



Guidance: Assessment & Feedback

This guidance describes our agreed practice:

Purpose:

At Woodhall Primary School we are committed to inspiring a love of learning, by promoting ambition and providing opportunities that ensure talents are nurtured, needs are met and all can flourish.

To achieve this, assessment and feedback needs to be continuous so that children know what they have done well and what they need to do next in order to progress further. Marking is an instrumental part of our feedback process as it highlights successes, indicates areas for improvement and enables teaching staff to identify next steps.

This continuous process enables children to enjoy regular praise and move forward in their learning, which in turn, raises the attainment of every child.

Aims and objectives:

We want our children to develop as independent learners, with an awareness of their strengths as well as being skilled and able to tackle areas for development. Therefore, it is essential that through assessment and feedback children are aware of:

- what they have done well
- the gaps in their understanding
- what they need to do in order to progress and be given the opportunity to do so

Children should also be supported in the accurate spelling of high frequency words and key vocabulary, and to correct these independently if mistakes are made.

General Statement:

At Woodhall Primary School assessment and feedback should be driven by professional judgement and be manageable, meaningful and motivating. Evidence-based practice provides the foundations for our practice and therefore will evolve over time as new strategies emerge and are developed. At the core of our practice however are the children and their learning. All assessment and feedback has a single objective, to enable them to progress and achieve over time.

Assessment:

Assessment takes two forms at Woodhall Primary School, *Assessment of Learning* and *Assessment for Learning*. Both provide evidence for teaching staff to be able to respond to the learning needs of children.

Assessment of Learning involves periodic assessment in the form of tests, quizzes and comparative judgements to gauge children's understanding of a particular area of the curriculum. The outcomes of these assessments are generally reported in the form of numerical scores or levels and enable the school and Trust to track progress over

time. Scores and levels may be shared with children if appropriate. Teaching staff will use their analysis of the assessment results to adjust their teaching to ensure misconceptions and gaps in understanding are addressed and children are able to progress.

Assessment for Learning is essentially the tools for responsive teaching. At Woodhall Primary School teaching staff use a combination of the following depending on the subject being taught:

- share learning objectives and/ or the skills being taught
- clarify learning outcomes and the criteria for a successful outcome
- model and skilful scaffolding where of key learning points
- gauge children's understanding through high quality questioning
- provide incisive high quality feedback that enables children to identify and act on next steps
- encourage the making of errors that lead to better learning
- reflect on performance and progress with children, including the use of peer and self-assessment

To support the process of teaching staff being able to respond to the learning needs of children, it is important that the evidence collated through assessment *for* and *of* learning is recorded effectively. For children in Key Stage 1 and 2 assessment information for reading, writing and mathematics will be recorded on Target Tracker. For children in EYFS assessment information for all areas of development will be recorded on Target Tracker, but Tapestry will also be used to communicate with parents the progress that is being made. The nature of our assessment databases means that they can be continually updated, but each half-term there is an expectation that teaching staff will review and record children's progress in preparation for pupil progress meetings with senior leaders.

Feedback:

Wherever possible, feedback, including marking, should take place with the children. At Woodhall Primary School feedback needs to be effective, sustainable and time-efficient. Our practice is designed to have impact and develop independence, leading to expected or better than expected progress over time.




When providing feedback teaching staff make a distinction between a 'mistake', something a child can normally do, and an 'error' which is something a child has yet to master. When providing feedback on what is perceived to be a 'mistake' there is an expectation that children will be able to self-correct without a prompt; with perceived 'errors' children will be reminded of a related rule or be provided with support to enable them to self-correct. The distinction between a 'mistake' and 'error' will not be articulated to children; it is merely a tool for teaching staff to be able to determine the nature of feedback to be given.

To ensure feedback is time efficient but effective, there is no expectation that acknowledgement marking, for example 'good effort', will take place, as there is no evidence-based research to suggest that this is of any benefit to pupil progress. However, this does not rule out the use of acknowledgement marking, which teaching

staff may use on occasions, especially in foundation subjects, so that children feel their effort has been valued. Typically though, teaching staff will provide continual verbal and/or 'coded' feedback – see Table 1 below for symbols and terms.

In addition to continual verbal and coded feedback, in Key Stage 1 and 2, teaching staff will provide timely written feedback during a unit of work/ sequence of lessons. This mid-point feedback will make specific reference to the learning objectives/ skills being taught, identify and celebrate what a child has done well and provide short-term targets, in the form of 'next steps'. Alongside mid-point feedback time will be set aside for children to consider and respond to written feedback in the form of 'fix-it' time.

Table 1: written feedback symbols and terms

	Successful learning: green highlights examples of where a child has successfully demonstrated an understanding of the skill/s taught.
	Area for improvement/ Next steps: pink indicates where children can improve their work – typically linked to the skill/s being taught.
<i>Abc</i>	Written feedback: written comments about successful learning or on how a child can move their learning on will be written in 'normal' pen next to the appropriate colour for the comment i.e. green or pink.
	'Fix-it': children respond to 'next steps' and 'areas for improvement' both in lessons and at regular designated times.
VF	Verbal feedback given
I	Independent work
IS	Initially supported but then child/ group worked independently with some prompting
MS	Child/ group has received minimal support through an activity
HS	Child/group has been heavily supported through an activity

NB: Alongside this coding learning support assistants should initial their marking.

Feedback to parents and carers



In order to best support children with their learning it is important for teaching staff to communicate with parents and carers about the progress their child is making. By regularly sharing information we hope that parents and carers will feel valued and an integral part of their child's learning. Part of this process will include inviting them to attend at least two parent consultations, as well as issuing them with termly progress updates.

Over and above this, parents and carers are encouraged to contact class teachers if they have any concerns about their child’s learning or progress.

Feedback in Early Years:

In Early Years children’s achievements are generally recorded in the form of their online Tapestry Learning Journeys. Learning will be annotated, where necessary, with dates, titles and/or key questions added. Symbols and terms are used to indicate the level of independence displayed by a child in their learning – see Table 2 below for symbols and terms. Verbal feedback is routinely given as part of the feedback process.

Table 2: written feedback symbols and terms in EYFS

	<p>Positive feedback: highlights examples of where a child has successfully demonstrated an understanding of the skill/s being observed/ taught.</p>
	<p>Next steps: where appropriate how a child can move their learning on will be indicated; the age band and the areas of learning may also be added for assessment purposes.</p>
<p>I</p>	<p>Independent work</p>
<p>MS</p>	<p>Child/ group has received minimal support through an activity</p>
<p>S</p>	<p>Supported work</p>

Monitoring:

This guidance document is a record of our agreed practice. As such, all teaching staff are expected to apply it consistently to achieve the aims and objectives. The application and impact of our practice will be reviewed at least termly, through a process of learning walks, observations and the monitoring of children’s work. Monitoring will be conducted by middle and senior leaders. Where appropriate, the outcomes of monitoring will be shared to enhance best practice, in addition to forming part of the performance appraisal process.

Guidance Review:

This policy will be reviewed annually by staff and shared with governors.

Date of next review: September 2018