



Assessment & Feedback Policy

For Woodhall Primary School, part of the Unity Schools Partnership

Date of Review:	July 2020
It was ratified by the Woodhall Primary School Local Governing Body on:	
Date of next Review:	September 2021

ASSESSMENT & FEEDBACK POLICY

Context:

At Woodhall Primary School, we pride ourselves on providing a centre of learning excellence that is based on positive relationships. Through these, children's curiosity about the world is ignited and a passion to pursue opportunities is unleashed. This policy is a fundamental component in ensuring this commitment is achieved.

Aims:

To be successful, children need assessment and feedback to be continuous so that they know what they have done well and what they need to do next in order to progress further. This process also enables children to enjoy regular, positive recognition for what they know and what they have learnt, which in turn, raises their self-esteem and the desire to learn more.

During their time at Woodhall, it is also important that children develop as independent learners. It is therefore essential that through our systems of assessment and feedback they know:

- 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.

Positive Relationships | 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, 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

Data Recording:

To support the process of identifying the needs of children, it is important that evidence is collated through assessment *for* and *of* learning. For children in key stage 1 and 2, the main vehicles for recording children's next steps are daily whole-class marking sheets, and periodic PiXL tests and the resultant, question level analysis spreadsheets. For children in EYFS, Early Excellence's Assessment Tracker (EExAT) is used.

Periodically, key year groups e.g. Year 6, are required to provide the Trust with summative data from formal assessments.

Feedback:

Wherever possible, feedback, should be given verbally, be effective, sustainable and time-efficient. The system in place is also designed to 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 directly; 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 be used, 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, teaching staff will provide continual verbal and/or 'coded' feedback – see Table 1 below for symbols and terms.

Alongside verbal and/ or coded feedback time will be set aside for children to consider and respond to the feedback received in the form of 'fix-it' time. Feedback corrections can be identified through the use of 'purple pen'.

Table 1: Feedback symbols and terms that may be used

	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.
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

Feedback to parents and carers

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



Over and above this, parents/ 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 EExAT. 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 policy 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 and monitored by the governing body.