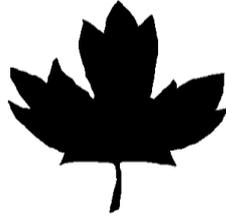


MAPLE PRIMARY SCHOOL



ASSESSMENT AND FEEDBACK POLICY

Reviewed by staff and Governors' Curriculum and Standards Committee

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Contents

2 - Principles of feedback and Daily Assessment at Maple

7 - Maple Feedback Code

8 - Summative Assessment at Maple

9 - How Progress is Measured

9 - Reporting to Parents

The Principles of Feedback and Daily Assessment at Maple

Feedback (verbal and written) is an integral part of assessment. We aim to provide a system of feedback that is consistent in principles and continuous across each stage within our school. Daily feedback will: inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. Quality feedback allows the child to recognise their difficulties and mistakes and encourage them to accept help/guidance from others. As well as this it gives the children opportunities to move forward in their learning through their individualised Next Steps (NS). Feedback from the teachers works alongside self and peer-assessment, where the children are given opportunities to recognise where improvements can be made, before handing their work to an adult. We aim to give written or verbal feedback positively whenever possible to enhance self-esteem and confidence. Written feedback may also be used to inform parents, inspectors and other interested parties.

Quality feedback should:

- Inform children of their achievements in relation to the Learning Objectives and the next steps in their learning;
- Show work is valued and appreciated;
- Question the children about their learning;
- Inform future planning and learning;
- Evaluate and assess children's learning;
- Help parents to understand the strengths and areas to develop their children's work.

At Maple Primary School, we want all children to make good or outstanding progress and develop positive attitudes towards their learning. "Assessment for Learning" is central to children recognising and achieving their potential and most importantly becoming independent learners.

Assessment for Learning is concerned with both the learner and the teacher being aware of where the learners are in their learning, where they need to go and how to get there.

The following policy outlines the key principles that ensure the teachers and the children at Maple Primary School achieve high standards and have ownership over the learning and teaching that takes place within the school.

Aims

The intention is for Assessment for Learning (AfL) to occur in everyday lessons. AfL improves learning and raises standards. The way teachers give feedback to pupils is central to the process.

The key characteristics of Assessment for Learning are:

1. **Explicit Learning Objectives**
2. **Success Criteria**
3. **Questioning**
4. **Feedback within a lesson**
5. **Feedback following the lesson**
6. **Adjusting teaching to take account of assessment outcomes**
7. **Time to respond to feedback**

1. Explicit Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and why it is important - "the bigger picture". It is therefore important that pupils know the learning objective to the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective.

Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson intention. **The learning objectives will focus on learning, not activities.** Helpful learning objective stems include "to know, to be able to". Different children

within a class may be working on a different Learning Objective dependent on prior attainment. In some situations a Learning Objective may run over more than one lesson.

2. Success Criteria

Developing clear success criteria to achieve the learning objective helps provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues. Success criteria will be generated by the teacher at the beginning of a unit of work/ lesson, but it has been recognised that where children together generate their own success criteria to meet a learning objective, they gain more ownership over the learning with positive results. Success criteria should be referred back to as needed during a lesson. Feedback against criteria frees children from personal discouragement. Teachers and pupils will carry out assessment using the success criteria as appropriate. Children should be given opportunities to improve on success criteria they have not met during the lesson, or if this is not appropriate, following the lesson.

3. Questioning

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking. Asking questions raises issues; from this the teacher builds up knowledge and information about the children's understanding and misconceptions. Time needs to be invested in framing key questions to use during the demonstration and modelling part of the lesson to ensure learning progresses. However, staff also use targeted questioning during activities to ensure that children are given the opportunities to continually extend their thinking or give reasoning for their choices. **Wait or "thinking time" is essential** to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of "**talk partners**" where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning. Use of individual whiteboards also allows teachers to see all children's answers immediately. This enables quick and effective AfL at that moment.

Types of questioning

Prompting - giving 'hints' to point children in the right direction for their learning

Promoting - gaining suggestions for better/ improved answers or ideas

Probing - questions that ask why or how a child gave such an answer

Open - a question that does not have a clear answer

Closed - a right or wrong answer

Targeted - a specific question that may be asked to a specific child.

4. Feedback within a lesson

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. The best and most efficient feedback is that which happens in the classroom on the day the activities is being done. Teachers need to identify the 'issue' in the pupils learning as well as responding quickly and appropriately to the mistakes that they make. Teachers' feedback will provide pupils with the information they need to improve their work or achieve the next step and make better progress. Feedback will always be constructive and sensitive because **any assessment has an emotional impact**. Feedback that comments on the work rather than the child is more constructive for both learning and motivation. The following are a number of ways oral feedback can be given:

Oral

- Focus on being constructive and informative to help pupils take the next steps in their learning;
- Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said);
- Whole class or group marking of one piece can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling;
- Opportunity to model the language pupils can use when responding or giving feedback to others;
- Developmental feedback - recognise pupils' efforts and achievements and offer specific details of way forward;
- Emphasise the learner's progress and achievement rather than failure;
- "VF" can be written on a piece of work to reflect "Verbal Feedback", to be used selectively for individual pupils and not as a replacement for written feedback for class as a whole.

Self-Assessment

We will encourage pupils where possible to self-assess their work. Strategies used include: recording traffic lights in their books or through thumbs up and to avoid peer pressure, this can be carried out with eyes closed. Children should be given time to respond to their own self-assessments. For example if they have assessed that they are missing something in their writing they should be given time, there and then to make that change and improve their work. This makes the children take more ownership over their learning.

Peer Assessment

Children can mark their own work against success criteria and on occasions be involved in shared marking. This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow children to reflect and improve in structured ways. Teacher modelling and possible speaking frames for peer assessment should be shared with the children to allow for constructive and focused peer assessment.

5. Feedback following a lesson

We aim to ensure that all children receive written feedback in such a way that it will lead to improved learning, develop self-confidence and raise self-esteem. Written feedback is best when it questions children about their learning and how it could be improved. Written feedback will encourage learners to be aware of how and what they are learning. The emphasis in written feedback will be on what the next steps need to be in order for the child to further improve. These improvements will link to next steps set for individuals, groups or the whole class. Written feedback will encourage the learners to be equally aware of "how", "what" and "why" they are learning.

Key Principles and Guidance for Written Feedback

- ✓ Establish ground rules on presentation and setting out. This should be routinely mentioned in class.
- ✓ Written feedback is only of value if comments are read and responded to.
- ✓ All work written feedback by a member of staff should be in a colour different to the one used by pupils.
- ✓ Written feedback by someone other than the class teacher should be initialled e.g. TA - Teaching Assistant, ST - Supply Teacher, children giving feedback on another child's work should use a post it note or a similar format as designed by the class teacher.
- ✓ In depth feedback will be completed in Maths and English. Quality feedback should question and move the children on in their learning, not just list what they have been able to do. This makes written feedback more effective for the child and more time manageable for the teacher. Any written feedback should be written in child friendly language.
- ✓ All written feedback will be informative and constructive and feedback questions should relate to Learning Objectives and the Success Criteria.
- ✓ Any calculations, sentences etc. that need to be corrected should be indicated in Next Steps comment where appropriate.
- ✓ Appropriate characteristics of assessment are introduced and used, depending on pupil needs in Foundation Stage and the Hearing Impaired Unit.
- ✓ Feedback in maths and other closed tasks should be marked with a tick and an x put next to incorrect answers. If there are lots of mistakes just a dot should be used. Children should be encouraged to leave incorrect answers and not rub them out. Where appropriate only part of incorrect answer should be marked wrong where the child has made a small mistake in one part of a method.

✓ Feedback in English should include Next Steps to indicate an area where some improvement needs to be made. Information needs to be given as to how the child can close the gap. NS are not required at the end of every lesson, only when effective..

Useful "close the gap" are:

Reminders - What else could you say here?

Scaffolds - What was the dog's tail doing? The dog was angry so he....! Describe the expression on the dog's face.

Examples - Choose one of these - He ran around in circles looking for the rabbit / The dog could not believe his eyes.

Modelling

✓ Highlight in pink and green - KS1 in free writing and RWInc workbooks, KS2 during a unit in extended writing - to show areas for "tickled pink" and area for growth.

✓ Sometimes a section of the work may be commented upon, rather than the whole piece. E.g. Yellow box marking.

✓ Where appropriate, children may be required to 'find the errors' in a section of work.

✓ Spelling corrections should be limited to the words the child should know and a maximum of 3 spelling mistakes will be underlined and written correctly in the margin. As appropriate to the individual pupil - not all spelling will be corrected.

✓ Punctuation marks relevant to the child's ability level will be marked. Punctuation mistakes will be highlighted dependant on the learning objective.

✓ Handwriting and presentation will be marked and commented upon where appropriate.

6. Adjusting teaching to take account of assessment outcomes

Teachers should use the assessments that they have carried out in class to influence their next lessons. This may include supporting a group with misconceptions or broadening the understanding of a group who are secure in that learning. Children should not be kept in set groupings for all their maths and English lessons but instead groupings, if needed, should be fluid and changeable depending on prior learning.

Feedback will inform teachers' judgements on how a child is progressing in relation to the whole class, age related expectations of attainment and the child's individual ability and will be used to inform teachers' records and reports to parents where and when appropriate.

7. Time to respond to feedback

Time should be given to pupils to correct, redraft, edit, add and respond. This may be done independently, with an adult or with a peer to support. Corrections and responses should be completed below or within the last piece of work depending on what is appropriate. Children can use their 'purple polisher' pen to edit their written work. When verbal, self or peer feedback can be followed up in that lesson the most progress is made. But this is not always appropriate or possible, in these situations children should be allowed to follow up on the learning as soon as possible after the original lesson.

Maple Feedback Code

Sp = word underlined to check

// = new paragraph

VF = verbal feedback given

? = are you sure?

S = someone has scribed / supported for the pupil and initialled

Circle round to highlight

Small tick = correct

Cross or Dot = incorrect

Smiley face or double tick to highlight special words

Pink highlighter to show "tickled pink" - positives from the work.

Green highlighter to show area of "growth"

Purple pen is used for child's corrections/ editing in English

NS = next step

Other feedback formats that staff may use when and where appropriate



There are * mistakes in this piece can you find and improve them.

 Yellow box marking means that the feedback is focused on one small part of the task.

LO: Learning Objective

SC: Success Criteria

Summative Assessments at Maple

EYFS

- Children are Baseline assessed in the first half term of their schooling at Maple. This done using the NFER Baseline assessments. Children are then Teacher Assessed against the 17 Early Learning Goals (ELGs) at the end of EYFS. Children are judged to have reached a Good Level of Development (GLD) if they reach the expected level in the 12 key ELGs.

Year 1

- All children at the end of Year 1 take part in the Phonics Screening Test.

Year 2 (End of KS1) SATs Assessments

- At the end of KS1 children are assessed in Reading, Writing and Maths.

Reading - 2 assessment papers

Maths - 2 assessment papers - one arithmetic style questions and one problem solving and reasoning questions

Writing - no assessment papers, just Teacher Assessed

Spelling, Punctuation and Grammar - 2 optional papers - one spelling test and one written paper

- The children are given a standardised score between 85 and 115 for Reading, Maths and SPaG. A score of 100 is seen as the average score for a child at that age.
- The results from these papers inform the class teacher(s) assessment of the child. The class teacher(s) will assess the child at one of the following levels for each of the subject areas,

PKS - Working at a level below KS1

WTS - Working towards the expected standard

EXP - Working at the expected standard

GDS -Working at a greater depth within the expected standard

Year 6 (End of KS2) SATs Assessments

- At the end of KS2 children are assessed in Reading, Writing, Maths and SPaG.

Reading - 1 assessment paper

Maths - 3 assessment papers - one arithmetic style questions and two problem solving and reasoning questions

Writing - no assessment papers, just Teacher Assessed

Spelling, Punctuation and Grammar - 2 papers - one spelling test and one written paper

- The children are given a standardised score between 80 and 120 for Reading, Maths and SPaG. A score of 100 is seen as the average score for a child at that age. A score of 110 + is seen as a Greater Depth score.

For Writing children are Teacher Assessed to be at one of the following levels,

PKS - Working at a level below KS1

WTS - Working towards the expected standard

EXP - Working at the expected standard

GDS -Working at a greater depth within the expected standard

In Years 3, 4 and 5 children undertake end of year assessments for Reading, Writing and SPaG. These papers are for in school use only and unlike the assessments noted above are not formal assessments, nor are they reported to Government.

How Progress is Measured at Maple

Since the abolishment of levels in 2014, Maple has been using the Herts for Learning (HfL) assessment and progress system. At the end of each term data is input for every child. Each child is judged as either Entering, Developing, Securing or Mastering the objectives for Reading, Writing and Maths. It is expected that an 'average' child will be Entering in the Autumn, Developing in the Spring and Securing in the Summer.

Reporting and Feedback to Parents

Parent Consultations

Parent consultations are held in October and February. At the February consultation, parents receive a Mid-Year report informing them of how their child is performing against the end of year objectives.

Annual School Reports

Annual School reports are sent home in the July of each year. These reports focus on the main objectives for each subject area for each year group. Along with a General Comment, children are judged whether to be Working Towards, Working At or Working beyond for each objective.

IEP/ EHC Review meetings

Parents of children with an IEP or EHC Plan meet twice during the year to discuss progress and feedback. It may be that some parents are invited into school for further meetings/ discussions particularly if outside agencies are involved.

Assessment results

Parents are informed of their child's results from any formal assessments - EYFS, Year 1 Phonics and End of KS1 and End of KS2 assessments.

Generally parents are not informed of their child's results from an 'in school' assessment, unless there is cause for concern. The same can be said about the data input in to the HfL system. However, if a parent asks to see the data for their child then this data will be made available.

