



Sandford St. Martin's
P R I M A R Y S C H O O L

Feedback and Assessment Policy 2022-24

SANDFORD ST. MARTIN'S CE (VA) PRIMARY SCHOOL

Our mission statement: Learn Love Laugh

Safeguarding

If there are any Safeguarding issues that arise from the implementation of this policy, then they should be dealt with in accordance with the School's Safeguarding policy. Any safeguarding concerns should be referred directly to the School by telephone or in person for the attention of the Designated Safeguarding Lead along with any concerns relating to the Prevent Strategy.

Equality

This policy should be read in conjunction with the School's Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equality of opportunity and foster good relations for all.

Feedback and Assessment Policy 2022-24

'The most powerful single moderator that enhances achievement is feedback'

John Hattie – EEF

Introduction

At Sandford St Martin's Primary School, we value the importance of assessing children's learning and giving feedback on it. All children are entitled to regular constructive feedback on their learning, mainly from their teacher. At the heart of our feedback policy is our belief in **responsive teaching**. This means responding in a timely and accurate manner to children's learning and creating a culture of feeding forward (looking ahead to provide constructive advice on how to do better) as opposed to solely feedback (focusing on child's current performance). Traditionally, too many students have received a 'fixed' style judgment on that particular piece of work. Instead, they should receive a 'fluid' style of response in the form of constructive feedback that details how they can improve as a learner.

Effective feedback is an essential part of the learning process. At its heart, it is an interaction between adult and child: a way of acknowledging pupils' work, checking the outcomes and making decisions about what adults and children need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments. Therefore, all teachers/TAs will provide feedback as an essential part of the learning process with the focus being on the development of the learner above all else. If the feedback is not moving the learner forwards, then it has little value. Children must be given the time to respond to any feedback given.

We recognise that each type of feedback has a time-cost. We acknowledge that written feedback (traditionally referred to as 'marking') has evolved into an unhelpful burden for teachers, when the time it takes is not repaid in positive impact on pupils' progress. This is frequently because it is serving a different purpose such as demonstrating teacher performance or to satisfy the requirements of other, mainly adult, audiences. Senior leaders and governors are responsible for the effective deployment of all resources in the school. They should take into account the hours teachers spend on marking and have regard to the work-life balance of their staff. This policy seeks to redress the balance between time and cost in outlining methods that will enable teachers to work smarter, not longer. It is essential to move away from the notion that written feedback is the most desired form of feedback.

Teachers will not be judged on the amount of written feedback in books however evidence of the development of the learner should be present. Book looks will involve the teacher and the moderator so that professional dialogue can take place. The culture will be one of book looks being 'done with' rather than 'done to'.

The Four Principles of Our Feedback

As a staff, we agree in 4 principles of feedback and these underpin our approach when providing feedback, whatever the form the feedback is in.



1. Timely: The difference between the delivery (of feedback) and space for children to respond.

- Marking and feedback is the dialogue that takes place between adult and child, ideally while the learning is still being completed.
- Teachers should be constantly assessing effectively by checking children's responses to questions and not being afraid to spend more time on areas of learning if many children have not understood.



2. Receptive: Pupils embrace the feedback provided by the teacher

- Show that we value the children's learning, and encourage them to value it too. When teachers praise pupils for intelligence this can reinforce a fixed mindset. Students who receive praise for effort, or process feedback tend to show greater engagement, motivation and improvement (Dweck, 2007).
- Boost the children's self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's learning is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- Promote self and peer assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others.
- Whenever possible, marking and feedback should involve the child directly.
- Formative feedback should be differentiated, based on the needs of the learner. Therefore, comments made will vary according to children's age and stage.



3. Granular: A razor-sharp concrete target that can be actioned (feedback is target-driven)

- Give the children a clear picture of how far they have come in their learning, and/or the individual targets set for them; and how they can improve their learning in the future.
- Comments will generally focus on only one or two key areas for improvement at any one time, avoiding cognitive overload.
- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets, e.g.

Effective	Ineffective
<p>A specific, granular target that is focused on the next step. “Remember an excellent essay will include references to the writer. For example,”</p>	<p>Next steps are vague and unhelpful. “Add more detail to your explanation.” “Write more to this point that you have made.”</p>
<p>The feedback will focus on the elements of the work that demonstrates understanding with constructive comments to direct improvement.</p>	<p>The feedback focuses mainly on where the pupil made incorrect responses.</p>
<p>Creates an opportunity for self/ peer assessment to encourage pupils to take responsibility.</p>	<p>The feedback provided is too reliant on extrinsic rewards such as stickers.</p>



4. **Fluid**: Creates continuous flow between teacher-pupil, pupil-pupil

- Gauge the children's understanding, and identify and address misconceptions.
- Feedback via marking is of limited value unless children actually get to responds to it so it must be a two-way process (fluid)
- The child must be able to read and respond to the comments made, and be given time to do so. Therefore, this is best achieved orally as learning unfolds in the lessons.
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.

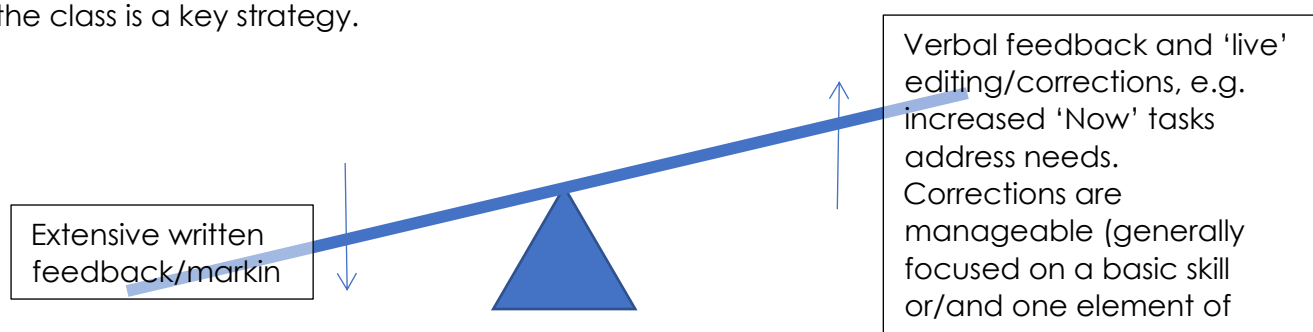
Actions – What these principles look like in the Classroom

- Teachers will demonstrate responsive teaching when applying these principles in the classroom by noting errors and / or misconceptions that are made by many children and use these to inform future planning. Whole class feedback sheets may be utilised in order to do this effectively (**see appendix A**)
- Teachers should constantly strive to make regular progress checks along the way.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning question, success criteria and the key expectations for the learning right from the outset. This does not replace teacher presence in a child's learning and books, but complements and balances it.
- Light touch marking will always be carried out promptly, and will normally be completed before the next lesson in that area of learning. The minimum requirement for light touch marking is a highlighted Learning Question (LQ) in the children's book (**Green** = children have achieved the LQ; **Orange** = children have partially achieved the LQ; **Pink** = children have not achieved the LQ).
- Pupils will act on any feedback given. If written feedback is given, children should place their own initials next to the written feedback to show they have acknowledged it. Whether this feedback becomes actioned effectively should be demonstrated through the development of the learner in subsequent work.
- It is imperative that children are given time to act on any feedback given. Therefore, time should be planned within lessons for children to read and fully comprehend what they must do to develop. This time is to be called **CAR** time (Check and Reflect). Any additions / improvements / corrections during CAR time should be completed in **purple** pen.
- Depth marking is carried out, on average, at least fortnightly in writing and maths. This should take the form of a longer comment following an extended write or following a sequence of maths lessons that have covered the same objective / learning question.
- We will endeavour to use the same feedback symbols throughout the year groups to ensure continuity (**see appendix B**)
- Ticks are used when learning is correct, and a dot or circle where errors have been made. Some (usually 3-5, but may be more or less dependent on the child) incorrect spellings are underlined or noted with 'sp' written in the margin. According to a child's ability, the correct spelling may be given or the child will be asked to find the correct spelling during 'improvement time'. From Year 2 upwards spellings are generally transferred into a spelling book and practised as much as possible.

- A **green biro/pen** will be used by the adult when writing comments.
- Highlighters will be used throughout the school to identify successes (areas where the success criteria have been met) and area(s) for improvement. A **green highlighter** will be used to identify successes and a **pink highlighter** will be used to identify the area that could be improved. Priority will be given to basic skills whilst NOT over-burdening the child with multiple corrections. Adult knowledge and professional judgement is key when providing feedback, feed forward, next steps and targets.
- It is vital to know whether a child has completed their learning with support or independently. Children in Y2-6 should write the acronym '**PIGS**' at the top or bottom of their work:
P = peer (children worked with a partner or partners);
I = independent;
G = guided (children worked under the guidance of an adult);
S = shared (children worked as a large group or class on a shared piece of work – usually a shared write).
One of these letters should then be circled by the child to indicate the level of support for that piece of work.
- Adults should establish direct links between oral or written praise and the class or school rewards systems: giving SOARING points or VALUES points directly related to learning and achievements (**see appendix C**)

See-saw effect

Where written feedback is reduced it is vital that 'verbal/live feedback' increases in direct correlation. Therefore, seemingly unmarked pages of work will still evidence self/peer/adult led improvements and opportunities to progress. Adult circulation in the class is a key strategy.



Quality feedback includes:

- Verbal feedback
- Teacher/teaching assistant assessments
- Self-Assessment
- Peer Assessment

Self, Peer and Adults' Assessment may be interchangeable across the course of a week dependent on the sessions taught/age and stage of the children.

Summative Assessment

It is important to recognise the separation of summative and formative assessment. If formative assessment is the steps along the journey then summative assessments are the end goals.

Formal summative assessments will take place three times a year (Nov/Dec, March/April, June/July) and will result in a grade or scaled score. Summative assessments will take the following form: Y1-Y5 - NFER papers (providing a standardised score). Y6 – past SATs papers (giving a scaled rather than standardised score). Y2 will also use past SATs papers in the spring term to enable accurate predictions to be made. These will be discussed during subsequent class attainment and progress meetings. The results of summative assessments will be shared at parents' evening meetings. The results will also be placed onto Insight (the school's data tracking system) and will help identify children who need extra support going forwards. The school will provide dates each term for when teachers need to place their results of summative assessments onto Insight. These will be known as 'data drops'. In addition to these formal summative assessments, we recognise the importance of the 'testing effect' (see further reading). Teachers are encouraged to use informal, low stakes quizzes throughout the year. These should take the form of multiple-choice questions.

Self-Assessment

In Key Stage 1 pupils should be taught to self-assess in a meaningful way, against the success criteria. By the end of Year 2, the pupils should be able to self-assess regularly. To self-assess the pupils should tick the success criteria which they feel they have achieved. All self-assessment should be moderated by the adults, using a light touch mark to either agree or alter the self-assessment. The pupils could then identify their own next step or circle the success criteria that they have not met in pink.

Peer Assessment

In Key Stage 1 pupils should be taught to peer-assess in a meaningful way, against the success criteria. By the end of Key Stage 2 pupils will peer-assess regularly in English and Maths. Again, all peer assessment should be moderated by the Class Adults, using a light touch mark to either agree or alter the assessment. The pupil should initial their peer assessment to identify who has assessed the work.

Monitoring and Review

We monitor and update this policy and practice regularly so that we can take account of new ideas, pedagogy and improve our practice. This policy will be reviewed at least every 2 years, but has been reviewed annually over the past few years, in view of the current educational climate.

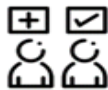



November 2022

APPENDIX A – Whole class feedback

In order for whole class feedback to be effective the following must be found out:

- Common misconceptions
- Concepts to re-teach or reinforce
- Students who need stretching
- Students of concern

These areas may be put onto a whole class feedback sheet (see example)

Knowledge Quiz Answers	Excellence/ Shoutouts	Common Misconceptions
		
Common Spelling Errors		
		

Or the teacher may choose to type up the whole class feedback and share on a lesson slide. This may feature at least three different numbered next steps relevant to the work produced.

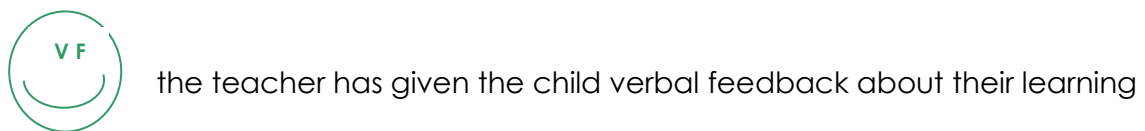
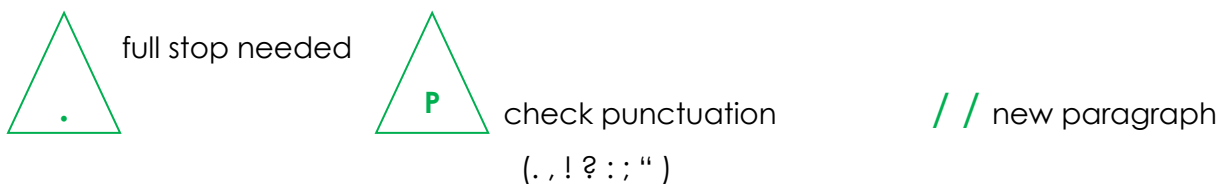
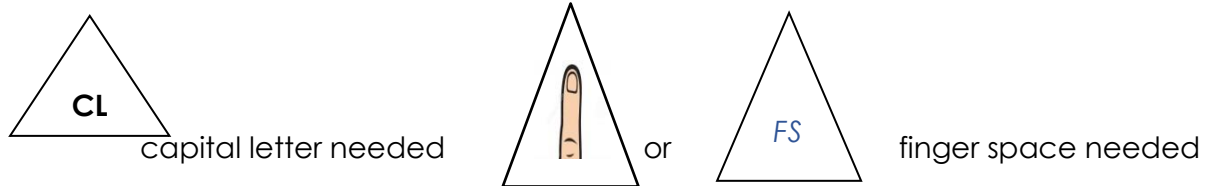
Alternatively, for whole class feedback to be effective:

- ✓ Group the children's books into:
 - children with specific misconceptions that may need a personal next step or further verbal feedback live in class,
 - children who need to consolidate the learning and require a next step that will require them to add something to their work/improve their work/create another example of the learning that was intended
 - children that have achieved the LQ and therefore have a next step that builds on this learning.
- ✓ Create a slide, sheet or screen
- ✓ In the children's books write 'next step' and a number relating to the next step that they are to work on (or if appropriate: a personal 'next step' comment or NOW task)
- ✓ The next lesson or during start of the day the screen/sheet or slide is displayed and all the children respond to their next step in purple pen/pencil
- ✓ The screens, slides or sheets with next steps on are kept so they are available if anyone needs to refer to them in the future.

It is recognised at this school that this sort of approach allows for more frequent detailed, feedback which is targeted and of better quality than wasting time hand writing full comments/feedback into each child's book.

APPENDIX B – Marking symbols

The following symbols will be used throughout the school and displayed in classrooms for children, staff and visitors to refer to;



A **green** highlighter will be used to identify successes and a **pink** highlighter will be used to identify the area that could be improved.

APPENDIX C – Linking values to feedback

S uccessful O pen A spirational R eflective I nquisitive N ever giving up G rowing	I try my best	I support others	I meet my goals and next steps	I am brave as I reach for the stars
	I am honest	I am friendly and welcoming	I use my manners	I listen and respond very well
	I recognise my strengths	I encourage those around me	I have self-belief	I follow my dreams and help others to follow theirs
	I edit and improve my learning	I take on advice and listen to others	I think and ask about stuff	I recognise my mistakes and move on
	I ask questions and take interest	I find out and share	I know what makes me buzz	I link and connect my learning
	I work hard on things that are tricky	I don't give up but try try try again	I find new ways of getting it right	I find ways to rely to myself
	I take responsibility for my learning	I am reliable and prepared for school	I am maturing in character and I uphold values	I make good choices and inspire others

Our Root Values:

Friendship Respect
 Love
 Honesty Thankfulness

Further reading –

Daisy Christodolou, Making Good Progress – The Future of Assessment for Learning (OUP Oxford, 2017)

Dylan William, Embedded Formative Assessment – Strategies for Classroom Assessment that drive Student Engagement and Learning (Solution Tree Press, 2017)

Michael Chiles, The Craft of Assessment: A whole school approach to Assessment for Learning (John Catt, 2020)

Education Endowment Fund, A Marked Improvement – A review of the evidence on written marking
 (https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Marking_Review_April_2016.pdf)

Blogs:

Neil Almond, Musings on Feedback

<https://nutsaboutteaching.wordpress.com/2020/01/14/musings-on-feedback/>

Dylan William <https://www.dylanwilliamcenter.com/blog/>

Daisy Christodoulou <https://daisychristodoulou.com/blog/>

The Testing Effect: <https://blog.innerdrive.co.uk/harnessing-the-testing-effect>

The Testing Effect: <https://www.teachwire.net/news/boost-information-recall-with-regular-quizzes>



SANDFORD ST MARTIN'S CE (VA) PRIMARY SCHOOL

Feedback and Assessment Policy	
Date adopted: 8th December 2022	Version: 3.0
Last Reviewed: November 2022	Review Cycle: Every two years
Revision Ref:	December 2024
Author/Owner:	Headteacher/Standards and Assessment Committee
Policy Type:	Curriculum