

South Wilford Endowed Church of England Primary School



SOUTH WILFORD
Endowed C of E Primary School

Assessment & Feedback Policy

Date Agreed: 01.09.25

Review Date: 01.09.27

INTENT

Feedback must be purposeful, effective and fundamentally support learning; it will help children develop their knowledge and understanding of a subject or concept. It will help them to learn more and remember more and children should be clear about how they can develop their own learning and their next steps.

We focus on 'in the moment' feedback and whole class feedback to address individual and common misconceptions picked up during the lesson. Teachers should be continuously assessing understanding through their questioning and observations. Wherever possible, feedback should be within the lesson - teachers use 'shared marking' strategies to facilitate this. Children should be taught how to improve their own work and be given immediate feedback within the lesson whenever possible or in a follow up lesson - minimising the need for written feedback. Marking books should inform feedback and pick up on any clear and obvious errors. Teachers should be ensuring high standards of presentation through this monitoring. There is no expectation for written feedback in books.

Feedback Policy

Who is involved:

Leadership Team:

- monitoring and evaluation of the effectiveness of the marking and feedback
- exemplification of best practice
- delivery of relevant CPD for staff

Teachers:

- 'does everyone know' approach to in class assessment
- targeted questioning
- be present in the room – moving around children and continuously assessing
- use of a variety of assessment strategies – low stakes quizzes, think pair share, cold calling
- modelling clearly with impactful feedback
- maintaining high expectations in books through basic marking
- using a variety of strategies to provide meaningful non-written feedback
- providing pupils with the opportunity to improve
- giving a range of feedback in a variety of forms

Pupils:

- self-assessment and marking

- engaging with questioning
- peer conversations
- asking for support when required
- editing and improving their own work

Learning Support Staff:

- supporting AFL through regular dialogue with teacher
- working in collaboration with the teacher
- providing written feedback if required
- provide immediate feedback to children during lesson

Supply Teachers and Trainee Teachers are required to follow this policy

Feedback

At South Wilford, as part of our assessment for learning, we mark books to maintain expectations and draw children's attention to errors. Marking is valuable for teachers, in order to notice misconceptions that can be addressed during the lesson or in subsequent planning, but should not be time consuming or onerous; therefore, written comments are not a requirement.

Learning is acknowledged with ticks, positive comments and corrections where required however, the most effective feedback is immediate and in conversation with the child during the lesson. Feedback also informs the next steps of planning and teachers should be actively adapting lessons to build in the steps required to ensure learning is retained.

Expectations:

- Feedback should take place during the lesson whenever possible or soon after learning is completed.
- Teachers should be questioning children effectively to assess understanding.
- Feedback is most effective in the presence of the child or children and whole class or group feedback is encouraged.
- learning in books should be acknowledged with ticks, praise or corrections.
- Children can self-mark when appropriate and teachers may use this time to elaborate, build on learning or address common misconceptions.
- We use **purple** pen for adult marking, **green** pen for children.
- Verbal feedback does not need to be noted.
- Feedback should address presentation as well as content.
- The agreed marking symbols are used to draw children's attention to corrections they can make.
- Teachers will plan in time during the lesson to provide feedback or address misconceptions from that lesson or previous learning.

A tick is used to acknowledge that the child's work has been seen. Teachers can draw attention to specific mistakes with the codes below so that children can find and correct their own errors or simply correct them when more appropriate. Learning should be marked regularly but every single mistake does not need to be noted (teacher judgment should be used to decide this depending on the child). The use of conferencing in writing is encouraged to provide high quality feedback on a 1:1 basis to improve writing.

- CL – capital letter missing
- FS – full stop missing
- T – incorrect tense
- // - paragraph missing
- P – punctuation inaccurate (specific punctuation can be referred to also)
- V – vocabulary choice
- HW – handwriting
- Sp – spelling mistake (a particular spelling can be focused on to repeat by writing in purple).

Written Feedback:

There is no expectation of written feedback but if a comment is going to help move the child's learning on, and is appropriate for the child, then these can be used where the teacher sees fit. A positive comment can be made to celebrate a child's work.

As part of the writing process, children are taught to edit and improve their own writing – this is evident in green pen and digitally. Teachers may use writing conferences, whole class feedback, voice notes or shared writing to support the development of children's writing.

Feeding back as a whole class:

This should take place within the lesson and time to do so planned in. Teachers should model clearly, question effectively and discuss answers and misconceptions. Teachers modelling how they might infer or retrieve an answer is good practice. Children should be encouraged to answer questions in depth and elaborate on their ideas. DISCO questions should be used to further stretch critical thinking skills. Children can use green pen to self-mark and develop their answers further following these discussions. Teachers should always follow the mantra "does everyone understand".

Addressing common misconceptions:

Teachers need to be looking for common misconceptions during the lesson and when marking books; these can be addressed immediately, during the lesson or be noted down and followed up in the next lesson. Teachers may utilise Digital Learning to share misconceptions on the screen and share with the children on their individual devices. Teachers may also share good examples in the same way to model clearly how to improve their work.

Questioning and adaptations:

Teachers should be actively looking for ways to deepen the learning and to stretch the children's thinking and to support progress. This should be done through constant AFL during the lesson and through targeted questioning, tiered questioning or DISCO questions. These should be planned into lessons where appropriate or developed during a lesson in discussion with the children. Finding the correct level of challenge is vital for moving children on. Teachers can utilise Digital Learning to allow greater opportunities for stretching & supporting children's learning. Tiered and targeted questioning in combination with Think Pair Share and Cold Calling are encouraged as strategies to ensure all children are actively involved in the learning. Adaptations to learning are essential and when feedback is effective then informed adaptations can be made more successfully.

Individual and small group feedback:

A teacher may identify a small group that require similar feedback. Time during the lesson or later that day may be set aside to address the issue or as a pre-teach. A short conference with an individual student to give specific feedback may also be more effective than a written comment. Teachers may choose to work with a small group during the lesson in order to provide the more bespoke feedback and TA's may be used to support this.

Independent Writing:

During the drafting stage of the writing process, children should receive regular feedback on how they can improve their writing. This may be as a whole class using strategies such as slow writing, 1:1 conferencing or in small groups. The conversation should encourage children to improve their writing through editing and improving strategies to better understand how their writing impacts the reader and the authorial choices they are making.

Children should be taught how to draft and re-draft before the final piece. Teachers must be careful not to tell the child what to write but instead to make suggestions and ask questions that encourage children to think critically about their writing. Use of Digital learning to research, edit and improve or to share examples can be used as an effective method of whole class or individual feedback.

The final piece of writing in the purple book is not ticked or corrected, as this is their final published piece and feedback has already been given during the writing block. Teachers use the Transform Objectives to assess children's writing over the term using moderation with year group partners and comparative judgements to guide their assessments.

Feedback in Maths:

As with other subjects, the most effective feedback in Maths is in the moment and during the lesson. Continuous AFL based on children's answers and responses should guide the teacher's feedback

strategies. Misconceptions should be addressed immediately and extra modelling, concrete examples or smaller steps used to clarify.

Teachers should be moving around the class during independent learning and supporting where required. They can use this as an opportunity to look at books, correct errors or enter into conversation with children about their learning. Common misconceptions can then be addressed as a whole class. Children may mark their own books during whole class feedback in green pen and this is another opportunity to address misconceptions or to deepen learning.

In KS1 teachers/ teaching assistants tick the Learning Question using the three-tick system below. Children can self-assess alongside.

In KS2, at the end of a lesson, the children should be encouraged to self-assess in green and the teacher may also use the 3 tick system to help them remember who may need support or stretch.

- ✓✓✓ (Understand)
- ✓✓ (Understand mostly)
- ✓ (Do not really understand)

Learning in books is acknowledged with a tick and teachers should be looking for common misconceptions as children's books are looked at. Teachers should use worked examples during the lesson with groups or the whole class where gaps in understanding are identified. Teachers must be careful not to tick incorrect answers and children must be aware of mistakes they have made through the feedback process. Guided marking is done using green pen during the lesson giving the teacher the opportunity to address errors and elaborate or model further.

Poor presentation and standards should be addressed and supported. If a child is continually making the same error then steps should be taken to support them with this. For example, if a child constantly writes their answers in the middle of the page then a margin could be drawn in. There is no expectation of written feedback in Maths.

Summative Assessment:

Each term children complete standardised tests in Maths and Reading. These scores are recorded on Insight which tracks children from their EYFS GLD up to Year 6 SATS. Teachers use this data to inform their decisions around support and stretch. This information is also used for Gap Analysis to identify areas to focus on.

In Writing, the published writing books are used with Transform Objectives to make judgments and this is also recorded and tracked on Insight.

Children's reading levels in the form of book bands and fluency is also recorded.

EAL & SEND:

Where appropriate all of the same feedback and assessment is used for children with SEND or EAL. We assess EAL children against the Bell Foundation criteria and Flash Academy. Reading levels are closely

tracked and assessed. This information is logged on Insight. Children with SEND may have individual AET targets or BSquared.

Wider Curriculum:

Science, Geography, History, PSHE and RE is lightly marked with a tick and errors highlighted in line with English guidelines. DISCO questions should be used and discussed in depth during the lesson to check children's understanding and deepen thinking. Written comments can be used if beneficial but are not expected. Regular Sticky 7 Quizzes are used for retrieval practise and assessment of each area is recorded on Assessment Grids using end of unit tasks or quizzes. Art, DT, French and PE are assessed through outcomes, performances and final pieces.

Foundation Stage:

Relevant elements of marking are introduced and established during FS2, in preparation for KS1, although it is recognised that verbal feedback is of greater importance at this stage. Work will be marked with children present, where possible; enabling them to make any corrections/improvements there and then. It is also noted that children do not record the vast majority of their learning in books, as the emphasis in early years is learning through practical adult led-activities and through their own child-initiated play and noted by staff to inform their Foundation Stage Profile.

Digital:

If a lesson is purely recorded on the iPad, it should be acknowledged through Showbie where possible (some Digital based learning may not be possible to mark).

Digital feedback may also be given in these ways:

- Voice Note
- Text Note
- Class Discussion
- Group Feedback
- Whole Class Feedback
- Annotation of child's learning as a class
- Peer feedback on Showbie

Blended/home Learning:

In the case of Blended Learning, feedback will be given in line with regular marking policy and digital learning.

Guidance for Self and Peer Assessment

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning.

- FS and KS1 Self-assessment will usually be a smiley/OK/sad face.
- KS2 will generally use 3, 2 or 1 ticks or smiley faces if appropriate.
- Other strategies can be used e.g. 'Thumbs up / thumbs down.
- Oracy strategies will increasingly inform teacher judgments and help children to reflect on their learning

In line with AfL strategies, within most lessons, children should be given the opportunity to reflect on their learning in that lesson, assess their progress (or that of others) against agreed success criteria or learning questions. Teachers need to be explicit about success criteria and learning questions so that feedback can be specific and meaningful.

There is a need for clear modelling and training of children in how to peer and self- assess meaningfully, and that time is planned into lessons to make improvements. Teachers should also be conscious of checking the quality of peer and self-assessments made by children.

Teacher's writing

Teachers' handwriting needs to model best practice - clearly legible, neat and follow the school's handwriting policy as a model for the child.

Monitoring

Marking and feedback will be monitored by Phase Leaders and SLT, through samples of books, child interviews, lesson observations and work sampling.

Agreement and Review

It will be reviewed informally

Signed:

Date: