed above.

Written marking and comments should be used where meaningful guidance can be offered, in which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, a comment may not be needed in books. In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Children will be explicitly taught the editing process so that feedback is meaningful. As a school we will teach children to edit for grammatical accuracy and improved content during English. In maths, the children will be taught to spot errors (procedural) and misconceptions (lack of understanding).

Marking codes and colours in appendix 1 should be followed by all staff.

Differentiated Marking
The key element to our marking approach is the assumption that all children can work independently given prior input: increase the amount of intervention only if they really cannot get on without it and ensure it is in addition to, and not instead of, the teacher modelling editing before the independent section of the lesson.

Some children will need also need a prompt to narrow their focus when editing (a pointer – description, figurative language) while others will need more support in the form of a clue (draw a box around the section to edit with the clue, eg. speech marks, tenses). If mistakes are deeply entrenched the teacher will do some direct modelling eg. addressing confusion with apostrophe use.
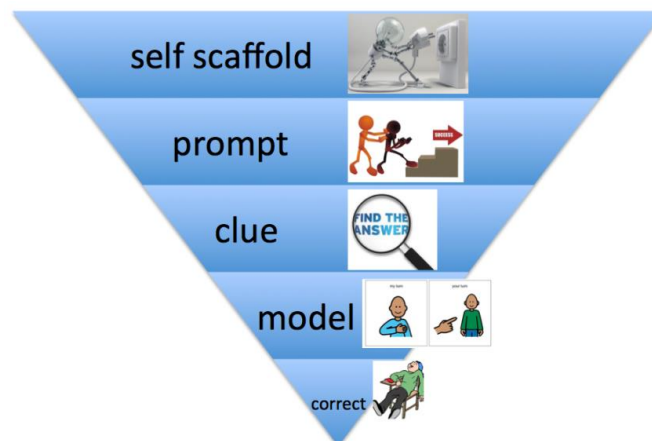
Children as Markers (Self and Peer Assessment)
Self and peer assessment have a key role to play in effective marking and feedback – they empower children to take control of their own learning.

Self-Assessment
Before any child hands in any piece of work for marking they should spend an appropriate amount of time checking they have considered the non-negotiables/prompt sheets/editing stations. This time will be planned in as part of the self-assessment time either before the end of the lesson or as a focus of the next lesson, whichever is most appropriate for the task.

Peer Assessment
Children peer assess using the agreed prompt sheets/editing stations and marking codes. Peer assessment should begin in Y2 and modelled by the class teacher using visualisers or appropriate strategies.

Target Setting

A significant aim of feedback is to ensure that children are able to identify how they can improve their work or further their learning. In some cases, targets are clearly set out through use of the marking code and accompanying comments.

In mathematics, targets for all pupils are based on the key number skills needed for each stage of learning that underpin broader mathematics learning, including number bonds, multiplication facts and standard written methods.

In English, targets are drawn from the school's Key Performance Indicators and Babcock assessment frameworks.

Formal and informal targets should be reviewed regularly by both pupils and teachers, and updated when they are achieved. Where targets remain for a long period, these should be reviewed to take account of a child's needs and progress.

Marking codes

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. Marking codes, combining the use of highlighters and symbols, have been developed for consistent use across the school to make feedback accessible for children and to make marking and feedback manageable for teachers (see appendices) although some additional age-appropriate elements may be included in some phases of the school.
Marking codes should be displayed in class and in books, shared with children and used by children during peer assessment.

Whole Class Analysis and Feedback

After a lesson, class teachers look through the pupils' books for common misconceptions and errors in basic skills. They could then sort the books into 3 piles – children who didn't grasp the concept taught, those who showed good understanding and those who did particularly well. Whilst looking through the books, teachers could make notes on the key messages to feedback to pupils at the start of the next lesson using the whole class analysis grid (See appendix 2 – Whole class feedback).

After the analysis, the teacher plans a whole class feedback session using the notes from the sheet as an aide-memoire. The start of the next lesson begins with the teacher sharing the best work, making use of the visualiser where appropriate, identifying common errors in basic skills (e.g. spellings, number facts) and then addressing common misconceptions that have been identified. This session is flexible in how long it takes but a typical session might be ten minutes or so giving time for children to redress any misconceptions that had arisen and, where useful, check through their work and improve it based on the feedback given.

Summative Assessment

At Summerlea decisions are made about children's achievement at the end of each term and are recorded using Insight and internal trackers.

These decisions are formed from evidence of pupil learning and achievement in lessons, summative assessment tasks and moderation of work. As a school, we recognise that summative assessment is only a snapshot of performance at any given time, and form part of a triangulation of information.

Where children are working significantly below their age-related expectation, children will be assessed and reported using the assessment materials for the year group the child is working within.

As a staff our agreed principles of effective assessment, is that assessment:

- Informs setting of individual targets
- Identifies next steps in learning
- Moderates against a set standard and criteria
- Allows pupils to demonstrate the depth of their understanding
- Uses all information, including contextual information and children when making judgements
- Tracks progress against end of year and end of key stage objectives
- Informs the adaptation of curriculum provision and practice
- Is done at an appropriate time

Roles and Responsibilities

- The overall responsibility for assessment belongs to the Head Teacher, Senior Leadership Team and Phase Leaders
- The Headteacher, SLT and Phase Leaders are responsible for regularly reporting achievement to governors
- SLT are responsible for holding regular pupil progress meetings
- Phase leaders are responsible for reviewing actions and follow up from pupil progress meetings
- Class teachers are responsible for assessment of the children in their care, including: day-to day feedback, marking and assessment; summative assessments, including keeping records of moderation; completing end of year reports for parents; passing assessment information onto relevant staff; entering end of term judgements; completing tracking ladders; reviewing ILPs and PLP and any other tasks that fall under their remit
- Class teachers are responsible for being well prepared for pupil progress meetings (further guidance can be sought from SLT)
- Curriculum leaders are responsible for monitoring assessment within their subject area
- The Inclusion Team monitor the achievement of key groups and individuals including pupils with special and/or additional needs and on the SEND and Pupil Premium registers
- The SENDCo is responsible for regularly meeting with the Inclusion Team to review progress towards SEND pupils' small-step targets and impact of interventions
- Governors are responsible for holding the school to account in terms of standards of achievement, attainment and progress

Annual Assessment Cycle

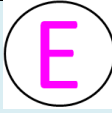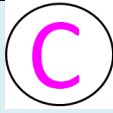| Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 & KS2 Star Reading Baseline & targets set **Year 2 & KS2 Star Maths** Baseline **Year 6 Baseline SATS** **Year 4 MTC baseline** **Target setting** meeting for all year groups **Reception Baseline Assessment** for all EYFS children (statutory) **Reception** internal baseline teacher assessments added to Insight IDSR analysis **SDR** with governors **Ongoing Moderation** and work scrutiny Ongoing **AfL**	**KS2 Star Reading** Test & targets set **Parent consultations** **Assessment week:** Star Reading and Star Maths Year 6 mock SATS Year 4 mock MTC **Moderation** of children's work Autumn **teacher assessments** in reading, writing, maths and phonics onto Insight. Tracking ladders & foundation subject assessments where appropriate and directed **Pupil progress meetings** for all year groups with SLT **Ongoing Moderation** and work scrutiny Ongoing **AfL** **ILPs reviewed and new targets set** and shared with parents	**Year 2 & KS2 Star Reading** Test & targets set Review of Year 6 **targets** with SLT Review of EYFS **targets** with SLT Year 4 **mock MTC** **Ongoing Moderation** and work scrutiny Ongoing **AfL**	**KS2 Accelerated Reader Star Test** & targets set **Parent consultations** **Assessment week:** Star Reading and Star Maths Year 6 mock SATS Year 4 mock MTC Year 1 mock phonics screening **Moderation** of children's work Spring **teacher assessments** in reading, writing, maths and phonics onto Insight. Tracking ladders & foundation subject assessments where appropriate and directed **Pupil progress meetings** for all year groups with SLT **Ongoing Moderation** and work scrutiny Ongoing **AfL** **ILPs reviewed and new targets** set and shared with parents	**Year 2 & KS2 Star Reading Test & targets set** **EYFS profile** completed and submitted SLT and then to county **Moderation** of children's work in **Year 6** **Year 6 SATs** (statutory) TBC **Year 2 SATs** (optional) **Ongoing Moderation** and work scrutiny Ongoing **AfL**	**KS2 Star Reading Test & targets set** KS1 **Phonics Screening** (Statutory) Year 4 **Multiplication Tables Check** (statutory) **Assessment week:** Star Reading and Star Maths **Moderation** of children's work End of year **teacher assessments** in reading, writing, maths and phonics onto Insight. Tracking ladders & foundation subject assessments where appropriate and directed **Pupil progress meetings** for all year groups with SLT **Annual reports** to parents **Transition** meeting for all staff **Ongoing Moderation** and work scrutiny Ongoing **AfL** **ILPs reviewed and new targets set** and shared with parents

*All teacher assessments and data from testing should be recorded into Insight Tracking.

Appendix 1 – Marking Codes

| Level of Independence

If the work was independent, no code is needed.	(SW) Supported Work	(PW) Paired Work	(GW) Group Work

| Feedback
Allow time for children to respond to feedback.	✓ Correct	● Incorrect	✓✓ Good idea / Creative thinking

| Green Pen / Highlighter
Teacher uses to:
• highlight examples of WALT
• feedback on what worked well | Pink Pen / Highlighter
Teacher uses to provide feedback. This should be a task or question that closes the gap towards achieving the WALT, or deepens understanding around the WALT. | Purple Pen
Child uses to NEATLY:
• respond to pink comments
• correct mistakes
• edit / improve work
• reflect on work/ reasoning for writing |
|---|---|---|

| Spelling Punctuation Grammar

Teacher uses pink. Children use purple to respond.

All errors below stage of the child should be corrected/ promted.	—	◯	∧	//	〜〜	(G) (P) (S) Code to be used in the margin to indicate the sentence or paragraph where there is a mistake.		
	For KS1 stage
Teacher underlines words spelt incorrectly, up to 5 words in each piece of writing for stage appropriate mistakes.
'S' should be used in the margin. | For KS1 stage
Teacher indicated where missing punctuation is.
'P' should be used in the margin. | Missing word | New paragraph needed | Check for sense | Grammar mistake – children will need to find their mistake and correct. | Punctuation mistake – children will need to find their mistake and correct. | Spelling mistake – children will need to find their mistake and correct.

Teacher may also use this code before writing the correct spelling at the bottom of the page for spellings that the child has not been previously taught. Child then copies the spelling 5 times. Spellings are then added to the purple spelling mat. |

| Maths Code
Teacher chooses something the child got **correct**, and uses P E C to challenge deeper-thinking around the WALT. This may also be used to challenge a misconception.
Children respond NEATLY in purple pen.
See separate PEC sheet for children to stick in their books.	(P) Prove it!	(E) Explain it!	(C) Create your own!

Appendix 2 – Whole class feedback Sheet

Work to Praise and Share	Need for Further Support

Presentation	Basic Skills Errors

Misconceptions and Next Lesson Notes

This policy was approved by the governing body of Summerlea Community Primary

School in: …………October 2023.…………..……………

Signature of Chair of Governors: ………………………………………………………………………

Signature of Headteacher: ……………

Policy Review Form

Please complete this section when reviewing and updating this document.

Author	Name	Date
	Vicky Galpin	November 2022
Reviews	*Name*	*Review Period: Annually*
	Vicky Galpin	October 2023
Information Source	*Name*	*Date*
	DfE - Reducing teacher workload: Marking Policy Review Group report	March 2016
	DfE - Ways to reduce workload in your school: tips from school leaders	July 2018
	DfE – Reducing teacher workload	
	EEF – Teacher Feedback to Improve Pupil Learning, Guidance Report	July 2020
	NCETM - Marking and Evidence Guidance for Primary Mathematics Teaching	October 2021
Change Control	*Sections Amended*	*Author & Date*
	Whole class analysis and feedback – changes to wording to read what teachers 'could' do.	*Vicky Galpin - October 2023*
	Summative assessment – addition of 'significantly' to children working below.	
	Assessment cycle updated to reflect use of Star Reading and Star Maths, Y2 SATS optional, include mock assessments and SEND ILP assessments.	